



Small High Schools

Bulletin 1948 No. 9

FEDERAL SECURITY AGENCY

Office of Education

Contents

	Page
Foreword.....	V
Introduction.....	VII
Major Factors Limiting the Services of Small High Schools.....	1
Relating the School's Program to the Needs of Rural Youth.....	4
The Curriculum and the Community.....	4
Work Experiences in Home, School, and Community.....	17
Educational Experiences Through Co- Curricular Activities.....	21
Guidance, Counseling, and Evaluation Services.....	24
School Services to Out-of-School Youth and Adults.....	29
Services to Farmers and Homemakers..	29
Services to the Cultural and Recrea- tional Life of Communities.....	31
Securing and Developing Community- Minded Teaching Staffs.....	33
Summary.....	39
Selected References.....	41

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**Broadening
the Services
of Small High Schools**



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Bulletin 1948, No. 9
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"'Tis off to work we go."

MORE THAN 7 out of every 10 public high schools of all types in the United States today are located in rural centers of less than 2,500 population. The problems of providing education for all rural youth through the small high schools in these areas are manifold. Significant progress is being made, but there is much ahead that needs to be done. The report presented herewith describes how selected small high schools are becoming community centers for a wide variety of educational services. Its objective is to contribute further toward rural life progress.

Oscar P. Ewing.

Federal Security Administrator

Foreword

ALTHOUGH the problems of the high schools serving rural youth are numerous and persistent, many of them are being overcome by school men and women of vision, enterprise, and zeal in all parts of the Nation. These leaders have found that duplicating the programs and operational patterns of the large schools is not the best way to deal with the limitations of secondary education inherent in the smallness of available enrollments, staff, equipment, administrative unit, and taxable resources. They have discovered that small enrollments can promote the adjustment of instruction to individual pupil needs and interests; that small staffs can facilitate friendly and natural cooperation among administrators, teachers, parents, and pupils; that the limitations of equipment and school plant can be supplemented by a wider use of homes, farms, industries, and social institutions; and that these are more natural and effective places of learning than the schoolroom.

This report suggests the ways and means through which some small high schools are broadening their services in their physical outreach, but more particularly in their impacts upon the lives of boys and girls. The schools whose activities are described were chosen to illustrate the types of attack made upon the problems discussed. There are of course many other small high schools successfully wrestling with these problems. Of their total number, however, such schools represent the exception rather than the rule.

Statistics for 1945-46 reveal that of the 12,000 regularly organized 4-year high schools in the United States, more than half have enrollments smaller than 100, and nearly a fourth more have enrollments between 100 and 200. The numerical preponderance of these small high schools is reason enough to suggest that this segment of American secondary education deserves more experimentation, study, and leadership than has been devoted to it in the past. But the need becomes imperative when we reflect that 4½ million rural youth of high-school

age are dependent upon these schools for their education. One in four of them is not now in school. Either the educational services desired are not now sufficiently available to overcome the difficulties standing in the way of enrollment and attendance in these schools, or they are so lacking in vitality that disproportionately, they fail to hold these youth once they do enroll.

GALEN JONES, *Director*
Division of Secondary Education.

Introduction

THE PURPOSE of this bulletin is twofold: (1) to help educational leaders recognize more clearly the major factors which tend most persistently to discourage modern educational practices and services of the small high schools, and (2) to suggest ways and means through which the limitations of these schools can be overcome and their services to rural youth improved.

To achieve the first-named purpose, inquiries were sent to secondary school leaders in every State asking them to list or describe the major difficulties confronting the small high schools of their respective areas. The replies to these inquiries are tabulated and discussed in the following pages in order to emphasize their significance in relation to the various problems cited, and to establish common understanding in suggesting how improvements can be effected. The first part of the study centers attention upon the following facts: (a) that inadequacies do exist in the small high schools in providing rich and varied curricular offerings and programs suitable to the needs of most of the rural youth who will not go to any other higher institution of learning; and (b) that these inadequacies are due not only to the influences of traditionalism, college requirements, and small staffs, but to a failure to devise intelligent programs for financing, staffing, and facilitating the work of these schools or in dealing realistically with the problems peculiar to them. In pointing to these administrative, curricular, and staff problems this part of the study also points to possible solutions: Larger units of administration, consolidation, tax reforms, revisions in State-aid policies, improved practices of teacher education, and a new appreciation of the educational possibilities of student activities and of the experiences of everyday school and community life.

Since it is a well-known fact that many of these small schools are improving their services to rural youth despite the limitations listed in the first part of this report, subsequent sections describe how some of these schools are successfully dealing with these problems and some of the educational results they are achieving.

To locate practices regarded as outstanding, the secondary school leaders also were asked to name "the two or three most effective ways and means devised in your State through which the best small high schools are broadening or vitalizing their services to the youth at-

tending them and the communities they serve." They were further asked to list a few of the small high schools best known to them which they regard as being especially successful in providing effective educational services to the youth of their communities. Those in charge of the schools thus listed, were then asked to supply "a brief descriptive account of the ways found to be most successful in obtaining maximum educational results within existing limitations of staff, time, and facilities." The information supplied in response to these inquiries was supplemented by an intensive search of documentary sources for descriptive reports of the programs and practices through which small high schools have improved their services to rural youth.

Selective portions of the replies received are presented in the form of case studies and illustrations. For the sake of emphasis, the essence and underlying principles of the procedures and activities described in this document for the modernization of the small high school are here set forth:

1. The motivating philosophy and objectives of each small high school are developed cooperatively by the entire staff, by representative student groups, and in consultation with the patrons of the school, so that they may have value and meaning to all concerned.

2. The curriculum of the small high school, and its auxiliary programs, are designed for maximum service to rural youth, and therefore are concerned most with those problems and activities which will clearly help youth "to do better those desirable things they will do anyway" and will afford them realistic opportunities to cooperate among themselves and with others in shaping their own lives and in improving their own homes and their immediate communities.

3. While the program of activities of the small high school is developed in terms of the rural environment, and is concerned chiefly with the enrichment of life in rural America, it will continuously relate itself to society as a whole.

4. The small high school stresses problems and projects concerned with the enrichment of daily living *now*, rather than the mastery of subjects and textbooks, preparation for successively higher grades, for college, or for life in a future, adult world.

5. The teachers and supervisors of the small high school have special training in the methods and techniques of teaching which are best suited to the rural school situation. These methods and techniques emphasize democratic relationships; careful study of the peculiar needs and interests of individual pupils; use of

educative experiences best suited for meeting such needs and interests; maximum use of community resources; recognition of educational values resident in nonclassroom work and community activities; and skill and boldness in fusing the common elements of two or more subjects, in alternating subjects, and in supplementing the school's offerings through supervised correspondence courses, individualized study procedures, itinerant teachers, and the like.

The small high schools cited as illustrative of good practices by this report should in no sense be regarded as inclusive. Indeed, there are certain schools of this type which have been frequently and adequately described in educational literature. Reference to some of the latter is made in the annotated bibliography appended.

The fact that 300 pupils (in grades 9 to 12) was fixed as the maximum size of schools included in this report should not be interpreted as suggesting that this is the optimum size for a rural high school. Two of the 23 schools from which the data are drawn have an enrollment larger than this number. These 2, and 9 others, include 1



Students treat 920 bushels of oats against disease.

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or more junior high school grades in the number of pupils reported. All of those consisting only of grades 9 to 12, reported enrollment smaller than 200.

The question of when a rural high school is large or small cannot be definitely determined and is no part of this report. Suffice it to say that the size of a rural high school must take into account such factors as the normal trade area to be served, the areas served by the churches and other social institutions, the conditions and pattern of the roads in the area surrounding the school, the distances to be covered and the time involved in the daily trip to and from school, the distances the patrons will travel regularly to visit the school and to use the school plant, the State policies governing secondary education, the educational aids available from county and State sources for supplementing the local services, and many more.



Whither rural youth? Can the small high school find the answer?

Major Factors Limiting the Services of Small High Schools

BASIC to a discussion of promising practices in the small high school is a determination of the problems which are peculiar to it as distinguished from those of the large high school. Many of these problems are widely recognized, but in order to obtain a consensus on those which are thought to be most critical, letters were sent to leaders in secondary education located usually in the State department of education and the State university of each of the several States. The question asked was, "What in your opinion, are the major factors in your State limiting the services of the small high schools?" Seventy-two replies from 35 States were received. An analysis of the replies was made, and the related factors or items mentioned more than five times were grouped together.

It should be explained that in analyzing the replies, one contributed item was frequently broken down into two or more factors and thus received two or more checks in the tabulation. For example, this statement from Washington State was checked under A-1, B-1, and C-2: "In my opinion, the major factor in the State limiting the services of the small high schools is that small high schools in order to meet standards for accreditation are limited too strictly to the college-preparatory courses, with not enough money available to employ personnel to give the range of subject matter to meet individual needs and interests." "Meeting standards of accreditation" was a fourth problem to which this statement points, but this does not occur in the tabulation since it appeared fewer than five times in the replies received.

Problems of Small High Schools Reported by 72 Educational Leaders

<i>Major factors limiting services</i>	<i>Number of times reported</i>
A. ADMINISTRATION	
1. Financial problems arising from one or more of the following factors: Insufficient State aid, inadequate support of high schools, excessive cost of small high schools, low assessed valuation, high per capita costs, varied ability of districts to provide funds, reluctance of school boards to provide funds for certain services, fixed budgets.....	38
2. Plant and equipment inadequate or poorly planned for functional program; limited instructional aids.....	84

<i>Major factors limiting services</i>	<i>Number of times reported</i>
A. ADMINISTRATION—Continued	
3. Smallness of enrollments prohibits diversity of elective offerings, may prevent class stimulation, and makes for lack of competition in classes -----	18
4. Smallness of administrative unit -----	10
5. Lack of community understanding and support -----	8
6. Organizational problems -----	7
7. Transportation tied to elementary school program; poor roads; children may not be transferred from busses of one district to busses of another -----	7
B. PROGRAM	
1. Restricted curriculum offerings; bound to traditional curriculum; college domination, with insufficient recognition of importance of building curriculum in terms of problems and opportunities found in the immediate environment and of the needs of youth -----	46
2. Little or no special services, such as health and guidance -----	11
3. Limited pupil activities -----	9
4. Vocational education program limited or lacking -----	7
C. STAFF	
1. Teachers inexperienced, inadequately prepared, ineffective, or without understanding of rural problems; shortage of good teachers; teachers not well trained by teacher-education institutions -----	41
2. Smallness of staff, plus inability to employ sufficient supervisory staff and specialized teachers -----	24
3. Heavy turn-over of teachers and educational leaders due to low salaries, poor living conditions, feeling of insecurity through limited tenure, or the desire to move on to larger towns -----	14
4. Low salaries do not attract the type of person needed -----	13
5. Weak leadership or lack of continuous, competent leadership -----	8
6. Heavy subject load, each teacher being required to teach in many fields -----	6

It is obvious that some of these limitations are inherent because of the nature of the small high school with its small enrollments and small teaching staffs. One limiting factor often results in another limiting factor and that in still another. An example is a statement from Iowa which reports that lack of State support results in high teacher turn-over, which in turn results in lack of continuity in the entire program. "Inadequate funds" is probably responsible for many of the limitations. Although it was not mentioned in each instance, this factor is probably in large part responsible for building and equipment deficiencies and the unavailability of well-trained teachers. As an educator in Alabama writes, "There are very few things in our educational service that could not be improved with more money for providing better trained teachers, better equipped school buildings, and more adequate instructional aids."

A few of the statements which were received are quoted below. These are included in the general analysis, but are cited here because

they go into some detail in describing the limitations and thus throw additional light on the various problems. Also, they furnish examples of the thinking in different sections of the country.

From 4 different States—2 Southern and 2 Northeastern—come these comments:

Perhaps the greatest need of our small high schools is the bringing about of the recognition of the importance of building the curriculum in terms that would make use of the problems and difficulties as well as the opportunities which are found in the immediate environment. This would have to do not only with economic and social matters, but could be made to include cultural, political, health, and other phases of a well-rounded program of school activities. While our typical small high school at present has a definite trend toward doing these things, it is still bound to the traditional pattern.

Narrowly specialized pre-service education limits contributions teachers can make in schools where broad services are necessary. Pre-service education of teachers too often neglects the problems and experiences of small schools.

Preparation for college still controls the thinking of high-school teachers, administrators, and parents of children, although only about 15 percent of our students go to college.

Small schools cannot offer a complete program of secondary education at a nominal expense because of the limiting factors of attendance and the high cost of specialized services.

An educator in a Western State believes that the most important limiting factor is "a lack of real teachers who have an interest in the small rural high school and who are willing to stay a number of years to carry on a program which shall be a benefit to the boys and girls."

A Southwestern State reports that "In our State about 80 percent of the school revenue comes from the State and is apportioned according to the average daily attendance. The number enrolled in our small high school makes it impossible to justify the expenditure necessary in order to offer a broad, functional, and enriched program."

From a leader in a large Eastern State come these comments:

High-school staffs are not sufficiently well trained in their teacher-training institutions to be alert to the possibilities of the broadening services on a community basis, as well as on a curricula and extracurricula basis, to the youth and to the communities that they serve. They are content with traditionalism.

The load that teachers have to carry in the face of the impossible demand that the small high school should give training in a great variety of fields makes it extremely difficult for them to do anything too effective toward broadening and vitalizing the curriculum.

Responses to inquiries from the Office of Education, together with information from documented sources, form the basis for the descriptive accounts in the following sections.

Relating the school's program to the needs of rural youth

A HIGH-SCHOOL education for all American youth has for many years been the unswerving goal of the people of the United States. The realization of this objective is a major concern of educational leaders everywhere. High schools the Nation over are urgently being called upon to provide meaningful and suitable programs for the increasingly diversified groups which are attending them. Obviously, the traditional college-preparatory curriculum will not meet the needs of approximately four-fifths of those youngsters now in high school. They simply will not go to college.

Indeed, nearly 1 in 5 (1 in 4 in rural areas) never enters high school. Nearly two-thirds of those entering do not remain to graduate. There is evidence to show that many do not continue in school beyond the compulsory school attendance age when that is reached prior to the completion of high school. It may be inferred, therefore, that the college-preparatory curriculum, so widely stressed in the small high schools, does not provide these large and diversified groups with the necessary stimulus to go to high school. Education, not for some advanced grade or college, but for life in all its manifold aspects is the great need of these young people.

This problem is particularly difficult of solution in the small rural high schools. These schools must provide practical, realistic educational experiences not only to youth who will live their adult lives within communities of the type in which they are attending school, but to those youth who will go to the cities to live in environments which are in many respects radically different. Moreover, the educational program must be provided by a small staff of teachers who cannot be expected to supply all of the training and skills necessary to provide the variety of educational experiences needed by youth from farm homes. A new life-centered approach to this problem seems to offer the greatest promise.

The Curriculum and the Community

In reporting upon steps taken by outstanding small high schools in their States to vitalize their programs, educational leaders mentioned most frequently those measures which bear upon school-community coordination. Typical of statements received are the following: Integrating training with the home and community life of the pupils;

building the curriculum to make use of problems, difficulties, and opportunities of the environment; utilizing community resources; carrying the school into the community and the community into the school; participating in community activities and projects; organizing community forums and other types of cooperative school and community activities. Community surveys and similar studies are frequently reported as points of departure.

Reports from the small high schools emphasize the integration of their programs with community needs. Many of them express the belief that in this way more than in any other they are helping to meet the needs of rural youth who are not served by the traditional college-preparatory curriculum. Excerpts from some of these reports, or descriptive statements based on the reports, follow:

*Community High School, Frost, Tex.*¹—The Frost Community High School, which is located in a village of 700 population and is surrounded by a good farming area, has an enrollment of 79 pupils in grades 9 to 12. It illustrates how the regular school program can grow out of the needs and problems of the people living in the village and on nearby farms. Not only are community needs and problems used as the point of departure in developing the curriculum, but the resources of the community—its homes, its institutions, its men and women, and even its handicaps are used extensively in attempting to satisfy some of its educational needs and to solve some of its social and economic problems. The village of Frost has a community planning board which, along with the school board, the Civitan Club, the PTA, and the Worthwhile Club, helps to plan the school program and to integrate it into the total community program.

The home economics program is outstanding in its use of residents of the local community to demonstrate the best ways to perform certain homemaking activities. More than 40 local people were used in this program during the school year 1945-46. A few of the activities demonstrated by local women are upholstering chairs, refinishing old furniture, framing pictures and cutting glass, hairdressing and other beauty parlor operations, and caring for physical fitness needs of girls and women. These are some of the practical needs of the girls which it was felt could be met most effectively by interested women of the community who actually performed these activities well in their own homes.

¹ Much of the data for this school was supplied by W. K. McCharen of Middle Tennessee State College, Murfreesboro, Tenn., who studied the programs of a large number of community schools of the South under the auspices of the George Peabody College for Teachers. This is also true of materials presented for Plainview-Rover, Lake Vocational, Vine Grove, and Friendship schools. More complete reports for these schools and for 17 others have just been published by George Peabody College for Teachers in a bulletin entitled "Improving the Quality of Living."

Several classes in the high school are participating in a project of home and community beautification as part of the regular school program. A study of native shrubs and trees was made throughout the school as a part of the science program. A small nursery was begun on the campus where cuttings could be rooted for planting bushes and trees not only on the school campus, but along the streets and highways, in the village park, and on the grounds of churches and private homes. As a part of this program pupils worked first to make their classrooms and their campus a more attractive place in which to live and learn. The trees and shrubs planted on the campus were labeled with their Latin and popular names. The village park was landscaped and set with appropriate shrubs and flowers. Flowers were also set along the highway.

Next the interest shifted to homes in the community which were especially well-kept and landscaped. Visits for purpose of study were made to such homes by homemaking classes and other groups. Scrapbooks on home beautification and modern conveniences were made. Certain homes in the community were taken as class projects to see what improvements could be suggested and how economically these could be made through the use of native shrubbery and homemade furniture and fixtures.

English classes stimulated community pride through the writing of themes on civic attractiveness. Posters on civic improvement were prepared as art projects and displayed in the village. As a result of this activity church grounds, cemeteries, and alleys in the village were cleaned of tin cans and other debris of long standing.

As a practical part of the health and science program, a study was made of the malarial mosquito and best methods of control. A group then undertook to apply what had been learned by attempting to eliminate mosquito breeding on a lake near the village. These activities also resulted in a clean-up of other breeding places in the community.

As parts of other instructional programs there were community projects in poultry culling, brooder making, sod terracing, soil conservation, fruit tree spraying and pruning, story telling to children, church and club entertainment, library improvement, interior decoration, veterinary work, and in using the school as a community center. Local residents trained in art, music, agriculture, and homemaking assisted in these projects.

Brookwood High School, Brookwood, Ala.—Brookwood High School (274 pupils, grades 9 to 12, plus 102 pupils in grades 7 and 8) serving 11 rural communities, is located in an area where cultivation of the soil presents unusual difficulties, although farming is the only means by which many families have to earn a livelihood.

Through a survey by pupils and teachers made of the area served¹ it was found that the resources for work, culture, and recreation were meager. The school realized that it could use these problems for providing desirable educational experiences to enrich the lives of its students. Lack of organized community life suggested that the people had not learned to live and work together effectively and pointed to the need for more democratic participation. The low economic level suggested that the school could provide definite help in analyzing job possibilities in the Brookwood area and assist students to make vocational plans. The high number of drop-outs indicated that the school needed to provide work which was more functional and more in keeping with the abilities of various pupils.

Every teacher accepted the challenge of becoming a general guidance counselor as well as a subject-matter teacher. It was agreed that 40 minutes, allowed under the old schedule for homeroom activities, was not enough to study and guide the development of their pupils, and that a more flexible daily schedule would be required. The first step agreed upon at the opening of the school in the fall of

¹ Jones, Charlotte H. Program of Brookwood (Ala.) High School, 1939-44. Master's Thesis, 1944. University of Alabama. 110 p. ms.



Students lead in improving cotton seed, ginning, and marketing.

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1939 was that every teacher would have a group of homeroom pupils for whom she would be responsible for the first 2 hours of each school day. This time was devoted to varied learning programs, carried on through homeroom projects, clubs, and assemblies. These programs emphasized definite needs revealed by the survey. Regular activity periods scheduled for the first 30 minutes of each day, were planned to center around the needs revealed in music, art, drama, and religious thought.

With every teacher guidance-conscious, the school's subject offerings were critically examined with the purpose of making them more meaningful and more closely related to the findings of the survey. For example, in the field of English, the survey showed that 53 homes of senior high school pupils did not have any books, and that the average number of magazines read per home was only 1.2. Although the importance of the economic factor was recognized, the faculty felt that the school's failure to provide books in keeping with the pupils' abilities and interests, and its failure to teach the pupils to enjoy reading, were factors that led to so many homes being without books. With this in mind, every teacher made a special effort to provide reading material on the pupils' level. Room libraries were started. The senior high school groups pooled some of their funds for the purchase of books for the general school library, so that by 1943-44 there were more than 1,000 books in this collection. The facilities of the county library were examined with a view to better utilization by the school. As the boys and girls learned of the county library, they began to have their own reading cards and to draw books directly from that library. In the hope that more reading in the homes would result, class and group projects for raising money for school purposes included the sale of magazine subscriptions.

After every course in the school had been scrutinized to see how each related to the implications of the survey, the school decided that certain additional courses should be added to meet the needs of a more functional program.

The survey had revealed that the main jobs available in the community were those of mining, lumbering, farming, and store clerking. These facts, plus a follow-up study of the graduates through the class of 1938, led to the conclusion that the school would have to provide more specific opportunities to the pupils to learn of types of work that were available, to become better acquainted with people working in these fields, and to do more definite vocational planning, if possible, before graduating. Since 50 percent of the tenth grade pupils came from feeder schools and were therefore new to Brookwood High School, it was felt that a course in occupations should be opened to all tenth grade boys and girls. This course was first offered in 1939-

BROADENING SERVICES

40. No single textbook was used, but a fee of \$1 was charged in lieu of buying textbooks. A variety of books and other materials relating to the course were purchased with this money.

After the choice of a vocation was made by a pupil, his homeroom teacher was notified, and the choice recorded by the teacher on the permanent record card. Follow-up help was given through personal conferences during the eleventh and twelfth years. Checks were made as to what the graduate actually did after leaving school.

At the end of each school year, the students in the occupations class left a written record of the activities in the course which had been most helpful to them in solving their personal problems, and made suggestions relating to the course. Their opinions indicated that the course had been very helpful. Although an elective, this subject was chosen by every pupil of the tenth grade for several years following its installation.

In 1940, a young man with training in shop work was added to the staff. At this time, too, the school came into possession of some tools which had been bought for an NYA shop program given at the school. Thus, it became possible to provide a course in general shop, allowing opportunities for pupils to work with their hands, an objective that had been judged desirable from the implications of the survey. This shop teacher, stimulated by the repairs listed by the survey as needed in the homes, designed for seniors a course in general shop, which would help the boys make such repairs and in which progress would be evaluated in terms of practical use. The experiment proved popular with the boys and their parents, and the appearance of the homes was markedly improved.

A consumer education course concerned chiefly with the wise use of the little cash the students had to spend was installed in 1941-42 as an elective. Special emphasis was given to judging usable goods and to conserving all foods and materials. Vocational agriculture and home economics courses were added later.

Since no accepted form of recreation existed in the 11 communities served by the school, this problem was attacked through the home rooms and the physical education offering. Parties were planned; instruction was given in games and activities; and in other ways, student groups undertook, through contact with the leaders of their respective communities, to do something about the recreational needs on a community basis.

Plainview-Rover School, Plainview, Ark.—Among the schools which state that their programs are aimed at making the school an effective factor in raising the economic level of the families served is Plainview-Rover School, a school of 328 pupils, grades 1 to 12, with 141 of the pupils in the high school, grades 9 to 12.

In 1942, under the leadership of the newly elected superintendent, other schools which seemed to serve their communities well were visited by staff members. Upon their return, community meetings were held in which the programs observed at these schools were discussed and reactions obtained. The following summer the entire faculty of the Plainview School participated in a workshop held at a State Teachers College in which techniques of a community program of education were studied. In an effort to keep the entire community in harmony with all changes proposed, the development of the community-centered program has been gradual.

One of the first changes made grew out of the discovery that a large majority of the pupils were bringing poor lunches to school. A hot lunch program was inaugurated with three local women employed to operate the lunchroom under the supervision of the homemaking teacher and with the help of some of the girls taking home economics. The lunch program is made a part of the health and social education programs of the school. An effort is made to help pupils to improve their diets and to develop good table manners, poise, and the ability to carry on a conversation while eating. Boys and girls have been encouraged to develop home gardens from which the school purchases vegetables for the lunchroom and to preserve the surplus vegetables in the community cannery for use in the lunchroom later. The lessons learned carry directly into the homes and provide a market for the products raised. These activities also make possible more nutritious meals at home and a better diet the year round since most of the families had not practiced preserving foods for out-of-season use.

A woodworking shop has been constructed on the campus and equipped with both hand and power tools. This has enabled the boys to develop some practical skills and knowledge needed to repair furniture and construct home conveniences of different kinds.

When it was learned that some of the girls were absent 1 day a week to help with the family washing, the school undertook to establish a community laundry. A space in the cannery was set aside for this purpose and three secondhand, electric, home-unit washing machines were procured for use of families in the community. A fee of \$1 a month is charged each family to pay for the extra costs entailed. High-school girls now go to the laundry to help their mothers do the family washing where hot water can be drawn from a faucet and the cleaning and wringing can be done by electricity. This activity is under the supervision of the homemaking teacher.

Other community needs discovered were better breeds of poultry and how to care for them more intelligently. Consequently, the school constructed a poultry house and yard and began the development of a pure-bred flock. This project is made the particular concern



School lunch planning involves art as well as nutrition education.

of the 8th-grade children and their teacher. It is their job to study chickens scientifically, to figure proper feed rations, and to provide care. They also figure the profit or loss, depending upon how successfully or efficiently they handle the flock.

Through the purchase of registered animals this school is also making an effort to improve the hogs produced in the community. Various breeds of swine, their purposes, and care are studied. A plan was worked out whereby the school secures pigs and distributes them among boys who, in cooperation with their parents, learn to care properly for them. To pay for the pigs the boys agree to return a given number of the hogs produced. Those returned are either distributed to others as breeding stock or are slaughtered for use in the lunchroom.

Friendship Community School, Friendship, Ark.—At Friendship Community School (enrollment 123 pupils, grades 7 to 12), the program of instruction is designed to serve primarily the needs of the boys and girls who will remain on the farms in the community, since less than 5 percent of the graduates go to college. In the teaching of high-school English, for example, the teacher stated the aims of her junior and senior English courses to be: (1) to discover the English needs and problems of youth through which school life can touch real

life most naturally and completely, and (2) to develop in terms of pupil needs and interests, those classroom experiences which will increase ability and skill in oral expression, written expression, and directed reading. This program, of course, requires a thorough knowledge of her pupils and her community on the part of the teacher.

The following story is illustrative of the efforts made by the teachers to make their programs more functional. A high-school boy who by traditional standards would have been judged slow or dull, came to his English teacher and asked to be excused from class so that he might watch a group of men build a poultry house on the campus. He stated that he was interested in raising chickens and might need to know how to build such a house. His teacher agreed to excuse him from her class if he would write her a story about how to build a poultry house, intimating that she might be interested in building such a house. The boy agreed. The English teacher told the mathematics teacher about the boy's request and the conditions under which she excused him. Soon the boy made the same request of his mathematics teacher, who agreed to excuse him if he would bring a bill for the lumber and other construction costs and a drawing for the chicken house. The boy also agreed to this assignment. He worked with the men until the poultry house was completed. He brought his teachers an excellent description of the building, an accurate account of the number of pieces of lumber used, the dimensions and exact cost of each (including nails and other necessary materials), and a detailed drawing of the entire building. That was not only functional teaching of a high order, but the boy for the first time saw practical value in mathematics and English courses offered in his high school.

Floodwood Community School, Floodwood, Minn.—For a number of years various portions of the Floodwood Community School's (206 pupils, 7 to 12 grades) program have not only drawn upon the community for practical learning situations, but the school has accepted responsibility for improving many aspects of community life. A few examples will illustrate:

Survey of community wells.—During the school year 1939-40, the general science classes made a survey of wells in the community. Since the village had no public water system, and there was much illness, a study of the sources of water supply was greatly needed. Students learned to sterilize bottles and to collect samples from the wells. The samples were sent to the State Department of Health for analyses of their bacteria content and other impurities. Significantly, more than half of the wells in the community were found to be contaminated. The completed report was turned over to village authorities and played an im-

portant part in obtaining a water and sewage system for the Floodwood community. Many important lessons relating to health, science, and community action were learned.

FFA tomato and seed project.—The enthusiasm for Victory Gardens brought with it a need for a large amount of garden seeds. The FFA Club of the high school became the agency for supplying seeds to many community gardeners. The boys also constructed several hot-beds in which they planted tomato seeds. They advertised their wares in *The Rural Forum* and sold more than 6,000 tomato plants to home gardeners. The proceeds were used by the boys to purchase additional equipment for their FFA organization. Through this project the school provided an important community service and the FFA boys realized a fair profit for their efforts.

The forest project.—The development of 109 acres of tax-delinquent cut-over land purchased by the school district represents an attempt by the Floodwood Community School to set up activities which cut across subject-matter lines and to develop a core curriculum running through several classes. Some paragraphs from a published report will suggest (1) how the classes cooperated, (2) what learning values were derived, and (3) some of the services rendered to the community:²

The actual work on the acreage is being done by the boys in the agriculture classes. The object is to cut mature and over-aged trees, which will enable the smaller trees to grow properly. The plan is to develop a timber crop which can be harvested each year. The boys are attempting to show the advantages of selective cutting.

Planning for the future is the most important objective of this project. The planning is being done in the agriculture classes, under the supervision of the instructor. A long-range program of three parts is planned. Much of the time at the beginning of the project was spent in sending for material and information regarding other forest projects. Considerable time was spent, also, with local people who have had experience with this type of work. As the result of this preliminary study three units were planned. They are: (1) Reforestation; (2) A community nursery; (3) Growing and marketing Christmas trees. • • •

While classes in agriculture are responsible for the field work on this project, other classes, too, have a definite responsibility in relation to it. Classes in English carry on the matter of correspondence and are responsible for the writing of reports on the project. Mathematics classes become a clearinghouse for all problems of a mathematical nature connected with it. Classes in the commercial field, particularly in book-keeping, become responsible for financial accounting and for processing orders for material to be used in relation to the school forestation proj-

² Harris, Lewis E. *The Community Survey as a Basis for a Community School Program.* Master's Thesis, 1946. University of Minnesota. 78 p. ms.

ect. Altogether, with proper development this project can become a worthwhile all-year program. It should be mentioned that students working on the project will be paid for their labor outside of the classroom. Any balance accruing from the operation of the forest will remain in the treasury of the school district.

A further value of this project is to be found in its experimental function in determining the possibility of success in growing Christmas trees as a crop in cut-over areas. We, in this area, need definite ways to supplement individual incomes. This project may help to supply the answer to this need.

In an unpublished thesis entitled "The Community Survey as a Basis for a Community School Program,"³ the Superintendent of Floodwood Community School affirms that the community survey is essential to the planning of a community school program. Since every community-centered high-school program must ascertain the social and economic needs of the pupils and area to be served, a few excerpts from the chapter on how to gather and use survey data may be of interest:

In planning the application of survey data to the school program there are several general principles which must be borne in mind. The faculty and administration must arrive at a plan of community school organization which meets the approval of the Board of Education. As a final policy-determining group they will be the determining force, and by their approval of an initial plan, a final organization can be worked out. After this first step it will be possible, with Board approval, to call in members of the community to advise and consult with the faculty and students. The technique of faculty-student-community planning is fundamental in the interpretation and application of community school data to the organization of a community school program. Next, this trinity will analyze the survey data to determine finally what community problems are revealed. The summaries of data will be discussed over a period of time at various meetings and decisions made as to the implications for a community school program. There should be a constant recheck of data and subsequent meetings of committees which have been set up to concern themselves with certain specific areas of community school activities.

In the Floodwood Community School the following general principles of committee organization have been set up and accepted:

1. Committees are to be set up around broad areas, such as consumer education, conservation, adult education, and the like.
2. Subject-activity programs are to be planned in relation to pupil-community needs, and with a view to the use and development of community resources wherever possible.
3. Committees are to present their recommendations for subject-activity programs in written form to superintendent and principal before putting programs into action.

³ Bertram, C. E. Floodwood Community School Forest. *Minnesota Association of Secondary-School Principals*, 2: 26-28, April-1947.

4. Committee plans or projects are to be cooperative parent-teacher-pupil recommendations.
5. The superintendent and principal are to be ex-officio members of all committees.
6. The superintendent and principal are the administrative officers to see that plans are put into operation.
7. Committee membership is subject to the approval of the Board of Education.

In the work of these committees there are certain technical considerations which must be recognized. They are:

1. Goals are to be stated specifically.
2. Materials for class instruction are to be surveyed and listed.
3. The nature of activities is to be explained in detail.
4. The use of community resources is to be indicated, and also any organizations through which a project is to be carried on.
5. Expense, if additional, is to be definitely determined.
6. Projects are to be concluded by a written teacher-pupil evaluation to be handed to the superintendent or principal.
7. Teachers responsible for carrying out projects are to write them up for possible publication in school journals.

Millington High School, Millington, Mich. This school enrolls 178 pupils in grades 8-12, and employs a small staff of six teachers. According to an earlier study,⁴ this school was faced with the problem of continuing to offer the traditional high-school subjects and at the same time serving the many boys and girls who would not go on to college or into white-collar jobs. It was realized that in order to serve the community adequately, a variety of courses was needed which would run beyond any possibility of staffing them. Therefore, in 1939 the Board of Education approved the recommendation that pupils of the Millington High School be allowed credit for courses taken by correspondence. A competent teacher was assigned for one class period each day to offer personal assistance to students enrolled in such courses. According to reports:

In a very short period of time it was discovered that the school curriculum had been considerably enriched and the demand for the varied courses met. Guidance on the part of the school was very effective in the selection of courses and in planning for the students. In faculty discussion, there was a measure of agreement that we in the smaller high schools have retarded the intellectual progress of the upper quartile of students in our ambitious attempt to graduate the lower quartile. Through correspondence courses it is now possible to outline a school program which is very extensive for the so-called brighter pupils.

⁴Meechum, Jake L. *Evolution of the Millington High School as a Community Educational Institution*. Master's Thesis, 1944. University of Michigan. 178 p. ms.

The faculty of Millington High School decided that the services offered could be improved through better instruction. It met this challenge through the following steps:

1. Course outlines were used which would involve several textbooks, associated reading materials, and activities that would vitalize the contents of the courses.
2. Laboratory facilities of the school in the field of science, particularly physics, chemistry, and biology were immediately improved.
3. Class projects which involved cooperation on the part of several teachers and stimulated individual pupil responsibility were initiated.
4. Maps and charts were purchased for social studies to vary the approach from the usual mastering of the printed pages of the text to analysis and understanding.
5. Visual aids were made use of by a rebuilt stereopticon slide machine so that the students could actually make the slides.
6. Visits to various points of interest in the community were made to familiarize the pupils with the duties discharged by the railway agent, postmaster, printer, clerk at grocery store, manager of local grain elevator, engineer at the waterworks, and firemen.

It was realized, too, that for the majority of the boys and girls enrolled in high school, an abundance of merely factual material derived from the usual school subjects and textbooks was not enough,



Learning from Life.

and that more emphasis needed to be placed upon good habits, high ideals, desirable attitudes, and other essential factors of good citizenship. It was felt that the courses of study needed to be buttressed with appropriate student activities and community services carried on under skilled leadership if the school was to train youth in these important social values. The following brief items describe in part the program developed :

1. Work experience in local stores in connection with the commercial courses.
2. "Career Day" in the county.
3. FFA club assistance in planning and developing of a memorial park.
4. Experiments and demonstrations in pruning shrubs, fertilizing lawn areas, and using weed killer in the township park.
5. Seed germination testing for farmers in the community.
6. Purchase of equipment for treating grain seed against diseases at the homes of the farm boys.
7. Projects to assist in reforestation planning and in planting 10,500 pine seedlings by the pupils in the spring of 1947.
8. Raising of funds by the senior class to pay expenses of field trips.
9. Visiting local butcher shop to learn about the cuts of meat and relative value of various parts of carcasses.
10. Operation of school movies by student council.
11. Planning of school lunches by homemaking department.

Work Experience in Home, School, and Community

The small high school which is doing outstanding work in integrating its instructional program with community activities can often at the same time provide valuable work experience for its pupils and thereby make the instruction offered doubly meaningful. Thus, we see examples of practical work experience, paid or unpaid, in most of the accounts of school activities appearing in the previous section. The general shop course at the Brookwood High School was evaluated in terms of the actual repairs the boys made on furniture in their homes. Pupils of Plainview-Rover School were encouraged to grow vegetables at home for the school lunch program, for which they were paid by the school. Girls at this school performed actual work in helping their mothers with the family laundry under the supervision of the school and with modern equipment supplied by the school at a nominal cost, and the boys grew pigs from stock furnished by the school under agreement that they return to the school pigs they had grown in payment for those received. Millington High School arranged for boys and girls to gain work experience in the commercial field in local stores. The forest project at Floodwood High School was also operated as a source of income to the pupils who work on the project outside of school hours.

Reports from the following rural high schools will further illustrate how work experience is made part of the instructional program:

Sedan High School, Sedan, Kans.—Sedan High School, with 229 pupils enrolled in grades 7 to 12, coordinates closely its work experience program with its guidance and counseling program. Each class organizes its activities to fit into the community and at the same time to afford the utmost instruction to the boy or girl enrolled in that class. A few examples will explain.

In commerce classes every boy and girl taking typewriting and shorthand must make himself available for work in the community. This service is purely laboratory work and counts toward the final grades assigned. Reports are received from the organizations or individuals for whom the pupils work, and suggestions are made for improvement. Upon the pupils' return to the classroom reteaching takes place. As a community service, pupils address all envelopes for the County Tuberculosis Association, get out all mail for the Red Cross and welfare drives, and provide other assistance to the various community organizations. In this way it is hoped to stimulate a spirit of service, give work experience to boys and girls, and introduce them to the community leaders who later may hire them for work.

Domestic science classes cook several special community dinners for 4-H clubs, Farm Bureaus, and other community gatherings. Girls also offer their services as workers in connection with other community activities for the experience that such work will give them. For some positions later they may receive pay.

As parts of the music program, the band, orchestra, and glee clubs stand ready for church and any other community service. A quartet is always available for funeral services. The young folks participating are taught that this is their contribution to their community as part repayment for what the community is doing for them. Often these singers and others receive presents from families who have appreciated their service in time of need. These are accepted and letters of appreciation sent.

The vocational agriculture department moves definitely toward cementing good feeling between rural and town folks. A butchering program is in operation that last year butchered 105,000 pounds of pork and 20,000 pounds of beef for persons living in the area. This service was rendered at low cost. Half of the money went to the boys doing the work and half went into the treasury of the Future Farmers organization. A portable sheep-dipping vat was taken to the farms; more than 2,000 sheep were dipped. The boys drenched more than 2,000 sheep and goats, treated 10 cows and calves to prevent shipping fever, and made special calls at farm homes to provide various simple

veterinarian services to 40 sheep and 40 other animals. Power shears owned by the school were used to shear more than 600 sheep. These and many other types of work experiences, including machinery repair for the farmers, made up the work program of the boys in classes of vocational agriculture.

Friendship Community School (Ark.), previously mentioned, has provided another type of work experience for its boys—that of helping with the actual building of parts of the school plant. Rural high schools have frequently reported that boys studying agriculture have built an agriculture shop for their use. It is not often, however, that other buildings of the school plant are raised with the assistance of the school youth. While such projects usually grow out of the necessity of providing more adequate school plants despite insufficient funds, they furnish the youth and the adults involved an opportunity to receive guided work experiences and to render community services. Such projects assume competent teachers either as part of the school staff or available within the community. The following experiments will illustrate this type of school and work experience:

This school, situated near the little village of Friendship (population of about 400 people), now has a 30-acre campus, separate elementary and high-school buildings, a community canning plant, a freezer locker plant, a slaughter house, an auditorium-gymnasium with a lunchroom included, an agriculture and home economics building with a well-equipped farm shop, a sawmill and planer, two poultry houses, and a teachers' home. In 1937 there were only one building and a partially constructed gymnasium. At that time it was a 5-teacher school with a grade and high-school enrollment of 125 children. It offered the bare minimum of 16 school credits for college entrance. Since that year, the program offerings have expanded in keeping with the plant expansion. There have been definite efforts to make the program functional, i. e., to serve the peculiar needs of the Friendship community.

The available resources have been used in developing both the building and the instructional programs. Probably the outstanding achievement of the Friendship program is that through the cooperation and participation required, the people of the entire community have come to feel it is their school. This came about in the following way: In 1941 the available agriculture building had to be enlarged. The construction of this building was begun by the boys of Future Farmers of America and completed by members of an adult carpentry class organized as part of the War Training Program. This class, with the aid of volunteer labor donated by both men and boys of the community, did most of the work needed to make the buildings a

reality. Some men of the local community cut logs on the school property; others donated logs from their own farms and sawed them into lumber at the school's sawmill which had been procured for the purpose. All of the buildings on the campus have been constructed through such self-help activities except the freezer locker plant.

The instructional programs accompanying these projects were made flexible enough to allow boys to use a great deal of their time in helping their fathers and neighbors in these construction projects. This was in keeping with the philosophy of the school leadership, which held that labor educates and that it is valuable for boys and adults to work together on community enterprises of common concern.

Lee Academy, Lee, Maine.—This high school offers an excellent opportunity for paid work experience. Lee Academy, located in a rural region in Maine, serves as the area secondary school for a number of towns in three counties. About one-third of the 180 pupils attending live too far away to commute daily. To provide the services needed, the school reports that:

Lee Academy has always had dormitories where at low prices students from other towns could stay. With the exception of a matron, a cook, and a head janitor, the workers around the buildings are all students. In this manner, a large number of pupils are able through work to pay for their board and room.

Lee Academy also operates a farm in connection with the school dormitory, supplying meat, eggs, milk, and vegetables. The farm is supervised by the agricultural instructor. One man is hired to do the heavy work. He is assisted by boys who are earning part of their board. The farm consists of approximately 50 acres of tillable land. Part of it is used for pasture for the school's 15 cows. There are also 125 laying hens. The plan is to raise as much garden produce as possible. Surplus products are canned for use during the winter.

Mt. Vernon High School, Mt. Vernon, Oreg.—This high school is located in a village with a population of 100. It enrolls 28 pupils and employs 2 teachers (grades 9-12). The school reports⁶ as follows:

In 1946-47 this school introduced a course in consumer science with a view to teaching more "practical facts in our high schools * * *. After the first 6 weeks our enthusiasm—far from dimmed—led us to consider a program supplementary to the text, whereby each student would go out into the few firms we have in Mt. Vernon and absorb some practical experience in the various businesses and trades."

⁶ Lincoln, E. V. Townspeople Help to Develop a School Community Plan. *Oregon Education Journal*, 21: 17, January 1947.

Because the first question asked of applicants for jobs is "Have you had any experience?" it seemed foolish to allow students to go through high school without concrete knowledge of the details of their own environment. The class therefore decided that the proprietors be asked to help educate the pupils. The principal wrote a letter to each of the businessmen in Mt. Vernon, explaining the desire to establish a combination work-study program in connection with the consumer science class and requesting the opportunity to discuss with them their willingness to assume some of the responsibility for improving the educational program of the school.

The response of the local businessmen was highly encouraging and positive in manner. In Mount Vernon there are two garages, a general store, two restaurants, a post office, telephone office, a service station, and a trucking outfit.

The pupils were interested to know how to drive a Diesel truck, roof a barn, saw a rafter, wash dishes in a restaurant, operate a telephone switchboard, use a welding torch, tighten a loose connecting rod, and so on. There were people in the community eager to impart such knowledge. The principal reports that although the youth are almost as much bother as their labor is worth, "in every human being there is some desire to teach what he knows to others. The business and tradespeople in this community have gladly accepted their responsibility and are cooperating with the school in a way they never have before." Each student enrolled in the consumer science course is expected to put in 20 hours of work per month. He may do this at one place, but is encouraged to work in several places. Class periods are used partly for recitation and testing on the subject matter taught, and partly for oral reports from the students on what they have learned on the job.

Educational Experiences Through Co-curricular Activities

In the community-centered school, the so-called extracurricular activities are increasingly serving a dual function: (1) to develop the resources and habits of youth for the wise use of leisure time, and (2) to provide the community with opportunities for social enjoyment. Illustrations from a few of the small high schools will show how such activities are made an integral part of the schools served:

Roy High School, Roy, N. Mex.—The extracurricular services—better called co-curricular services—of Roy High School (enrollment 169, grades 7-12) have been built into an organized and varied program covering athletics, choral and band music, dramatics, and social activities. Through these activities the school has become the center of the community. Each class organization has charge of an assembly pro-

gram at least once during the term with patrons invited. The junior and senior classes produce a play annually. The music department entertains many times during the school term with band concerts, recitals, and operettas. The band and the chorus offer their services to any community program or affair. The school annually has open house and sponsors a county fair, with prizes given for the best home-canned goods, baking, sewing, home-grown vegetables, livestock, and grain or other farm products raised. The various departments sponsor club organizations, such as: Spanish Club, FFA, Home Economics Club, and Commerce Club. The last-named sponsors and publishes a school paper monthly.

Byron High School, Byron, Nebr.—This is a small high school enrolling only 37 pupils in grades 9 to 12. Byron's co-curricular activities consist of baseball and basketball for the boys and softball and volley ball for the girls. Sometime during the school year there is a junior play or program and a senior play or program for the public. An outstanding extracurricular service, and very successful one, is its school paper. Since the community is small, it has no town newspaper. The school paper serves as a medium of information between the school and community.

Clark High School, Clark, S. Dak.—The following co-curricular activities are reported by this small high school (enrollment 196, grades 7-12):

(a) *Athletics*: Interscholastic football, basketball, and track for the boys; basketball, intramural volley ball, and softball for the girls.

(b) *Forensics*: Declamation and plays are the only activities offered recently owing to lack of a full-time instructor. However, a "show" is written and presented for the annual "homecoming" and the speech and music departments present a religious Christmas program to which the public is invited.

(c) *Music*: Band, chorus, and boys and girls glee clubs annually present a concert and Christmas musical program.

(d) *Dances*: Every 4 or 6 weeks a dance is sponsored by some class or organization, chaperoned by the sponsor and by the principal or superintendent. A nominal student fee of 12 cents is charged and used to purchase new records for the electric phonograph, floor wax, and surprises.

(e) *Recreation nights*: Students sign their names to lists marked "Y" or "X." The "Y" group comes one night and "X" group the following night. They play volley ball, ping pong, shuffleboard, musical chairs, or anything else the committee has planned. This standing committee is appointed by the student council.

(f) *Publications*: The journalism class publishes and edits a mimeographed newspaper every third week. The senior class edits the yearbook and also raises the funds for its publication.

(g) *Student Day*: One day, usually during American Education week, the students run the entire school—the student council elects the superintendent

and principal; each class, with the aid of the instructor, selects the teacher for the day; and the regular teachers are assigned as visiting teachers to classes other than their own. The student teachers are briefed by their regular teacher and by the student superintendent and principal.

(b) *Student council*: The membership of the council consists of two students elected by each class, with one member holding over a second term. The president is nominated by the student council and elected by popular vote.

(i) *Assembly programs*: Five assembly programs are held each year which feature entertainment or other services provided by the Extension Department of Minnesota University. This year these consisted of a musical, glass blowers, marionette show, interpretive reader, and a guidance counselor who spent the day in the school.

Waymart Boro High School, Waymart, Pa. This school (154 pupils in grades 9 to 12) has had a student council for 16 years which grows stronger every year. It has full charge of the recreational program, charters all extracurricular clubs, and awards all concessions. A central treasury is maintained which serves as a depository for the funds of all school organizations.

The school also has a H-Y, Tri-Hi-Y, and Junior Historian Club, an Athletic Council, a Hi-Light Staff, a student-librarian staff, and various musical and athletic groups consisting of both boys and girls.

To provide guidance services, the principal conducts regular classes and holds a 45-minute conference with each senior. To implement this work, trips are planned to the courthouse, museums, historical shrines, and nearby State institutions and industries.

Mesick Consolidated School, Mesick, Mich.—(Enrollment 80, grades 9 to 12). Because it is hampered by lack of space and time for co-curricular activities, this school proposes to give 3 days to academic activities with no interruptions of any kind permitted and with the "core" carrying through 7 periods of the day. The other 2 days will be given over to such other educational services as group and individual guidance, competitive athletics, lectures, and assembly programs. In this way the faculty hopes to care more adequately both for study and for the social adjustments needed.

(*Authors' note.*—It is believed to be necessary to do something of this nature in country high schools to and from which the pupils, with few exceptions, are transported by busses. Some schools of this type attempt to make all such activities part of the school day, since they cannot be carried on after school closes for the day. To do this they set aside an activity period each day, often lengthening the school day, or utilizing parts of the noon period for the purpose.)

Guidance, Counseling, and Evaluation Services and Problems

SMALL HIGH SCHOOLS have found it difficult to provide effective guidance services. This is particularly true when they have tried to develop a "guidance service program" on the large-school pattern—full-time guidance specialist, a comprehensive testing and accounting system, individual and group counseling schedules, try-out courses and activities, occupation courses, placement and follow-up services. However, insofar as the small high school actively enters into the life of the community and brings the people and their problems into the life of the school, the pupils receive much helpful educational and vocational guidance. Contacts are made with professional, business, labor, and farm groups; understanding is gained of the nature, problems, and rewards inherent in the activities of these groups; ideas on the direction and purposes of life are formed; and objectives and values become apparent.

When a school undertakes to revise its curriculum in the light of pupil needs, it must first of all discover what those needs are. There must be not only a study of community resources, but of the pupils themselves, their parents, and their homes. Such a study often marks the beginning of the development of a cumulative record system for guidance purposes.

The above statements are not meant to imply that it is desirable or necessary in the small high school to regard guidance and counseling as services which take place automatically—activities which can safely be left to chance. These services are so much the essence of any vital program of high-school education that they must be held in mind constantly. Many of the school-community activities already described, repeatedly suggest that staffs of small high schools recognize the importance of guidance both as an organized service and as a planned byproduct of many school-community services.

In order to give a broader view of the role of guidance and counseling services in the small high schools than can be gained from the above statement, and from the case studies to be cited, two studies relating to these activities are here briefly summarized. In his "An Adequate and Well-Planned Guidance Program for a Small High

School,"* the superintendent of Carpinteria Union High School, California, summarizes his findings as to the guidance programs carried on by 40 of the smaller high schools in the State—those having fewer than 350 pupils in average daily attendance—as follows:

A. Scope of guidance functions

1. Orientation of new students is of almost unanimous acceptance.
2. The relative importance of "work experience" and "job placement" is neither fully appreciated nor capitalized upon. There is almost a complete lack of any organized placement services and of any complete "follow-up" program of guidance for either graduates or drop-outs.
3. There is a rather haphazard, passive attitude of "cure" rather than "prevention" in the organization of counseling services, since the time allocated to guidance is too frequently "whatever time remains."
4. Individual schools are trying to maintain as complete pupil accounting systems as possible. Transfer of guidance information between schools is limited in most instances to transcripts of academic grades and intelligence test scores. Only 11 schools reported teacher evaluations of personality traits, and only 14 listed teacher observations and anecdotes as part of the records maintained in their system of pupil accounting.

B. Organization of guidance services

1. The principal is undoubtedly a much overworked counselor in most small high schools. Guidance appears to be related in a rather vague way with routine administration. The assistant principal, when there is one, is busy handling discipline, straightening out personal conflicts, and checking attendance deficiencies.
2. A single school reports a full-time counselor or director. Sixteen report part-time counselors with an average of 2.5 hours per day for scheduling from 3 to 40 students per hour.
3. Whereas 19 schools assign students to individual advisers, only 12 have guidance committees for over-all planning. Guidance is a duty of the administrative staff in 22 schools and is relegated to the doubtful position of being accomplished through routine administrative functions, such as scheduling classes and checking attendance.

A somewhat similar study of guidance activities of the secondary schools of Kansas† includes 82 schools in village and rural districts, enrollments of which range from 24 to 675, with more than 80 percent having fewer than 150 pupils. Following are some of the facts revealed:

1. In about one-fourth of the schools one person is responsible for guidance, and when one person has this responsibility, it is usually the principal, a teacher, or the superintendent.

* Greenough, Fred, and others. *An Adequate and Well-Planned Guidance Program for a Small High School*. California, Carpinteria Union High School. March 1947. 11 p. mimeo.

† Clendenen, Dorothy M. *A Study of the Guidance Activities of 134 Secondary Schools of Kansas*. Master's Thesis, 1945. Syracuse University. 113 p. mimeo.

2. Classroom teachers have guidance responsibility assigned in nearly two-thirds of the schools.

3. Responsibilities reported most often for those with guidance functions are discipline, curriculum guidance, and supervision of extracurricular activities. Job placement was reported infrequently.

4. School records consist mainly of scholastic achievement and attendance records. Few schools record health habits, leisure-time activities, or information on areas of special ability or aptitude.

5. The majority of schools reported a special effort to foresee problems, although half of the schools do not arrange interviews or counseling for every pupil.

6. A pupil is not likely to have the same adviser throughout his high-school career.

7. Orientation of various types is provided in less than half of the schools.

8. The most common recognition of individual differences comes through conferences with failing pupils, and variation in the number of subjects carried.

9. In the area of mental hygiene, recognition of maladjustment was reported most frequently for dishonesty, indifference, and noncooperation.

10. Precollege guidance is offered by 60 percent of the schools, but usually on the request of the pupil.

11. Four-fifths of the schools reported they had no follow-up program for drop-outs or graduates.

The following brief accounts of guidance in a few selected small high schools may prove helpful:



Poultry and construction project.

Brookwood High School.—The program at Brookwood High School, described in a previous section, is an interesting example of the way in which one school has centered its guidance program around community needs and resources. A course in occupations, geared to job opportunities in the area, was added. Through this course and discussions of guidance problems, the teachers became guidance conscious. They developed some techniques and were allowed additional time for counseling.

Big Sandy School, Big Sandy, Tex.—The guidance program in the Big Sandy School, a combination elementary-secondary school with an enrollment of 80 pupils in grades 9 to 12, was developed as the result of the reorganization of the school from the traditional authoritarian type to a school based on democratic principles of operation. For example, the instructional program in a given subject was organized around one big question. The problems to be studied were worked out in each class by the teacher and the pupils. In some subjects the course was almost completely the product of pupil planning. The teachers acted as supervisors, giving help only when necessary. Although this program was reported by the superintendent in a 1941 thesis,⁶ a recent communication states that the plan described is still in operation and, in fact, functions better the longer it is used.

At Big Sandy the teachers are the counselors. Each teacher has a certain period each day during which he has an opportunity to have conferences with the different pupils. While there is a place on the program for counseling, places in the building for the conferences, and certain teachers specialize in certain problems, the pupil is given to understand that he may have help any time, anywhere, and from any teacher who is available.

The guidance program is both educational and occupational. Necessary information for proper guidance is available from cumulative records containing data furnished by the child, his parents, successive teachers, and other competent persons.

At the beginning of each school year the superintendent, the principal, and each of his teachers hold separate conferences with each pupil, the purposes of which are to help the pupil become better acquainted with those whose function it is to help him, and to exchange information that may be helpful to both the teacher and the pupil.

Hardwick High School, Gilbertville, Mass.—Hardwick High School with an enrollment of 85 pupils, is in the transitional stage of adapting its curriculum to most of the boys and girls for whom it is a terminal school. Among the changes made are: (1) the intro-

⁶ Murphy, C. J. *Functional Democracy in the Big Sandy School System*. Master's Thesis, 1941. East Texas State Teachers College. 94 p. mimeo.

duction of a general guidance course given by the homeroom teacher who is in charge of a given group of pupils for 4 years (by reorganizing its schedule, the school is able to devote at least 1 full period a week to this); (2) the introduction of a course in occupations for freshmen pupils to encourage them to start thinking about the various fields of employment; and (3) the inclusion in the home economics program of a course in social adaptation, the purpose of which is to teach pupils to get along better with other people. This latter class meets for 1 period a week during the last 3 high-school grades.

Pine Island School, Pine Island, Minn.—Bossing^o reports a study initiated by the faculty of this school (enrollment of 190 pupils in grades 7 to 12), in which the faculty realized that "a sound educational program must be based upon an intimate knowledge of the home environment of each pupil." He writes—

To this end class sponsors began a series of class entertainments to bring parents to school with their children. This was followed by a definite program of visitation designed to bring every teacher into the homes of each of his or her pupils. The revelations these contacts brought about, along with changed attitudes toward certain pupils and a sensing of curriculum changes to meet pupil needs, was a real thrill to the observer. The development of an up-to-date cumulative record folder was begun as a means of providing new teachers with a maximum of information about new pupils.

^o Bossing, Nelson L. Six Schools Take Stock. *Educational Leadership* 3: 117-120, December 1945.

School Services to Out-of-School Youth and Adults

THE MODERN small high school, like its larger counterpart, does not limit its services to its regular day-school enrollees, but assumes that it has a responsibility for educational services to the adults of the community as well. These services may take the form of actual course offerings in the evening for out-of-school youth and adults. Increasingly the school facilities are used for such community activities as meetings of dairy improvement associations, farmers' cooperatives, 4-H Clubs, parent-teacher groups, or such social and recreational activities sponsored by the school as community athletics, music, drama, or literary societies for the participation and enjoyment of the community generally. Agricultural shops are used by adult groups for seed testing and treatment, machine repairing, and the like. Kitchens and lunchrooms are used for dinners, food preservation, and other activities.

The most commonly found course offerings for out-of-school youth and adults in the rural community school are in the fields of home economics and agriculture. Teachers of vocational agriculture, home economics, and, to a lesser but growing extent, physical education teachers, band leaders, and others, have for many years worked toward providing educational services to adults of the communities served by their schools. To this end such teachers are increasingly employed on a year-round basis. Evening and part-time classes have become the rule rather than the exception for teachers of vocational education classes supported in part with Federal funds. Such projects as herd improvement, soil conservation, meat slaughtering, community canning centers, and, in growing numbers, freezer locker services are now widely found. Selected examples will describe these courses and activities for out-of-school youth and adults.

Services to Farmers and Homemakers

Estancia High School, Estancia, New Mex.—Estancia High School, enrolling 184 pupils in the last 4 grades, is situated in an agricultural area which is not highly productive. Its patrons speak both English and Spanish. The school is attempting to help raise the standard

of living through better use of community resources and through increased production. In order to provide an opportunity for the out-of-school population to benefit, both the home economics and the agriculture departments conduct evening classes. Courses in home decoration and beautification, nutrition, health, clothing remodeling, food preservation, and home nursing constitute a few of the offerings for women and girls. The offerings for men and boys include courses relating to care and use of new and improved tools, newer and better methods of farming, improved farm units, herd improvement, feeding for market, marketing farm products, and dairy improvement projects.

Wallace High School, Wallace, W. Va.—Similarly, Wallace High School (164 pupils, grades 7-12) reports that a part-time school program is sponsored for boys who have completed training in agriculture and are now attempting to establish themselves on farms. Some of them are working at non-farm jobs not too far away, but are living on small farms in the community and wish to buy these homes with the aid of part-time farming. The school sponsors a branch of FFA for the social improvement of these young men. For adult part- and full-time farmers there is also an evening class organization for study of current farm problems. This class meets once each week or as the majority of the group may desire. Specialists and experienced farmers are invited in from time to time to help in solving the problems of the day.

Lord Baltimore Consolidated School, Ocean View, Del.—The principal of this school (enrollment 153, grades 7 to 12) states that its agriculture department renders two valuable services which reach into the adult community beyond the walls of the school. During the winter months it conducts a farm machinery repair class. Through this activity farmers are invited to bring tools and machinery in disrepair to the school shop to learn how to make repairs and are given the opportunity to do so through the use of the school shop equipment. Another service is the operation of a canning and slaughtering center to which people from the surrounding section may bring fruits and vegetables to be processed, and livestock to be slaughtered and the meat cured or preserved.

Lee Academy, already cited, has made the school shop the center to which farmers come to repair farm tools and machinery. The teacher of agriculture is called on to provide veterinarian services.

Lake Vocational School, Lake, Miss.—This school (enrolling 103 pupils in grades 7 to 12, located in a village of 300) illustrates the way a community service program was organized and the tangible results

which grew out of it. The first step in the development of the program was a brief community survey by the teachers of Vocational Agriculture and Home Economics. Some of the problems revealed by this first survey were: (1) the entire community was planting a poor variety of cotton; (2) no cover crops were being planted; (3) there was no pure-bred stock and few cows at all; (4) three gins were operating within a radius of 4 miles—each competing with the other, ginning wet, trashy, green cotton, thereby damaging the grade and the staple which was sold on the local market to the highest bidder; (5) an inadequate amount of food was being preserved for winter use; and (6) there was a deficiency of milk because of lack of cows.

The program for the first year was planned around cotton improvement, cover crops, livestock improvement, and diet improvement. Evening classes were held in 5 neighborhoods with an enrollment of 130 adults. These classes were also attended by high-school boys and girls thus giving meaning to what they were learning in school.

Changes in farming practices were evident the first year of the program. By the end of the third year, 70 percent of the cotton planted was of the adopted variety. By the fourth year, every farm in the district planted the adopted variety of cotton and every farm also planted some cover crop. At the present time there are 75 herds of beef cattle, with more than 50 heads each, and many smaller herds, all using good type registered bulls. There are 10 herds of registered hogs.

As the variety of cotton was changed in the community, not only the yield per acre but the price per pound was increased because of the better staple. When it was realized that the quality of ginning was such that it damaged the grade and staple of the cotton, a group of farmers under the leadership of the vocational agriculture teacher, formed a cooperative and built their own gin. Because of the improved quality of ginning, the farmers of the Lake community received further increases in the price of their cotton. The cooperative also marketed the cotton of its members.

Services to the Cultural and Recreational Life of Communities

The small high school usually located in villages and rural areas where facilities for cultural and recreational activities are often lacking, has an unparalleled opportunity to become the center of the community life. Reports from the following schools illustrate this type of community service:

Mesick Consolidated School.—This school and the community are tied together in a "Community School Service Program," a comprehensive experimental project in community development through edu-

cation. The program was launched early in 1946. Planning and study are proceeding in seven major areas: home and family life, health, recreation, education, religious advancement, agricultural improvement, and business and industry. The school serves as the educational and administrative center, strengthening and supporting the community's efforts at improvement in the above areas. Through 1-day institutes, "open house" days for parents, and various recreational affairs, as well as afternoon and evening classes for adults, residents of the community are encouraged to make use of every facility the school can place at their disposal.

Lord Baltimore Consolidated School is available as a meeting and recreation place for a Boy and Girl Scout Troop. Its gymnasium facilities are used by groups of young men and women during the winter for basketball and dancing. During the summer, its baseball diamond is used for community, twilight games.

Lee Academy houses the town's public library as well as its own. The gymnasium is used by town athletic clubs. The school building serves as a meeting center for veterans, the PTA, and various farmers' groups. The school really serves as the social center for this town of 600.

Wallace High School furnishes another instance of a school building which is used as a community center. Most of the adult social meetings are held in the school. The Lions Club holds its meetings here as do the Boy Scouts and other groups. Town teams use the gymnasium and athletic field. This school has found these activities a great help in determining the needs of boys and girls and in becoming acquainted with the entire community.

Vine Grove School, Vine Grove, Ky. (246 pupils in grades 7 to 12), also serves as the center of recreation and entertainment for its community. Through cooperation with local clubs a year-round recreation program is provided. During the year there are square and modern dances, skating parties, ball games, plays, and other activities, all sponsored by the school and the community. A free motion picture is shown one night per week during the "outdoor" season at the amphitheater and in the winter such shows are exhibited in the school auditorium one night per week at 10 cents a ticket. The clubs take entire responsibility for the recreational activities during the vacation months, and the school during the school year. This mutual cooperation and interest in solving community life problems has been the most outstanding accomplishment of the Vine Grove program. Pupils, parents, and community young people, working together to make the program, has resulted in better understanding and support of the school and has given direction and meaning to the school's program.

Securing and Developing Community-Minded Teaching Staffs

UPON THE quality of the teacher more than upon any other one factor rests the effectiveness of the instructional program of any school. Because the influences affecting character and mental outlook which come into the lives of rural boys and girls from sources outside of the homes are fewer and less varied than those affecting city youth, the principal and each teacher in the small high school have a grave responsibility. Regardless of how well planned the program of education may be, its possibilities for good are greatly diminished without competent instructors to guide its development. Moreover, the program is not likely to be well planned unless each teacher is devoted to his task and is competent.

Since in disproportionate numbers the local superintendents and principals in charge of the smaller high schools are beginners, and since there are comparatively few county supervisors of secondary education, these schools are peculiarly in need of help from the teacher-education institutions and from the State departments of education. Leaders in education in 3 States reported, in connection with this study, that State-wide plans for improvement of principals and teachers of the smaller schools are underway. These plans are especially concerned with vitalizing the services of the small high school. The following paragraphs coming from Michigan, Virginia, and Maine will serve as illustrations of what such leaders think should be done:

The best small schools in our State are those which have managed to retain the services of a creative and courageous administrator for a period of years, together with a staff which is interested in developing a real community school. In such circumstances it is usually possible to interest the school in exchanging visits with other similar schools, in entertaining area curriculum conferences, in bringing in consultants from the colleges and State agencies, in providing adequate instructional materials and visual aids, and in general in continuing a critical examination of the values which they hold and the methods employed to achieve them. We also have found membership of teachers on State curriculum committees a very fruitful method of keeping the small high school abreast of developments. (Mich.)

During the past summer, 212 principals were employed on a 12-month basis with State Aid for the first time. This number included some principals of the small high schools. For the first time, many of these principals were able to remain in their respective school communities to work with teachers and community leaders in developing a more effective school pro-

gram. One activity which involved a large proportion of the summer employment was visiting parents, lay leaders, pupils, and "drop-outs." . . . Approximately 60 divisions (the intermediate school district in this State) are now employing visiting teachers. The function of the visiting teacher is to help the regular classroom teacher discover the causes of a child's failure to take the fullest advantage of what the school has to offer. The visiting teacher is concerned with the following types of problems: health, "drop-outs", truants, aggressiveness, seclusiveness, constant school failures, and irregular attendance. (VA.)

We are attempting on a State-wide basis a program of in-service training for secondary school teachers to cause a realization that they, the teachers, must be equipped with sufficient knowledge and insight to evolve a curriculum that meets the objectives of secondary education through the development of each individual student. (MAINE). (Author: Nine out of every 10 of the regularly accredited 4-year high schools of this State have enrollments smaller than 300 pupils.)

Most of the schools nominated by educational leaders throughout the Nation as carrying on an especially good program concerning which they supplied descriptive statements, gave credit to their personnel for the success of their programs. Typical of the statements received are the following:

The chief reason that Principal _____ is able to maintain the type of program which he has is that he is especially careful in selecting his teaching personnel. He takes pains to secure teachers who are interested in young people and tries to get instructors with special interests and skill of one type or another which can contribute to his program. For instance, the young man who is handling the English classes also teaches boxing to small groups and conducts classes in social dancing at various times during the noon hours. (CALIF.)

Although we have had difficulty in securing good teachers because of our distance from the centers of population, we have nevertheless been able to hold a large number of teachers who have come to this school. The combination of small classes, friendly relations between pupils and teachers, and competent teachers has probably had much to do with whatever success we have been able to attain. (DEL.)

I attribute our little success to a highly trained and willing faculty and the fact that we are happy with our jobs. (N. Mex.)

The superintendent, who has been the continuous administrator for 25 years, has selected and recommended for employment teachers and principals who are well trained in their fields and who have a sympathetic understanding of rural problems. Not only has there been continuity in administration, but there has also been continuity in teacher tenure, thus insuring a continuous program of growth. (N. Mex.)

The teaching staff is selected by the Board of Education after consulting with the principal in charge. The policy and the longtime program of the school are first determined and with a definite program in mind teachers are selected to fill the positions. Most of our teachers come from the county and all are from this State. Most of our teachers have been in the present position for from 8 to 16 years. (W. Va.)

One of the criticisms directed at teacher-training institutions is that they send out teachers prepared to provide in small rural communities an education that is not functional and meaningful to the youth of such communities. There are, of course, some teacher-education institutions which use rural high schools located in their communities as laboratory schools for their student-teachers. The best way to prepare teachers to serve the small high school and its community effectively, however, is through cooperatively planned on-the-job experiences.

Friendship Community School has been used as a laboratory for the teacher-training programs for the two colleges at Arkadelphia. This has proved to be mutually beneficial. This program has enabled the Friendship school to have the benefit of the help of the colleges as well as of the State Department of Education. Through careful planning and wise organization, the student teachers get actual experience working in vital school programs and activities which serve the rural community and which are based upon the needs and resources of such a community. The local school program has been enriched by the enthusiasm and fresh point of view brought in by the student teachers.

The Vine Grove School illustrates another aspect of teacher education in a small high school by stressing an in-service training program for its teachers which it believes to be an important factor in its success. While the total enrollment of this school, grades 1-12, is over 600 pupils, the high-school grades have only 246 pupils served by 8 teachers. Its teacher-improvement plan, therefore, may be considered applicable to small schools situations. Participation in continuous planning and revising of the program has brought the faculty and other personnel a freedom which fosters creative ideas. Individual teachers have been encouraged to try out new ideas in their programs. Their ideas are respected and shared by the other teachers and by the principal. The teachers are happy in their work and reflect the feeling that they are a part of something important. The same feeling is reflected by the custodial personnel of this school.

As a part of the in-service training program, the teachers come together for a week before school opens in the fall and work full time on the program for the ensuing school year. Each year they find it necessary to restate their educational philosophy, or bring it up to date, as a frame of reference for the year's program.

Another phase of the in-service training program is inter-school visits by the faculty. From time to time during the year the principal and his faculty visit some school which is doing an outstanding type of work. They observe the work for a day, and meet with the faculty

in the evening to discuss the things they have seen. This has been helpful in enriching their own teaching and planning. Summer travel has been encouraged to supplement inter-school visits made during the school year to enrich the teachers' experience. Such travel also becomes evident in the school program. School busses are used for both of these activities. The Vine Grove School in turn is visited by many persons. This in itself results in important contributions to the in-service training of the teachers.

In his master's thesis dated 1941 the superintendent of *Stockville Rural High School*¹⁰ contrasted the philosophy and program of this Nebraska school (32 pupils, grades 9-12), as it had been when operated under a conservative, traditional-type faculty, with the philosophy and program of the same school 3 years later when it employed an entirely new faculty. The following facts drawn from this study illustrate the importance of a sound educational philosophy as a guide to the staff of a very small high school in developing a meaningful program of services for the pupils attending it, as well as for the entire community served by it. The achievements of this small school establish beyond question the thesis of this section of the bulletin; namely, that the one factor which above all else determines the effectiveness of the small school is the principal and his teaching staff.

In 1938 when this school was staffed with a conservative faculty, its "philosophy had subordinated all students to policies determined by the superintendent and teachers. There was no place for student initiative, self-projected activities, or student participation. Many students, under this dominant guidance, left school and did not return until a new faculty was secured."

The Board of Education consisted of one farmer, one businessman, and one teacher. The teacher member had formerly been connected with the high school and in 1938 was principal of the grade school. The policy of this board seemed to be that of hiring teachers and then allowing them to operate the school as they pleased. Policies formulated by the administrative staff were passively sanctioned by the Board. When the school got into difficulties, the Board took the attitude that the teachers had been hired to operate the school and they should take the blame. In the fall of 1938, the community determined to do something, and every teacher was dismissed and the present superintendent was employed.

The new philosophy (1941) of the school, as set forth in the following criteria, will serve as points of departure:

¹⁰ Gerard, Carl O. Curricular and Related Improvements Recommended as a Result of Evaluating the Stockville (Nebr.) Rural High School. M. S. 1941, Colorado State College of Agriculture and Mechanic Arts. 109 p. ms.

That the function of education is the development of personality; that the school problem is one of organizing its materials and all its resources to serve the end of personal development; that the school must transmit the American heritage and ideals and the democratic way of life; that the school must accept all students who come, teach them, train them, and, in every way possible, send them out better Americans,

To achieve these aims, the Stockville Rural High School tried to:

1. Orient the pupils in the major, realistic purposes and objectives of secondary education.
2. Teach the social heritage and democratic ideals through precept and example.
3. Give a panoramic view of vocational subjects—the advantages and disadvantages of each major field.
4. Start students on vocational technical courses leading toward a life's work.
5. Teach students self-reliance, personal relationships, self-respect, and a plan of cooperation between the school and the community.
6. Integrate a plan for noncollege students, by and with the cooperation of businessmen, whereby students may cooperate with business by working on a half-time basis and still secure their high-school training.

By trusting the student with certain definite responsibilities, the administration proved that the student was completely reliable. He had secured a new outlook upon life and was able to relieve the teachers of many problems. The spirit of cooperation revealed itself. The church, the school, and the community worked together. A band was organized which played for church and community functions. Students were sent to the courthouse for typing and other clerical work. The bank cooperated with the school by giving work to commercial students to supplement their classroom training. Several garages gave the boys work for the summer.

During the 3-year interval traditional subjects, such as geometry and physics were dropped, because they had ceased to serve any legitimate purpose in the rural community. In their places, senior science and business arithmetic were substituted. German was also dropped and no modern language was substituted. Junior business, courses in business education, sociology, and instrumental music were added in an attempt to meet the needs of the students.

Industrial arts showed little improvement over the 1938 survey. The boys in the Stockville community are not financially able to purchase material for projects of any kind. In the field of agriculture, however, a marked difference was noted. With knowledge acquired at the Colorado State College, the teacher was able to engineer field trips, secure many interesting bulletins, introduce some knowledge of the practical spraying of trees, introduce the latest textbook, and make the course one of interest and profit to all the students.

Alternation of courses was used in order to provide a varied curriculum. The library was improved in that the teacher serving as librarian had had some library training and was able to have three girls as assistants. Through the Nebraska Library Commission 30 to 50 books may be borrowed for 3-month periods and the school under its new faculty used this service. Slides were obtained for the visual aids section of the library, and a moving-picture projector was secured from the county superintendent and, with films secured from educational sources, the students received many helpful suggestions.

With the strict textbook procedure used in 1938, the library had been used very little. By 1941, the library, housed in a corner of the assembly room, had become a lively place, with each teacher assigning current events, wide-awake topics for discussion, and collateral reading material.

In 1938, there was no guidance program at the high school. Antiquated methods and procedures seemed to dominate the school. Very little, if anything, was done about health. Only a few scattered records were kept. The interests and aptitudes of the pupils were not considered. A strict textbook question-and-answer procedure dominated all the class work.

By 1941, with a wide-awake, well-informed faculty, some attempt at guidance had been made. Through different channels of the curriculum, a glimpse of industry had been given. Through sociology, business, and science courses, pupils had learned much about business methods and procedures. By class visits to different business houses pupils had been given a glimpse of what each office required. Talks had been given by county officials, bankers, and other businessmen. By personal conferences with individual teachers, pupils were guided in the selection of a vocation.

As a result of this study, the author of this thesis recommends the following for this small high school:

1. That the faculty be charged with a definite responsibility toward incoming pupils to orient them into the possibilities of the school.
2. That more courses be offered to help students prepare for definite occupations.
3. That the school board allocate the sum of \$500 to equip the library with up-to-date books; that as soon as possible a library room be provided to alleviate the congestion in the crowded space now provided.
4. That funds be allocated to provide for the development of a more adequate counseling and guidance program, including a complete cumulative index file for each student, more opportunities to consider and prepare for future professions or trades, and more time for teachers to administer the programs needed by the various students.

Summary

IN A VERY REAL WAY the steps taken by the Stockville Rural High School and the improvements resulting therefrom, indicate basic conditions which may prevail when a small high school changes from a traditional institution to one realistically meeting the problems of rural boys and girls. The traditional small high school is primarily concerned with required subjects, the mastery of textbooks, and the number of its graduates who will enter and succeed in college. The "outstanding" small high schools usually try in every possible way to help rural youth "to do better those things which they will do anyway," to live more richly from day to day while still in school, to improve their daily habits and attitudes, to broaden their interests and outlooks, to take a more active part in solving the social and economic problems of their homes and communities, and to practice hobbies and leisure-time activities which will serve them now as well as in the future. To be sure, academic achievements are of importance in the programs of "outstanding" small high schools. However, this objective is regarded as secondary. The academic objectives are, therefore, realized through individualized study and new evaluation procedures rather than allowed to dominate all of the educational activities of the school.

To transform itself from a traditional to a more effective school, the following steps seem to be suggested by the small high schools described:

1. Reexamine and restate the philosophy and objectives which will serve as guides in effecting the changes desired.
2. Through cooperative study by all concerned—staff, pupils, parents, community leaders, and institutions—determine what changes are to be made.
3. Through a variety of in-service training activities, new employment practices and standards, part-time appointments, and closer cooperation with teacher education institutions, build a staff competent to deal with problems which are peculiar to small and rural high schools.
4. Bring the community—its problems, its human and material resources—into the school and take the school into the community life.
5. Learn to make into educational assets those conditions prevalent in rural communities which often limit the development of a program of education suited to the needs of every youth of high-school age. To do this, the principal, the teachers, and the pupils must learn how to improvise equip-

ment, how to cooperate with community leaders and with homes and nearby schools, and how to improve economic and social conditions through self-help activities.

To be sure, all of the characteristics of the "outstanding" schools, and the steps for achieving this status that have been described, assume that there is outstanding leadership. The necessary leadership in most cases comes from within the school, but there are instances in which such leadership has come from laymen of the community or from nearby teacher-education institutions. When it comes from a single leader within the school, steps should be taken early (1) to involve in the plans as many persons as possible; and (2) to guard against the danger that the transformation will be halted midway by bids from the larger schools or premature lures from the graduate schools. To give the proposed improvements as broad a base as possible, the leadership must at an early date enlist the interest and active support of community organizations. The whys and wherefores of the proposed changes not only need to be understood by the leaders of such organizations, but these leaders should have an active part in effecting the desired changes.

This report cannot close without a word of caution which was not brought out by the programs of the "outstanding" small high schools that have been described. It is a well-known fact that he who proposes changes which are contrary to tradition must be prepared to cope with difficulties. Both teachers and laymen are inclined to judge a school in terms of the way things were done when they went to school rather than in terms of the ideal or of the needs of the present day. They will not readily recognize the fact that high schools must now serve the many rather than the few, and that enormous social, economic, and scientific changes have occurred. It is a good policy so far as possible to let the community leaders discover for themselves the changes needed. It is not enough merely to point out the new emphases required in the educational program.

A further caution may be needed by those who would like to change "over night" a small high school of the traditional type into a community-centered school. It is axiomatic that any changes in this direction must be fully understood and widely approved by all persons concerned—teachers, patrons, and pupils. This usually requires time for study and opportunities for full discussion of the reasons for the changes proposed and the benefits and losses entailed.

Although those who experiment, those who leave the beaten path to effect changes, do make mistakes, it is satisfying to reflect that persistent efforts to broaden the services of the small high schools have yielded rewarding personal and professional results to many who have dared to pioneer.

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Describes Piney Woods, Miss., High School (enrollment 320, grades 7-12), with its 1,700 acres of land and \$250,000 school plant. The school is dedicated to the improvement of the social and economic life of rural Negroes. Much of the construction and maintenance work is done by the students in learning how to be better housekeepers, teachers, and intelligent citizens of the community.

DAVIS, MAXINE. Lots goes on here. *Country Gentleman*, 111: 12-13, 67-68, March 1941.

Describes the activities carried on by the Holtville Consolidated High School, Deatsville, Ala., (enrollment 316, grades 7-12). The school's facilities and services, including a school-community hatchery, a refrigeration plant, a cannery, a newspaper, a beauty parlor, a movie theater, a terracing machine, power fruit tree sprayers, and numerous other power machines, are run chiefly by the students as educational projects.

DURRANCE, CHARLES L., JR., LEENHAUTE, LAURA, et al. School-community cooperation for better living. Gainesville, Project in Applied Economics, University of Florida, 1947. 237 p.

Presents examples of what some junior and senior high schools have done to improve practices concerning food habits, housing, and clothing. Intended as a guide to educators who are interested in techniques, activities, and materials through which schools can effectively help improve community life.

EDUCATION FOR IMPROVED COMMUNITY LIFE. *Bulletin of the National Association of Secondary-School Principals*, 30: 1-153, May 1946.

Reports experiments in applied economics carried on at the Universities of Kentucky, Florida, and Vermont, and financed by the Sloan Foundation. Of special interest is progress made by Bradford Academy, Vermont, (enrolling 198 pupils), in relating instruction to community needs.

EVERETT, SAMUEL, ed. The community school. New York, D. Appleton-Century Co., 1938. 487 p.

Reports by several authors describe school-community interrelationships. Five chapters are devoted to describing significant experiments in rural centers.

HELESTRA, CLARENCE. Secondary education, San Diego county schools: Composites of programs in small, middle-sized, and large secondary schools. San Diego, Calif., Office of the Superintendent of Schools, 1945. 291 p.

The composite programs of four small union high schools enrolling between 100 and 150 pupils are outlined in detail. Curriculum development and trends and methodology of instruction in county secondary schools are discussed.

HOLM-JENSEN, P. H. The people's college. Yellow Springs, Ohio, Community Service, Inc., 1939. 200 p.

Describes efforts and accomplishments in the United States in experimenting with rural secondary education of the Danish Folk School type.

IVEY, JOHN E. and WILLIAMS, HARRY B., ed. Education helps build a region. Chapel Hill, University of North Carolina Press, 1946. 69 p.

Entire issue of *The High-School Journal*, Vol. 29, No. 3, May 1946, is devoted to a series of articles growing out of the activities of the "Committee on Southern Regional Studies and Education" concerned with the improvement of social and economic conditions through education in the use of community resources.

KIRKPATRICK, E. L. Short course in colleges of Agriculture. Washington, D. C., American Youth Commission, American Council on Education, 1938. 39 p.

Pages 15 to 23 of this document describe the Folk-School emphasis of the Farm School courses provided for rural youth at the University of Minnesota, the North Dakota Agricultural College, and the University of Wisconsin.

KNIGHT, E. B. Developing educational opportunities for out-of-school rural young men. Knoxville, University of Tennessee, 1942. 44 p.

Drawing upon his experience with part-time and post-high-school vocational agriculture, the author outlines the continuing educational needs of rural out-of-school youth, and suggests courses, content, teaching methods, recreational activities, guidance, and supervised farm, home, and community projects.

LABETTE COUNTY, KANSAS, HIGH SCHOOL. Labette County community high school catalog. Altamont, Kans., 1946-47. 112 p.

The outstanding features of this rural high school enrolling 862 pupils in grades 9-12, are (1) 12 different diplomas offered (college-preparatory, general, auto-mechanics, commerce, agriculture, homemaking, business administration, normal training, music, printing, drafting, and radio); (2) visiting of homes by teachers every year and special efforts to bring parents to the school; (3) a guidance program; (4) faculty-supervised excursions to points of interest within Kansas and to other States.

LOUISIANA, Report of the second work conference of Ascension Parish. Baton Rouge, State Department of Education, 1944. 74 p. (Bulletin No. 540.)

Reports by 5 school principals on their efforts in "the improvement of living through education . . . and setting up programs to benefit their communities." Four of the programs described are in rural high schools. Also contains reports of work groups in planning further efforts for next year. Groups were organized by subject fields: English, industrial arts, social studies, and others.

MICHIGAN, STATE BOARD OF EDUCATION. Seeking better ways. Lansing, State Board of Education, 1941. 93 p.

Teachers descriptions of newer practices in secondary schools cover the following small high schools: Wakefield (enrollment 411, grades 7-12); Durand (enrollment 266, grades 9-12); Centerville (enrollment 107, grades 7-12), and Kellogg Consolidated High School at Augusta (enrollment 80, grades 7-12).

MITCHELL, M. R. et al. Youth has a part to play—167 examples of youth service to the community. New York, 1942. 22 p.

Reprinted from *Progressive Education*, 19: 87-109, February 1942. Many of the 167 examples of activities, work projects, cooperatives, etc., whereby the community, the homes, or the schools have been improved, were in rural communities and were carried on by rural schools.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS. Planning for American Youth: An Educational Program for Youth of Secondary-School Age. Washington, D. C., The Association, 1944. 64 p.

Describes two ideal secondary school programs—Farmville and American City. Shows what secondary schools, rural and urban, would be like if they geared their services to the interests and needs of all youth.

NATIONAL EDUCATION ASSOCIATION. Creating social intelligence: A descriptive bibliography. Washington, D. C., The Association, 1935. 159 p. (*Research Bulletin*, Vol. 13, No. 3, May 1935.)

Contains brief descriptions of 265 outstanding schools or educational experiments which the compilers believe to be dealing effectively with social and civic problems. The following items relate most closely to rural secondary education: 22, 29, 48, 97, 101, 110, 138, 156, 157, 158, 160, 219, 222, 247, 252, 253, and 257.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. How to know and how to use your community. Washington, D. C., The Association, 1942. 80 p.

Chapters are devoted to community study as a basis for curriculum improvement, nature of a community, what a principal should know about his community, research techniques for studying the school community, how to use the census, schools successfully utilizing community resources, and the like.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF RURAL EDUCATION. Farm leaders and teachers plan together. Washington, D. C., The Association, 1947. 35 p.

Reports answers to the question "What Agricultural Leaders Want the Schools to Teach" developed by eight conferences of such leaders meeting with educators in all parts of the Nation. The conferences were sponsored by the American Institute of Cooperation and the Department of Rural Education under the leadership of Prof. Frank Cyr.

—DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Leadership at work. Washington, D. C., The Association, 1943. 248 p. (Fifteenth Yearbook)

Specific examples of projects in which teachers, working with students, supervisors, administrators, or community groups have assumed democratic leadership in school administration, curriculum planning, or community activities, with discussion of the "leadership pattern." Chapter I, "Elusive Leadership" is an amusing satire worthy of being read aloud at principal's meetings.

NISONGER, HERSCHEL W. The role of the school in community education. Columbus, Bureau of Special and Adult Education, Ohio State University, 1940. 35 p.

Describes school-community projects carried on in 8 different communities to provide work opportunities of educational value to young adults and out-of-school youth. Suggestions made for effective use of local leaders and other resources. Bibliography.

OGDEN, JESS and OGDEN, JEAN. Small communities in action. New York, Harper and Bros., 1946. 244 p.

A compilation of 34 stories describing ways in which communities have attacked and solved community problems. These stories illustrate democratic approaches to better rural living through self-help, e. g., community councils, workshops, consolidated school programs, health services, recreation activities, better diets, higher standards of living.

PATTERSON, WALTER G. Appropriate and worthy education for all. *Bulletin of the National Association of Secondary-School Principals*, 31: 5-21, November 1947.

Discusses 22 major problems which must be considered if high-school education is to become available and meaningful to all. Cites many studies relating to these problems.

RAGSDALE, C. E., et al. Adventures in rural education—A 3-year report. *Journal of Experimental Education*, 12: 245-348, June 1944.

Reprinted by University of Wisconsin, Madison, 1944, 103 pages. A report of the Committee on Rural Community High Schools of a three-year (1940-43) experiment to improve the effectiveness of the high schools of seven cooperating communities in central Wisconsin.

ROSENLOF, GEORGE W. Improving intergroup relations in school and community life. Lincoln, University of Nebraska, 1946. 48 p.

This booklet, designed for group use in teacher in-service education programs, is the product of a subcommittee of the North Central Association of Secondary Schools and Colleges.

Some selected practices in small high schools. *Bulletin of the National Association of Secondary-School Principals*, 25: 37-55, May 1941.

Describes a variety of work activities through which the youth of 23 different small high schools earned NYA allowances and rendered community services.

SOUTHERN RURAL LIFE COUNCIL: Education and rural community living in the South. Nashville, Tenn., George Peabody College for Teachers, 1947. 41 p.

Lists and describes several rural high schools which are effectively relating school activities to community life problems.

SPAULDING, FRANCIS T. *High school and life.* New York, The McGraw-Hill Book Co., 1939. 377 p.

A report of the basic problems the secondary schools must face to serve youth, and a review of certain facts and case studies relating to these problems. Chapter XI is devoted to problems of rural communities.

SPEARS, HAROLD. *Emerging high-school curriculum and its direction.* New York, American Book Co., 1940. 400 p.

Chapters 4, 5, 6, and 7 are devoted to curriculum reorganization problems and experimentation in the smaller high schools. Discusses Pine Mountain Settlement School, Harlan, Ky.; Rappahannock District High School, Centre Cross, Va.; Carpinteria and Yuba Union High Schools of California; and high schools at Washougal and North Bend, Wash.

STEPHENS, DOROTHY C. *Pineville high meets the challenge.* Gainesville, Project in Applied Economics, University of Florida, 1946. 54 p.

Presents material for the development of a unit or series of projects dealing with hookworm specifically, and with sanitation in general.

STRANG, RUTH, and HATCHER, O. LATHAM. *Child development and guidance in rural schools.* New York, Harper and Bros., 1943. 218 p.

Contains practical helps for teachers and parents in guiding their children. Many concrete examples of principles are given.

TIPPETT, JAMES S. *System-wide curriculum revision. In Secondary Education in the South.* Chapel Hill, University of North Carolina Press, 1946. p. 126-39.

Discusses reorganization of curriculum with a view to better services to certain rural communities, such as the Parker District, S. C., and Ascension Parish System in Louisiana.

U. S. OFFICE OF EDUCATION. *Guidance programs for rural high schools,* by Paul W. Chapman. Washington, U. S. Government Printing Office, 1939. 54 p. (Vocational Division Bulletin No. 203.)

Emphasizes the responsibility for and the problems involved in making guidance services available in rural high schools, and outlines the guidance programs of the Newark Valley (N. Y.) Central School and the Rockland County, N. Y., schools. An effort is made "to present an outline of the complete guidance service for a local school system" and to suggest the form needed for such a service.

—How rural youth may serve. Washington, U. S. Government Printing Office, 1942. 34 p. (Education and National Defense Series Pamphlet No. 20.)

Discusses what rural youth can do through food production and conservation, democratic practices, health and safety programs, community morale, and conservation of natural resources to make themselves and the Nation strong.

WALLACE, WHILDEN; OREITZBERG, JAMES; and SIMS, VERNER, M. *The story of Holtville.* Nashville, Tenn., Vanderbilt University, 1944. 191 p.

Reports the accomplishments of a consolidated school (enrollment 316 in Grades 7-12) in transforming itself into an outstanding community school over a period of 5 years, 1938-43.

WHITELAW, JOHN B. *The school and its community, an introduction to school-community planning for administrators, supervisors, and teachers.* Chicago, University of Chicago Bookstore, 1940. 39 p.

Intended as a guide to educators who desire more closely to relate the programs of the schools to life.