

A SURVEY OF THE  
NORTON COMMUNITY HIGH SCHOOL

by

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## PURPOSE.

The purpose of this survey is to set forth the present status and condition of the Norton Community High School. It has been the intention of the writer to use comparisons and the judgment of present day authorities on school affairs in making the survey as worth while as possible.

There is every reason to believe that an institution with a valuation comparable to the valuation of the average community high school is important enough, merely as an institution, to warrant a critical survey concerning its activities and condition. It being an educational institution makes the purpose of the survey doubly important, for the school perhaps has more influence on the population as a whole than any other institution.

It is the belief of the writer, that if more surveys of schools were made, the schools would reach a higher level, comparable to that of the better industrial institutions in efficiency and effectiveness. Our schools would tend to become more uniform and this uniformity would reach a higher standard.

It is the intention of the writer to keep in mind, those activities which are the foundation of the community and to measure the school's usefulness in terms of these activities.

It is hoped that this may serve as an inspiration to the people of the community, to do whatever may fall to them to do in the program of providing the best possible educational institutions for the youth of the community.

## THE CITY OF NORTON.

The city of Norton in which the Norton Community High School is located, has a population of over twenty-one hundred. It is the business and social center of a large agricultural area and the center for the larger affairs of the northwest part of the state. Conventions find very courteous treatment in Norton.

Its facilities for a city of this size are very commendable and afford the population very comfortable conveniences. A municipal water and light plant, together with an efficient sewer system, give sanitary conveniences. About twelve miles of paving make travel comfortable and convenient as well as adding to the general appearance and welfare of the city. Three wholesale houses and one cold storage plant are located here with a good business for each. Commercial establishments of every type fill the needs of the purchasing public. A new court house is being started replacing the one which was destroyed by fire in 1926. The banks of the city show a business of over two and one-quarter million dollars. The city schools enroll over five hundred annually. The State Sanitarium for

Tuberculosis is located six miles east of the city. This brings a large volume of business to the city as well as investigators, visitors and state administrators. It brings an interesting example of a state institution to the attention of the people. A main line of the Rock Island and a branch of the Burlington pass thru the city. Several industrial concerns find a good outlet.

Norton has nine churches and a Methodist Hospital. Such clubs as Rotary, Chamber of Commerce, Federation of Womens Clubs, and others, lend a very fine environment for educational progress and cooperate with the schools at every opportunity.

## THE DISTRICT AND ITS POPULATION.

The Norton Community High School district covers an area of six hundred and twenty-seven square miles. It lies in the center, north and northwest parts of Norton County. A few sections along the east side of the county, not being in any other district, are included in the Norton Community High School district as designated by the Community High School Law. With the exception of these few sections, the district is almost square. Practically all of the land is used for farming and grazing, grazing being most prominent in the northwest.

Taking the population of the county as a whole, it is seen that during the last fifteen years there has been very little change. This is shown by Table No. 1:

TABLE NO.1. A POPULATION STUDY OF NORTON COUNTY.

| Year | Population | Increase | Decrease |
|------|------------|----------|----------|
| 1912 | 10305      |          |          |
| 1917 | 11815      | 1510     |          |
| 1922 | 11442      |          | 373      |
| 1927 | 10641      |          | 801      |



Just what is the meaning of this? The reason for not having a steady increase in population is because most of the population is engaged in two types of enterprise, and when these reach a certain degree of saturation, the population will remain rather stable or fluctuate with certain limits which are probably marked by Table No. 1. By a glance at Table No. 2 it is seen that most of the parents of the pupils are engaged in agriculture or commerce. Commerce relies on agriculture, and agriculture being the basic industry, controls for the most part the prosperity of the district and tends to regulate the increase and decrease of population.

TABLE NO. 2. OCCUPATIONS OF THE PARENTS OF THE STUDENTS OF THE NORTON COMMUNITY HIGH SCHOOL.

| Occupation                           | Number | Per cent |
|--------------------------------------|--------|----------|
| Agriculture                          | 125    | 42.5     |
| Commerce                             | 65     | 22.1     |
| Manufacturing and<br>Mechanical Arts | 29     | 9.8      |
| Transportation                       | 27     | 9.1      |
| Public Service                       | 5      | 1.7      |
| Professional                         | 24     | 8.1      |
| Other occupations                    | 19     | 6.4      |
|                                      | 294    | 99.7     |

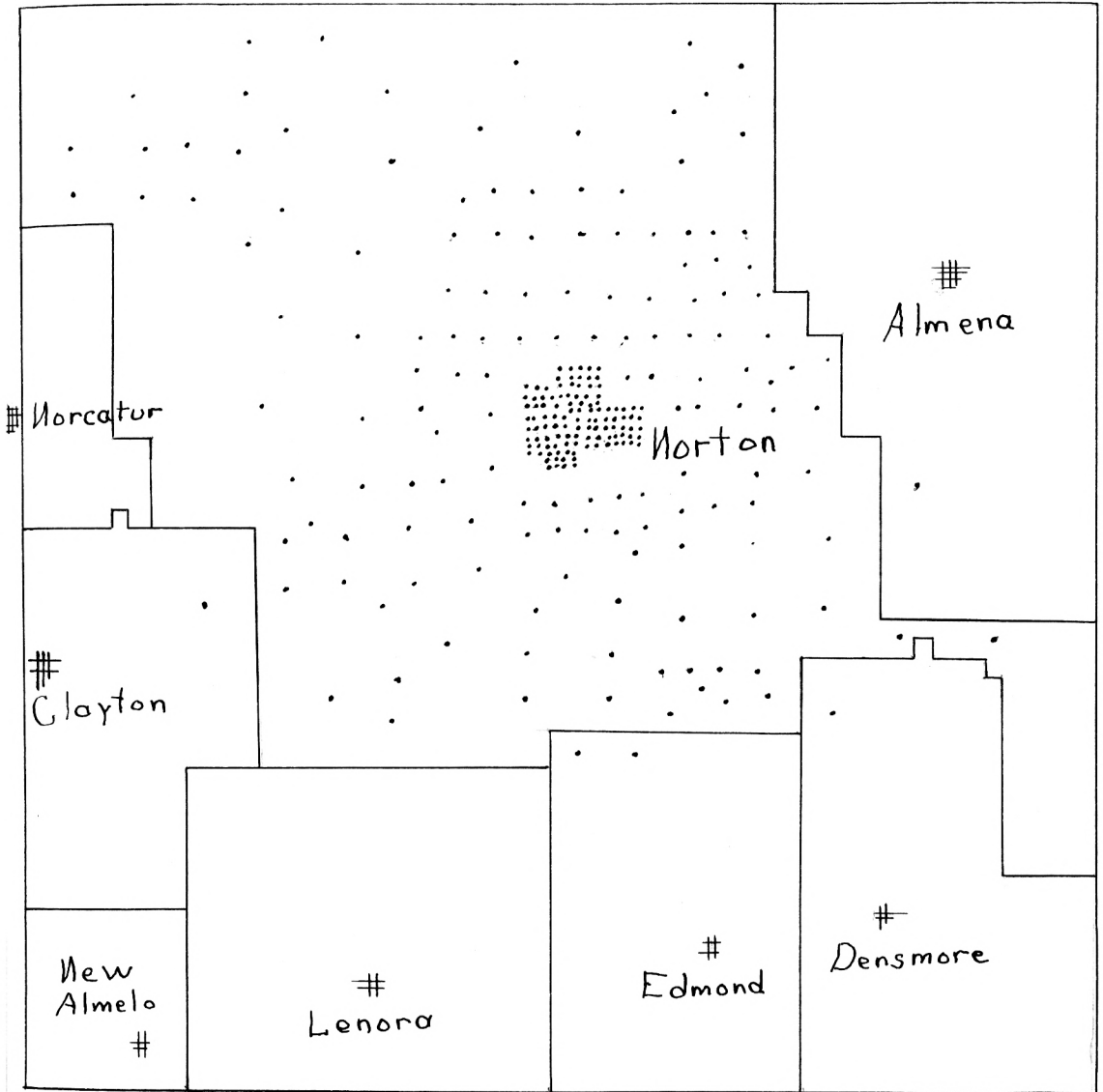


Fig. No. 1. Home locations of the students of the Norton Community High School.

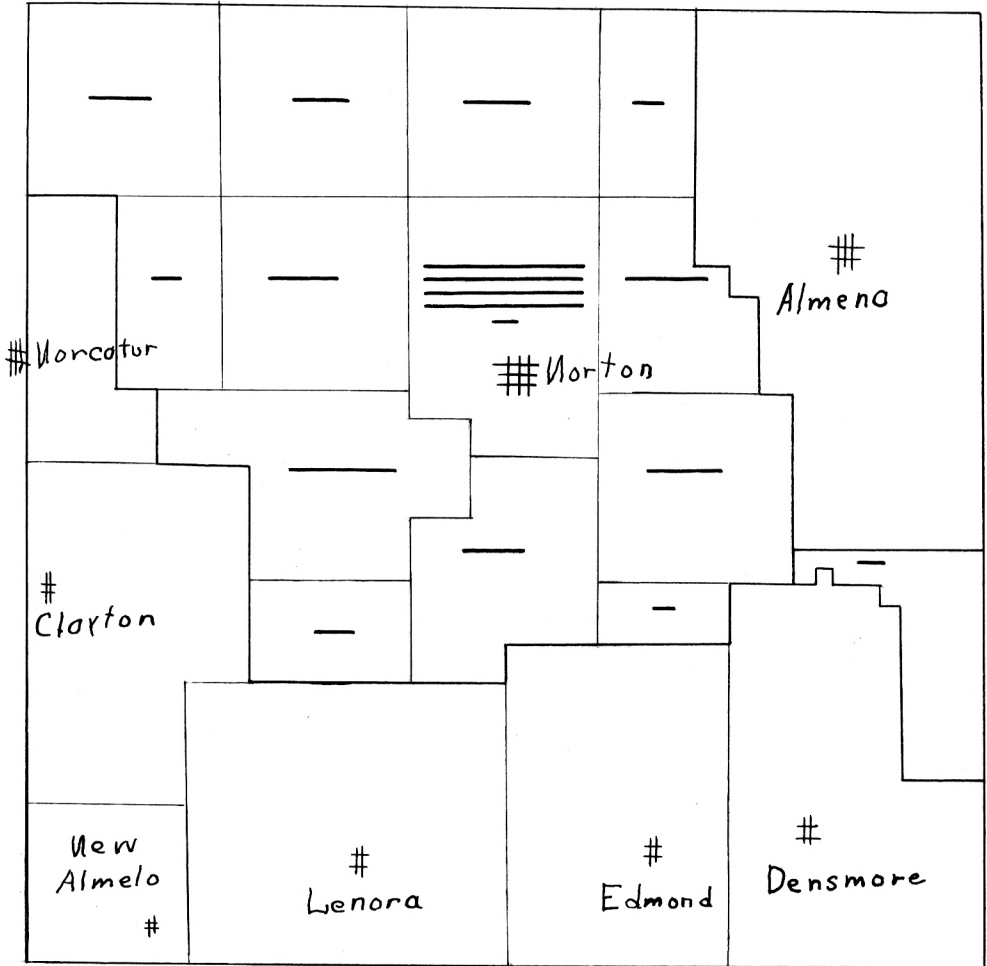


Fig. No. 2. Distribution of the people in the Norton Community High School District.

A study of the distribution of the students of the high school in the district, shows to a fair degree the scatter of the people in the district. By Figure No. 2 a study of the population of the district, it is seen that the location of the high school is perhaps as near the center of the population as could be desired. Were a cross line drawn from the four corners of the district, they would pass almost through the city of Norton. The city of Norton is the concentration of a greater part of the population of the district. By this it is seen that the school is placed near the center of the population of the district.

Figure No. 1 shows the distribution of the students of the high school. It is seen by comparing Figure No. 1 with Figure No. 2, that the pupils are very representative of the population of the district. A better location could not be desired for the high school than in the city of Norton.

The population of the district is, generally speaking, very homogenous. There are no negroes in the school or in the district. There are no students speaking a broken language. No settlements of foreigners have taken up land in the district. There is no extreme wealth or poverty to be dealt with. Conditions are uniform and call for uniform school facilities.

### Summary.

1. The chief occupations of the district are agriculture and commerce.
2. The population has been rather even during the last fifteen years.
3. Part of the district lying between the Almena and Densmore districts is almost detached and apart from the major part of the district.
4. The pupils come evenly from all parts of the district, concentrating at the center and becoming fewer at the extreme parts.
5. The school is well located.
6. The population of the district and the school are homogeneous.

## ORGANIZATION.

The Norton Community High School was first organized as a County High School under the Norton County High School Act of 1899. Regular County High Schools were organized under the Act of 1886 but as Norton County did not have the required population, a special act was necessary. All the features of the Act of 1899 are the same as those of the Act of 1886 excepting the following. On petition of one half of the voters of the county, the county commissioners were to appoint a board of trustees who would organize the high school. If not organized by petition, at the next election the voters of the county should vote on the question of having a county high school. If the enrollment from any district was greater than the number which were to receive free tuition, the board was to determine the amount this district should pay per pupil in excess.

The essence of the Act of 1886 follows. The school shall be governed by a board of trustees, numbering six, three elected every two years. No levy shall be over six mills, and if for maintenance only, it shall not exceed three mills. The board must secure a site without expense to the county and may levy, not to exceed the six mills,

for the erection of a building. They are to hire a principal who shall make the rules governing the students with the consent of the board. The general, normal, and collegiate courses of three years each may be given. Third year normal students may be hired to teach part time in the first year courses. Entrance shall be based on district examinations. If the school is over-crowded, apportionment shall be made among the districts of the pupils. Students may be received from other counties upon payment of the tuition fee designated by the board. Second grade teachers certificates shall be awarded to those passing the normal course. The board must make a report to the county commissioners at the end of year.

Under these two statutes the Norton County High School was organized with H. M. Culter as its Principal. In 1923, upon the passage of the Community High School Act, Norton County High School was changed to the Norton Community High School. Some of the items of this act are as follows:

All County High Schools shall be changed to Community High Schools, assuming all the obligations of property and indebtedness. All territory in the county not included in any other high school district shall be a part of the community high school district. The powers and duties of

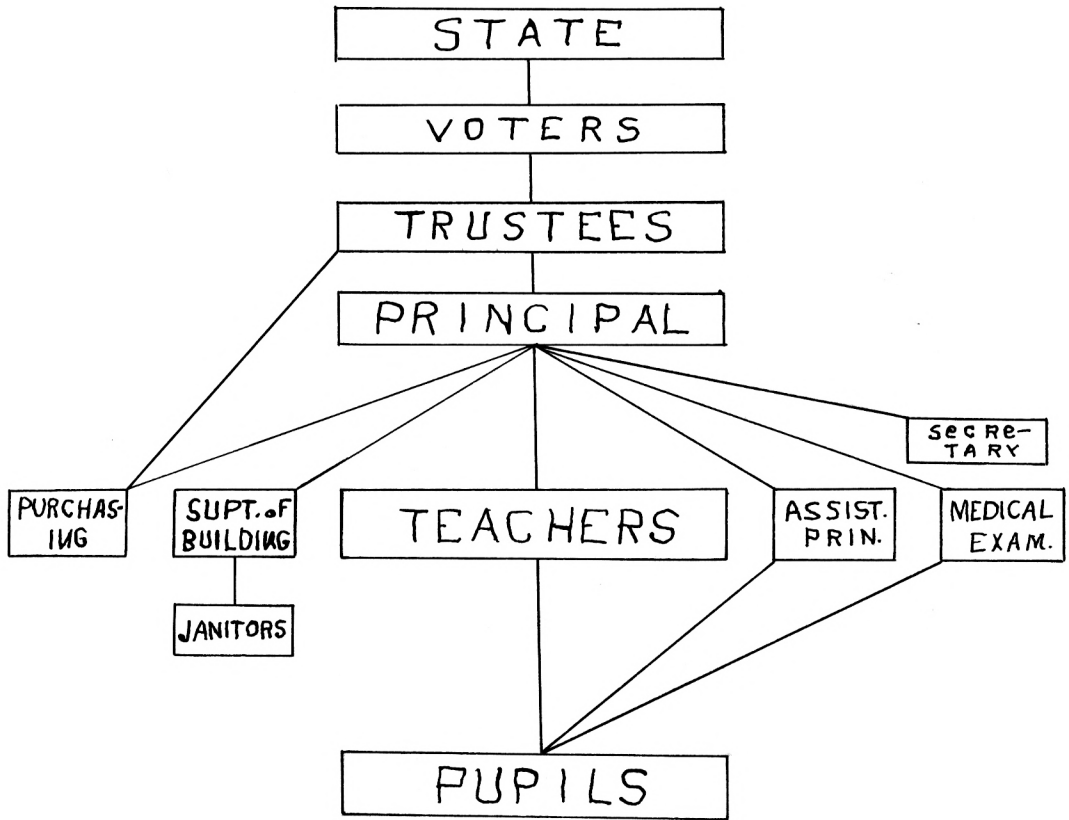


Fig. No. 2a. Legal and administrative organization of the Norton Community High School.



the community high school shall be the same as the county high school. A board of six members, three elected every two years shall govern the school. The ballots and election of the board shall be non-political, calling for a separate ballot. The County Superintendent shall be an ex-officio member of the board. The tax for maintenance shall not exceed four mills. Bonds for buying property and construction of buildings shall not be voted to exceed five per cent of the taxable wealth of the district. Bonds for repair of building shall not be voted to exceed three per cent of the taxable wealth of the district. The tuition charge for pupils entering from other districts or entering other districts, with the consent of the County Superintendent, shall be two dollars per week.

Figure No.2a gives the legal basis of the school and the relationship of the administrative authorities. The principal is the pivot of the system, With the consent of the board he makes the rules governing the pupils and supervises their execution.

The board of trustees is made up of six members beside the county superintendent who is ex-officio a member and chairman of the board as prescribed by law. Other officers of the board are Vice-President, Treasurer and Secretary.

These officers have the customary duties of their offices and file their reports at the monthly meetings of the board.

The work of the board is carried on in monthly meetings which are held in the principal's office, where all materials and records are kept in a fire proof safe. This makes all records easily accessible at the time of the meeting and also provides safe keeping. By meeting in the school the board can see for themselves the attitude of the pupils and teachers.

The board acts as a whole and does not divide itself into numerous committees as the principal is its executive agent and supplies all information.

The cooperation between the board and the principal is good. Matters concerning the best methods of school management about which the principal is well informed, are acted upon with his consideration and advice.

There is no requirement for a long list of staff officers in a single school. The administrator, being in the building as one of the workers, makes it unnecessary. This administrator is the principal. He is the supervisor of all, including the superintendent of the grounds and building. Were there more than one set of buildings, or a direct division, staff officers would be necessary. The

greatest amount of separation from the main body of the school is the vocational agriculture department. But this even is not a separation. This department is an integral part of the school and in no sense a separate division. It is housed in the main building and the pupils enter into all the activities of the school.

The administrative activities in the Norton Community High School are upon a professional as well as practical basis. Each teacher comes in daily contact with the principal, and any problems that need attention can be discussed directly with him. Any criticisms by the principal are made directly to the teacher. The attitude of the student body can be daily measured by the principal and all things entering into the school life or activities are within his direct reach. The teachers do their just share in forming the policy of the school by their direct contact with the principal. In initiating a new policy in the administration of the school, the principal is at hand to direct.

Is the present plan effective? Yes. It has proven very effective in having the principal within the building and in easy reach. Immediate action is the result. Also the teachers cooperate very well in carrying out a plan or policy. They are in direct line with the originator of

the policy and have a part at times in making the policy. A very favorable condition can be said to exist in reference to the organization. Action is prompt and effective.

Summary.

1. Norton Community High School was organized under the Community High School Act of 1923, previously being a county high school.
2. The organization of the school complies with the law and is working efficiently.
3. The Board of Trustees have adopted a progressive policy.
4. The relationship between the board, principal, teachers and pupils shows good spirit and intent.
5. The organization is the best possible in the community high schools of Kansas.

### THE BUILDING.

In 1923 when the County High School was converted into the present Community High School, the building situation was none too bright. There were three hundred pupils and the faculty numbered thirteen. The building used for school purposes contained eleven class rooms, a small auditorium and a small gymnasium.

This building was condemned by the state and steps were taken to remodel it. In 1924-25 a combination auditorium-gymnasium was constructed along conventional lines, seating as an auditorium twelve hundred people. In 1925 the school building was reconstructed and converted into a highly practical building. Both the auditorium and school building are of fire proof materials faced with brick veneer. The floors are covered with oak wood. The valuation of the grounds and building is \$160,000.00. The valuation of the equipment is \$25,000.00.

On the ground floor are the two vocational departments, the power plant and the shower and toilet rooms. The domestic science department occupies the rooms along the south to the east end. The east room is the cafeteria and next to this is the kitchen, back of which is the pantry

and the athletic office and storeroom. On the south to the west is the vocational agriculture room, one long room which is sometimes used for banquets. Directly back of this is a hall and a small store room used by the agriculture department. On the northwest is the machine shop for studying and working on farm engines. Next to this is the girls' shower and toilet room with entrance on the east into a corridor. Directly across the hall, but not with opposing entrances are the boys' toilet and shower rooms. These toilet and shower rooms are separated with a cage door to protect the lockers in the dressing room. The furnace room occupies the rest of the space to the east end. A corridor between the two toilet rooms gives entrance to the auditorium.

The first floor is divided into class rooms having also one science laboratory and the office. The physics laboratory is on the northeast followed by the Girls Reserve room, a recitation room, the typewriting room and commercial room. On the southeast is the band room which is used for giving private lessons. The office and domestic art rooms follow. Then the main entrance to the south is followed by two class rooms. Along the walls on all floors are the student lockers. In the corridors to the south entrance are two trophy cases.

On the second floor occupying the entire east end is the study hall. West of this on the north is the library, then three class rooms. Following west on the south side is one class room, the stairs, then a class room and the biology laboratory. The west end of the hall is a rest room for the lady teachers.

The auditorium is of very convenient arrangement with the stage to the north end, basket ball court in the center, and seats on both sides. The balcony has seats on both sides and to the rear.

The farm shop building is west of the gymnasium to the north side of the campus. It is a frame building with woodwork shop and a blacksmith shop.

Figures Nos. 3, 4, 5, and 6 show the arrangement of the floors of the buildings.

Certain features must be considered in every building to measure whether or not the building is suitable to meet the demands of the activities to be carried on in that building. Some of these features will now be considered.

Are the passage ways ample to meet the demands at all times? In most cases, yes; but in others, no. Where the largest rooms and most activity are found, the most need for movement in and out is found. The hall leading from

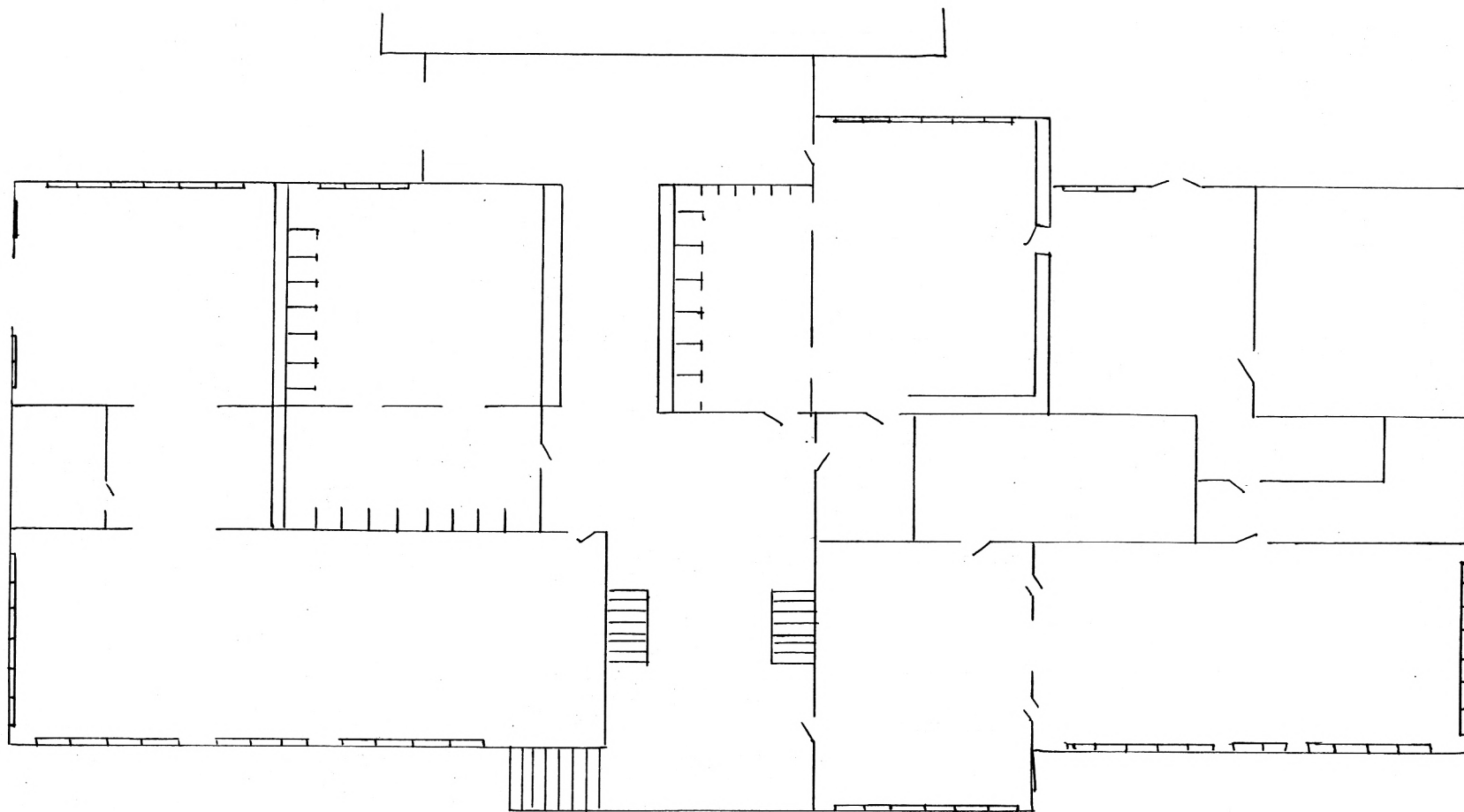


Fig. No. 3. Floor plans of the basement. Norton Community High School.



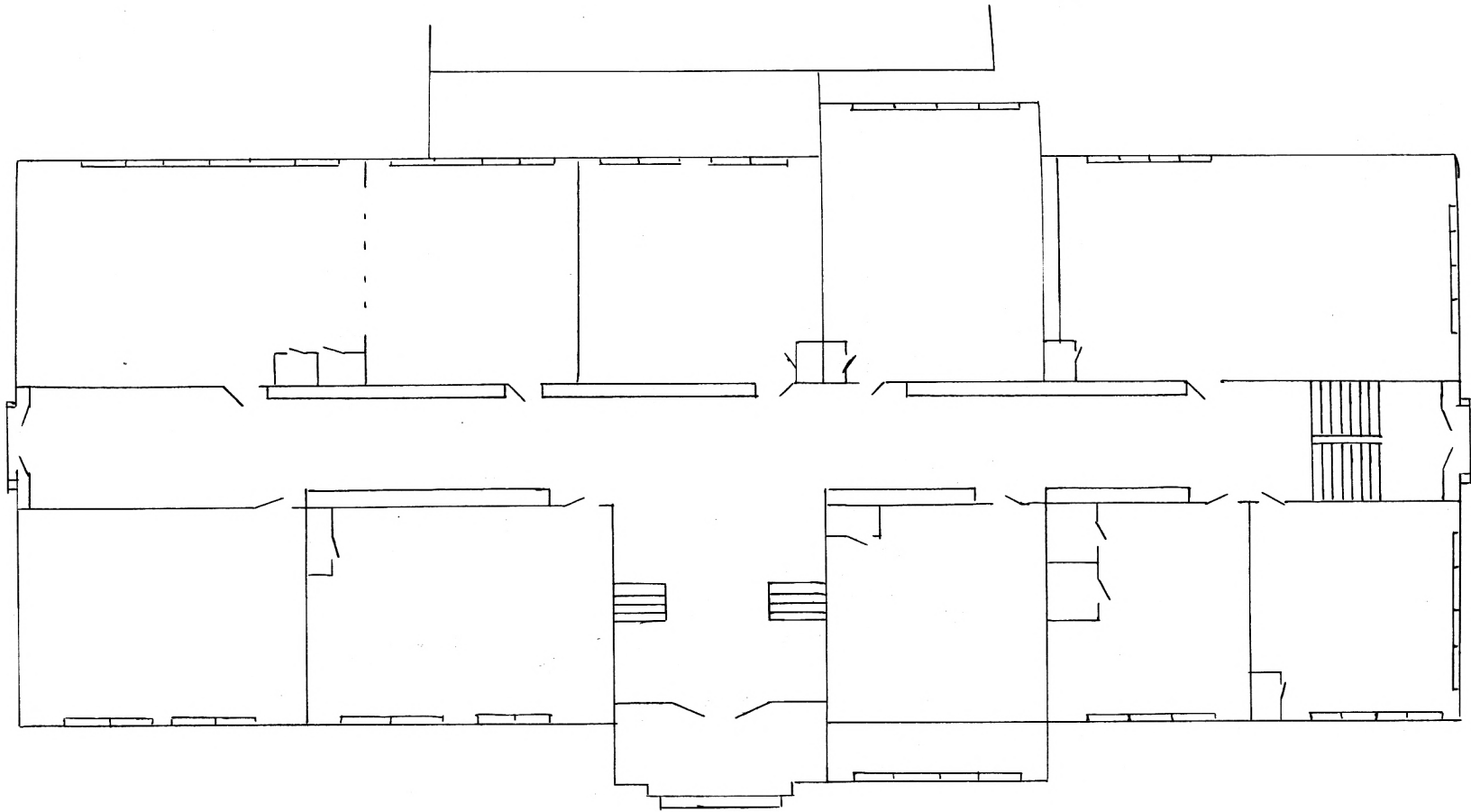


Fig. No. 4. Floor Plans of the first floor. Norton Community High School.

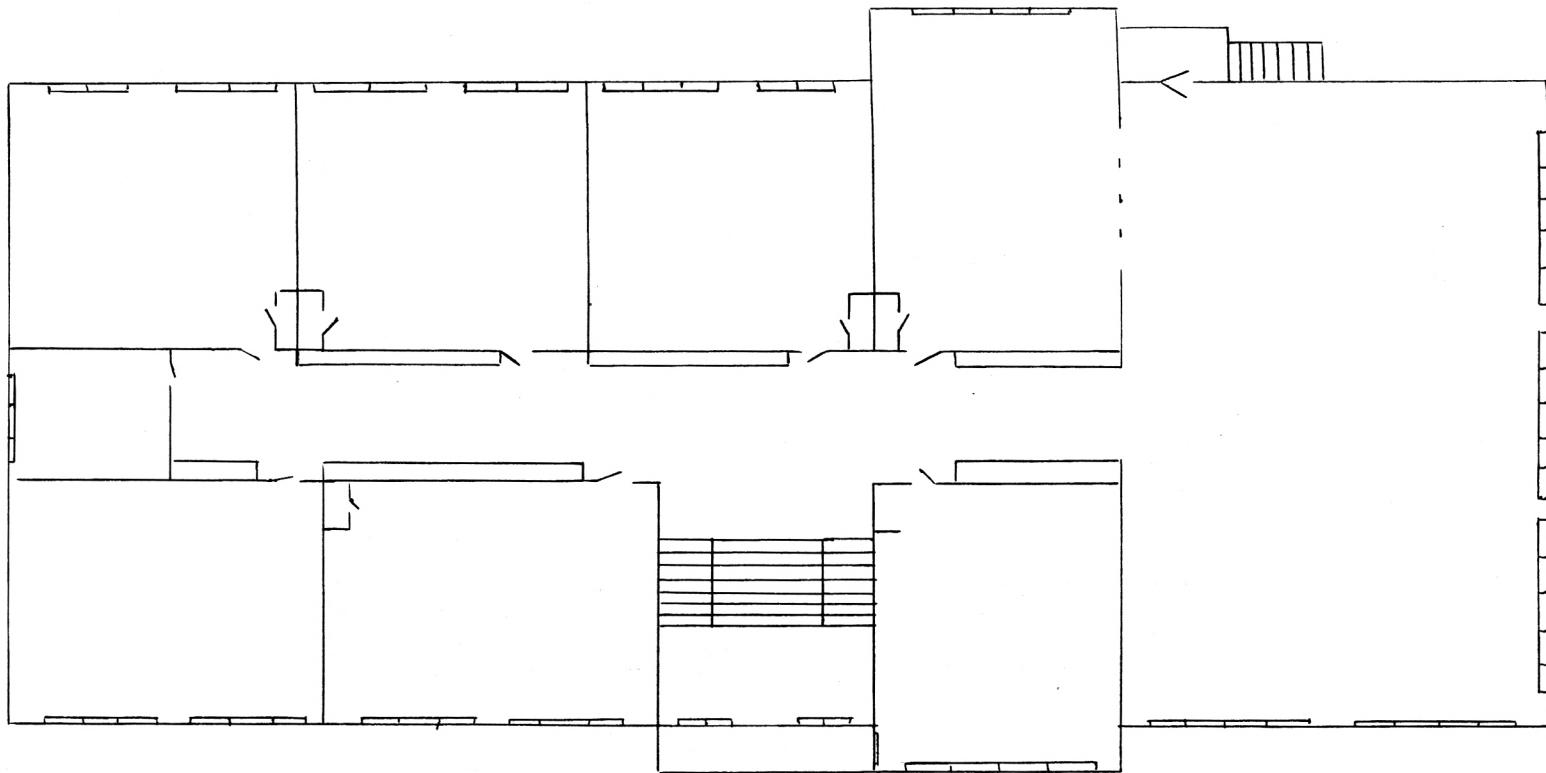


Fig. No. 5. Floor plans of the second floor. Norton Community High School.

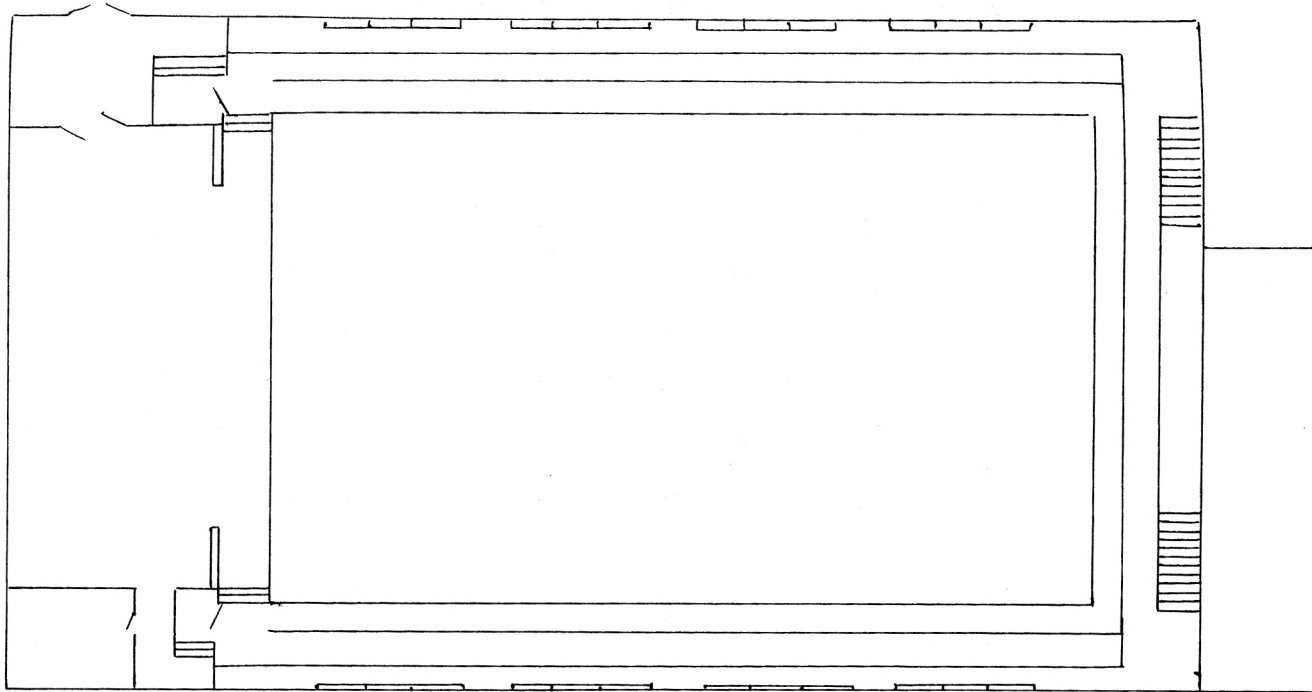


Fig. No. 6. Floor plans of the auditorium-gymnasium. Norton Community High School.

the study hall to the stair, were it a few feet wider, would take care of the congestion which takes place there at the dismissal of each period. One other place, leading from the auditorium to the first floor is at times congested. All entrances are ample, being of the double door type with outward swinging doors. All entrances present a neat appearance. Two halls are deficient in width, the one leading from the study hall and the one leading to the auditorium.

The rooms are of ample size for a class of thirty, the maximum allowed by the North Central Association, without crowding and leaving plenty of room for passage in and out of the room. There is also plenty of room for tables and needed equipment. Each room has a closet for keeping materials. In most cases these closets could be of better use were they larger. In certain cases which will be pointed out later, they are decidedly too small.

The physics and biology laboratories as they are now situated, take care of the classes nicely. There is plenty of cabinet room for storing apparatus and chemicals, plenty of working space and the tables are large and appropriate for laboratory use.

The library is adjoining the study hall with a full

glass partition between. It should be larger so that the pupils could be farther apart when studying. In a few years more room will be needed for shelves.

The commercial department in the two rooms, is taking care of the pupils very well at the present time, but it is evident that if the enrollment increases in this department, the situation will become crowded. The typewriting room will feel the need for room first, as this is the smaller of the two rooms and is more nearly filled to its limit. The two rooms are now divided by a glass partition but this could not be moved to a better advantage. It may be that this crowded condition will never be encountered. If it should, some adjustment will have to be made.

The room for the class in journalism, while meeting most demands, would profit by having more shelf room and cabinet space for school exchanges and class material. It is impossible with the present facilities to keep in file, with convenience or permanence for the year, numbers for class use. The cabinet room here is essentially too small to meet the demands.

The domestic art room, a bright sunny room on the south, meets most requirements, but it also needs more cabinet room. Everything else is very desirable and con-

venient. The domestic science rooms below give plenty of room for the cafeteria and kitchen. These are fine rooms for domestic science work, being sunny, always of best temperature and finished in white. The pantry is of good size and well arranged. All equipment is convenient, modern and sanitary.

The vocational agriculture rooms are large and equipped with large tables for project work. There is plenty of cabinet room for storage of all the equipment. The mechanics room is well lighted for careful work and has locker room and adequate equipment. Sometimes it is not warm enough. The farm shop housing the woodwork and blacksmithing, has plenty of room and light. Were it of mason structure, it would be more usable in cold weather. Diversity of program meets this situation at the present time with no loss of energy or time. It is well arranged and very appropriate for project work.

The band instrument room is appropriate for the purpose except that it, too, might have more cabinet room which could be put to very good use. It is larger than is really necessary since organization work is carried on in the auditorium. Part of this space should be made into cabinet room for keeping instruments and music. The room for vocal music, while it meets the need for vocal lessons, lacks in

space for the organization work which is carried on in it. It would not be wise to change the two rooms, however, since it would necessitate the carrying of instruments to the second floor from the basement after practice.

The room used by the Girls Reserve is the least suitable for school purposes of any in the building. This is because it is cut off from the sunlight by the auditorium. It has adequate window space for the floor area, but the nearness of the two buildings make it impractical for a class room. As an activity room it suits very well and this is perhaps the best use for it with the existing conditions. The girls have made it very attractive and practical for Girl Reserve work.

The auditorium could have been of more convenient arrangement. It would be better were the stage nearer the entrance so as to save time in the students going to and from practice. An outside door to the west dressing room would be of good use. The acoustics are not good and a state architect should be consulted and the condition remedied. Pupils of high school age should not force their voices.

The toilets in themselves are conveniently arranged but more sunlight is desirable. Ventilation is good. There are not enough stools in either the girls' or boys' toilet

rooms. Conditions are very sanitary and well kept.

The office is well placed, being away from the commotion of the building and still in easy reach of all parts of the building. It is well equipped with a fire-proof safe. More cabinet space could be put to very good use.

The natural lighting requirement of over one-fifth or one-fourth window space to floor space, is met in all the rooms and laboratories. Artificial lighting is with electric lights covered with large frosted shades. It is adequate in all cases and beside being conveniently arranged, they present a neat appearance.

The ventilation system has never been defective and is in very good condition. The heating system is inadequate on cold days with the wind in the north. On such days the north rooms are never warm enough for class use. This causes a shifting of classes and considerable inconvenience. This is impractical and should be corrected with more radiation.



## DOES THE BUILDING MEET ITS PURPOSE?

Is the building adapted to meet the needs and purposes of the school in the community? By consulting Tables Nos. 2, 21 and 23, it is seen that the greatest demand falls on the commercial, agriculture and college preparatory courses. These then should be given the most thought and consideration.

The commercial department as has been pointed out before may become crowded in the next few years. The condition at present is very favorable and in no way is it handicapped by lack of space. If a problem arises it will be one of space. This will be rather hard to meet unless the room adjoining is annexed to this department and the partition adjusted to meet the requirements.

The agricultural department uses more space than any other department in school. It has a large recitation and project room which meets its needs. The shops are large and well lighted. The woodwork and blacksmith shops could be of better use if they were better heated. At times this is true of the machine shop. A little more storage space could be used in the woodwork shop and for general use in connection with the engine room. The general condition is

good.

The college preparatory course makes demands mostly on class rooms and science laboratories. The class rooms are all of sufficient size, well lighted, ventilated, and heated most of the time. Black-boards are plentiful and in good condition. More cabinet room has been suggested for most of these, but this is not as serious a handicap as other faults might be. The science laboratories have been made modern and have been adapted to their purpose. They are well lighted and sanitary. They are large enough, the tables well equipped with standards, drains, gas and electric plugs, and places to store student equipment.

This is the condition of the building in connection with these three departments at the present time.

The domestic art and domestic science departments are well cared for in the rooms which have been described before. These rooms are well lighted, sanitary and conveniently arranged. They are conducive to good work. The equipment is modern.

The three departments giving entertainment and more room for student activity than any others are the athletic, music and expression departments.

The athletic department has good accommodations and facilities. The gymnasium from the athletic standpoint is

very modern. The basketball court is good and a good crowd can be accommodated. It is well lighted and ventilated. Heating facilities are good. It does not rank so well as an auditorium but as a gymnasium ranks well. The athletic field is close to the building and has a good sod covering and dirt track. The locker rooms are sanitary except that they might be better ventilated. The showers are in connection with the locker room, are sanitary and well arranged. The storage room and athletic office are adjoining.

The music and expression departments are handicapped by lack of stage room for practice. The private rooms are not suitable to group work. The expression class meets in a recitation room with no stage room. The only stage room is the auditorium and with these and the athletic departments using it, it is found difficult to find time for all to practice. This can best be relieved by providing more stage room. One of the largest rooms in the building should be turned into a practice room with good stage provisions.

The study hall is not centrally located. It is removed to the farthest possible point from all class rooms. It should be at the most central point to all class rooms, saving time and confusion in passing at the end of periods.

The library of course must adjoin it. In themselves they are complete, but are not well located.

#### Summary.

1. During the last few years a new substantial plant has taken the place of the ever inadequate plant.
2. More room may be needed for the commercial department which is growing.
3. The study hall should be more centrally located.
4. The farm shop should be of mason structure and heated more adequately.
5. More stage room is needed for rehearsal of school performances and music and expression work.

## THE INSTRUCTIONAL STAFF.

It is well known that a building alone can not produce results in education. The building is only the shell in which the real instruction takes place. The instruction is carried on by the teaching staff. For best results both must be good. Perhaps the teaching staff is of greater importance but the conditions under which they work have a definite bearing on their efficiency. The salary has a definite influence on the kind of teaching staff which the board hires. An analysis has been made in this survey of the teaching staff in the school including tenure, teaching load, education, degree, professional experience, salaries and professional attitudes.

Of the fourteen teachers, including the principal, seven are men and seven women. Three of the women are married. Two is the limit set by the board, but another was married during the school year and kept on the staff. Six of the men are married leaving only one single. In addition to the teaching staff is the librarian who does some clerical work for the principal. It is evident that the teaching staff is a mature group.

The appointment of teachers in the Norton Community

High School is by the board upon the recommendation of the principal. This is the general policy and conforms to the best administrative practice.

Ten of the teachers hold Life Certificates, two hold Three Year Certificates renewable for Life and two hold Special Certificates. One of the specials is held by the commercial teacher and the other is held by the band and orchestra teacher who also holds a Bachelor of Music Degree. It is required that each teacher have a major or minor in the subjects taught. Another requirement is that each teacher take some professional courses from some accredited institution at least every three years.

Table No. 3 gives the tenure, experience, training, degree held, certificate held and salary, of each teacher. The first in the Table is the Principal.

TABLE NO. 3. INFORMATION CONCERNING THE TEACHERS OF THE NORTON  
COMMUNITY HIGH SCHOOL.

| Teacher               | Tenure<br>Years | Experience<br>Years | Degree     | Certificate<br>Held | Training<br>Years | Salary  |
|-----------------------|-----------------|---------------------|------------|---------------------|-------------------|---------|
| A                     | 5               | 8½                  | A.B.       | Life                | 4½                | \$3300. |
| B                     | 3               | 3                   | B.S.       | Life                | 4                 | 1800.   |
| C                     | 3               | 3                   | B.S.       | Life                | 4                 | 1665.   |
| D                     | 4               | 4                   | B.S.       | Life                | 4                 | 3000.   |
| E                     | 2               | 7                   | B.S.       | Life                | 4½                | 1570.   |
| F                     | 1               | 2                   | None       | Special             | 3½                | 1350.   |
| G                     | 2               | 5                   | B.S.       | Life                | 4                 | 1800.   |
| H                     | 1               | 5                   | A.B.       | 3 Year              | 4                 | 1350.   |
| I                     | 3               | 5                   | A.B., B.E. | Life                | 4                 | 1710.   |
| J                     | 2               | 6                   | B.S.       | Life                | 4                 | 1570.   |
| K                     | 3               | 3                   | B.S.       | Life                | 4                 | 1500.   |
| L                     | 1               | 3                   | B.S.       | Life                | 4                 | 1650.   |
| M                     | 3               | 3                   | A.B.       | 3 Year              | 4                 | 1700.   |
| N                     | 5               | 5                   | B.M.       | Special             | 4                 | Varies  |
| Mean, all<br>Teachers | 2.7             | 4.57                |            |                     | 4                 | \$1722. |
| Principal             |                 |                     |            |                     |                   | 3300.   |

The mean for the tenure of the present teachers is 2.7 years. This is decidedly too low and caution should be exercised in employing teachers to see that they expect to stay in the profession and that they have not shifted frequently, but have held their previous positions for a number of years. A teacher can not do his best in one year for certain local conditions must be studied and certain handicaps overcome.

The experience mean is 4.5 years. This is commendable and an effort should be made to keep teachers in the school in order that as much of the experience of the teaching staff as possible can be had in the local school where it will apply to local problems.

All teachers except one have a Bachelors Degree. Most of them are from the schools offering bachelors degrees in education which entitles them to a life certificate. The one teacher without the degree teaches commerce. An effort should be made to secure one that has as high standing as the rest of the teaching staff. None of the fourteen have graduate degrees however. Two are working on graduate degrees and they should be kept on the staff if possible.

Most of the certificates are Life Certificates. The two which are renewable for life will be made so at the end



of the three year period. The special in music is good but the special in commerce could be replaced with a teacher holding a degree.

Six of the staff have taken preparation beyond the four years. Within the next three years, with the requirement of professional credit taken at least every three years, this will increase. Some should extend it to at least one half year and a whole year if possible.

The average of the salaries in the Norton Community High School is above that for the community high schools of the state. Table No. 4 gives the average for the community high schools of the state, which is \$1597. The average for the Norton Community High School is \$1722. This shows that the board is not holding back in paying teachers. But by looking at the individual salaries and the average salary, tenure, training and experience, it is seen that no uniform method is used in rewarding teachers. A salary schedule should be adopted to meet the conditions and to remunerate teachers in proportion to those factors making them more valuable to the system.

TABLE NO. 4. SALARIES OF TEACHERS IN COMMUNITY  
HIGH SCHOOLS IN KANSAS.

| School           | Principal | Teachers |
|------------------|-----------|----------|
| Effingham        | \$2800    | \$1706   |
| Cottonwood Falls | 3300      | 1694     |
| Columbus         | 2900      | 1806     |
| St. Francis      | 2700      | 1680     |
| Clay Center      | 3000      | 1576     |
| Cherokee         | 3000      | 1651     |
| Oberlin          | 2000      | 1622     |
| Chapman          | 3400      | 1773     |
| Tribune          | 2250      | 1449     |
| Jetmore          | 2600      | 1553     |
| Altamont         | 3300      | 1756     |
| Norton           | 3300      | 1722     |
| Atwood           | 3000      | 1582     |
| Nickerson        | 1750      | 1644     |
| Scott City       | 2500      | 1457     |
| Hoxie            | 2340      | 1431     |
| Johnson          | 1800      | 1475     |
| Colby            | 3000      | 1711     |
| Wakeeney         | 2750      | 1517     |
| Sharon Springs   | 2000      | 1422     |
| Leoti            | 1900      | 1373     |
| Average,         | \$2688    | \$1597   |

The Principal's salary is surpassed by only one in the Table No. 4. This is very commendable and the board should always seek to keep a principal who is high in the profession.

The conditions under which the teachers work are very agreeable. The building being new makes more agreeable surroundings. Equipment is standard and of sufficient

quantity. All parts of the building are easily accessible and an efficient electrical clock system with bells and buzzers make for efficiency. Light rooms and neat corridors make work more pleasant. The student body can be classed as very desirable as there are no foreign students and no extreme poverty in the community. The surroundings of the buildings are very agreeable. A neat lawn with plenty of shade, cement side walks and paved streets give a fine outward appearance.

The relation of the teachers with the administrative side of the school is very good. The principal being in the building at all times, knows the exact condition of each department. He is there to handle disciplinary problems when necessary, which is very seldom. Any supplies needed are obtained by him as quickly as possible. He presents the professional side of school life constantly but does not forget the human side of teaching and the problems of the teacher.

Table No. 5 gives the teaching load of the teachers. It appears that D and H have light loads. D has the vocational agriculture department in which half of the time is spent in laboratory and in which the classes are not heavy. H has the language department and the demand for language

is gradually falling off with students, consequently the classes are small. K with 150 in history and E with 145 in mathematics have the two heaviest loads. M and N with music lessons and organization work varies.

TABLE NO. 5 TEACHING LOAD IN THE NORTON COMMUNITY HIGH SCHOOL.

| Teacher                | A  | B   | C    | D  | E   | G   | H  | I   | J  | K   | L   | M | N |
|------------------------|----|-----|------|----|-----|-----|----|-----|----|-----|-----|---|---|
| Class<br>Periods       | 2  | 5   |      | 4  | 6   | 4   | 5  | 5   | 5  | 5   | 5   |   |   |
| Laboratory<br>Periods  |    | 2   | 9    | 4  |     | 1   |    |     |    |     |     |   |   |
| Study halls            |    | 1   |      |    | 1   | 2   | 1  | 1   | 1  | 1   | 1   |   |   |
| Total in<br>Classes    | 54 | 90  |      | 52 | 145 | 90  | 61 | 112 | 89 | 150 | 104 |   |   |
| Total in<br>Laboratory |    | 34  | 181  | 52 |     | 20  |    |     |    |     |     |   |   |
| Load                   | 54 | 107 | 90.5 | 78 | 145 | 100 | 61 | 112 | 89 | 150 | 104 |   |   |

It seems that the teaching load is too heavy in two cases and that every teacher has the time taken to its limit. This situation was corrected by hiring an extra teacher for the following year.

The efficiency of the teaching staff is an important item to consider for the progress the students make is largely due to this. Comparisons are used to show this efficiency. The state wide tests given each year by The Emporia State Teachers College was taken by the students in the Norton Community High School. The standing of the classes in those subjects taken is given in Table No. 6.

TABLE NO. 6. RANK OF THE NORTON COMMUNITY HIGH SCHOOL IN SCHOLARSHIP CONTEST CONDUCTED BY THE STATE TEACHERS COLLEGE OF EMPORIA.

| Subject          | Medians |          | Percentile Rank |
|------------------|---------|----------|-----------------|
|                  | State   | N.C.H.S. |                 |
| English I        | 94.3    | 102      | 81              |
| English III      | 97.2    | 103      | 71              |
| Algebra I        | 24.8    | 31       | 76              |
| Plane Geometry   | 17.2    | 18       | 68              |
| General Science  | 60.3    | 71       | 95              |
| Physics          | 28.5    | 34       | 84              |
| Latin I          | 31.8    | 29       | 25              |
| Latin III        | 29.5    | 31       | 60              |
| American History | 42.9    | 29       | 78              |
| Civics           | 41.3    | 41       | 50              |
| Biology          | 51.3    | 55       | 77              |

The data furnished by this Table gives sufficient basis for judging the efficiency of the teaching staff. This gives the comparison with all schools in the state taking that subject and it is usually only the more efficient systems that take the test. The exact place which Norton held in comparison with the other schools is given. All students taking a subject took the test for that subject.

In the two classes in English, Norton ranked above 81 percent of the schools in the first year class, and above 71 percent in the second year class. It can be said that the English department ranks in the upper fourth of the schools taking the test. This speaks well for this department. The class in algebra ranked above 76 percent of the schools of the state placing it in the upper quarter. In plane geometry the class ranked above 68 percent of the schools, This drops it to the second quarter. The mathematics class rank in the first and second quarters with an average of 72 percent. This indicates that this department is superior to the average school taking the tests. The physical science classes had the two highest ranks of any of the Norton Community High School classes. The classes in general science ranked above 95 percent of the schools and the classes in physics ranked above 84 percent. These are high ranks and place this department highest in accomplish-

ed results of any in the school. The rank of Latin I was down to 25 percent and Latin III ranked 60 percent. This showing is the lowest of any department in the school and denotes that this department is not doing efficient work. American History ranked in the upper quarter with a percent of 78, but civics dropped to the 50 percent rank. The American history rank is very good but the one in civics is low as compared with the other ranks. Biology ranked above 77 percent of the schools which places it in the upper quarter.

It is evident that the efficiency of the teaching staff is good in the comparison with the high schools of the state. The only department showing deficiency is the language department, and means should be taken to remedy this inefficiency.

Another test which is valuable in measuring the efficiency of the teaching staff is the result of the Northwest League Scholarship Contest. The Northwest League is a league of high schools in the northwest part of the state, mostly class A schools and community high schools, that have combined for friendly competition.

Points were awarded in the contest for school ranking first, second and third in class medians and for the three



high individuals. Ten points were awarded the class ranking highest in a subject, five points for second place, and three points for third place. Three points were awarded the high individual in a subject, two points for second high, and one point for third high. The results of this contest are given in Table No. 7.

TABLE NO. 7. NUMBER OF POINTS WON IN THE CONTEST CONDUCTED BY THE NORTHWEST LEAGUE.

| School     | Points |
|------------|--------|
| A (Norton) | 121    |
| B          | 66     |
| C          | 61     |
| D          | 44     |
| E          | 44     |
| F          | 37     |
| G          | 7      |

This shows that in the Northwest League, Norton is superior in the ranking of its class work.

### Summary.

1. The appointing of teachers is based on a good policy.
2. The teachers have had good experience, are well certified and well paid.
3. The tenure of teachers has been too short.
4. A salary schedule should be adopted.
5. The teaching load is too heavy in two cases.
6. The records of the classes are high in the testing programs carried out, showing that the teaching staff is doing efficient work.

## FINANCE.

In discussing the finances of a school there seems to be no definite standards of comparison. Present tendencies have been to compare the institution with others of its own size and rank, and in this way, see whether it is up to the prevailing conditions. It is possible in this way to tell whether a school ranks good or bad in its finances.

Financial facts were collected by applying directly to the county superintendents of the counties in which there were community high schools. Some reports were not answered at all and some only in part, but the reports which were returned were analyzed and tabulations made with which to compare the Norton Community High School.

The finances for maintaining a community high school must all be derived within the district itself. There is no state aid in any manner so far as finances are concerned, neither is there any national aid. A levy must be made on the taxable wealth of the district. This necessitates a large valuation as compared with other types of school which might receive outside aid. This is usually found in the cases which reported, and none are overburdened in financing their school programs. The collection of money is by taxes which are levied by the Board of Trustees and

collected by the county treasurer with the regular taxes and turned over to the treasurer of the school.

Table No. 8 gives the taxable wealth of the school district. This is the amount of property which the school may tax for school revenue. Here Norton ranks one below the median with a valuation of \$9,600,000. Comparing this valuation with the valuation of the rural high schools districts or the valuation of the cities of the second class in Kansas, it ranks far above the medians for these schools.

TABLE NO. 8. COMMUNITY HIGH SCHOOLS OF THE STATE  
OF KANSAS IN ORDER OF THEIR TAXABLE WEALTH.

|                  |               |
|------------------|---------------|
| Chapman          | \$31,000,000. |
| Columbus         | 27,179,000.   |
| Effington        | 26,601,714.   |
| Altamont         | 22,500,000.   |
| Cherokee         | 22,141,523.   |
| Clay Center      | 21,472,919.   |
| Nickerson        | 12,903,415.   |
| Cottonwood Falls | 12,539,090.   |
| Wakeeney         | 11,553,350.   |
| Hoxie            | 10,356,055.   |
| Oberlin          | 10,342,016.   |
| <u>Norton</u>    | 9,600,000.    |
| Colby            | 8,030,722.    |
| Jetmore          | 7,069,163.    |
| St. Francis      | 6,877,842.    |
| Leoti            | 6,427,225.    |
| Scott City       | 6,402,710.    |
| Atwood           | 6,000,000.    |
| Tribune          | 5,436,964.    |
| Sharon Springs   | 4,697,372.    |
| Johnson          | 2,816,682.    |

TABLE NO. 9. COMMUNITY HIGH SCHOOLS OF KANSAS IN  
ORDER OF THEIR AVERAGE DAILY ATTENDANCE.

|                  |     |
|------------------|-----|
| Columbus         | 491 |
| Clay Center      | 429 |
| Altamont         | 302 |
| <u>Norton</u>    | 270 |
| Chapman          | 232 |
| Oberlin          | 208 |
| Cherokee         | 201 |
| Nickerson        | 190 |
| Wakeeney         | 178 |
| Effington        | 177 |
| Cottonwood Falls | 164 |
| Scott City       | 150 |
| Atwood           | 125 |
| Hoxie            | 123 |
| Colby            | 122 |
| St. Francis      | 112 |
| Jetmore          | 108 |
| Leoti            | 80  |
| Sharon Springs   | 76  |
| Tribune          | 55  |
| Johnson          | 36  |

TABLE NO. 10. COMMUNITY HIGH SCHOOLS OF KANSAS  
IN ORDER OF THEIR TAXABLE WEALTH PER PUPIL.

|                  |            |
|------------------|------------|
| Effington        | \$150,282. |
| Cherokee         | 110,157.   |
| Tribune          | 98,853.    |
| Hoxie            | 84,195.    |
| Leoti            | 80,340.    |
| Johnson          | 78,241.    |
| Cottonwood Falls | 76,458.    |
| Altamont         | 74,503.    |
| Nickerson        | 67,913.    |
| Colby            | 65,825.    |
| Jetmore          | 65,455.    |
| Wakeeney         | 64,907.    |
| Chapman          | 63,136.    |
| Sharon Springs   | 61,808.    |
| St. Francis      | 61,409.    |
| Columbus         | 55,354.    |
| Clay Center      | 50,054.    |
| Oberlin          | 49,721.    |
| Atwood           | 48,000.    |
| Scott City       | 42,685.    |
| <u>Norton</u>    | 35,555.    |

TABLE NO. 11. COMMUNITY HIGH SCHOOLS OF KANSAS IN  
ORDER OF THEIR SCHOOL DEBT.

|                  |            |
|------------------|------------|
| <u>Norton</u>    | \$150,000. |
| Atwood           | 120,000.   |
| Cottonwood Falls | 43,659.    |
| Sharon Springs   | 32,500.    |
| Oberlin          | 24,000.    |
| Wakeeney         | 20,000.    |
| Jetmore          | 10,000.    |
| Hoxie            | 6,623.     |
| Tribune          | 1,039.     |

TABLE NO. 12. COMMUNITY HIGH SCHOOLS OF KANSAS IN  
ORDER OF PER CENT INDEBTEDNESS.

|                  |      |
|------------------|------|
| Atwood           | 2.00 |
| <u>Norton</u>    | 1.5  |
| Sharon Springs   | .67  |
| Cottonwood Falls | .34  |
| Oberlin          | .21  |
| Wakeeney         | .17  |
| Jetmore          | .14  |
| Hoxie            | .06  |
| Tribune          | .02  |



TABLE NO. 13. COMMUNITY HIGH SCHOOLS OF KANSAS  
IN ORDER OF THEIR TAX LEVY FOR MAINTENANCE.

|                  |          |
|------------------|----------|
| Altamont         | 4 mills. |
| Atwood           | 4        |
| <u>Norton</u>    | 4        |
| Oberlin          | 4        |
| Wakeeney         | 4        |
| St. Francis      | 4        |
| Cherokee         | 3.5      |
| Scott City       | 3.5      |
| Colby            | 3.35     |
| Sharon Springs   | 3.1      |
| Columbus         | 3        |
| Jetmore          | 3        |
| Cottonwood Falls | 2.9      |
| Johnson          | 2.8      |
| Leoti            | 2.5      |
| Hoxie            | 2.31     |
| Chapman          | 2.3      |
| Nickerson        | 2.3      |
| Tribune          | 2.25     |
| Clay Center      | 2        |
| Effington        | 2        |

TABLE NO. 14. COMMUNITY HIGH SCHOOLS OF KANSAS  
IN ORDER OF THEIR TAX LEVY FOR DEBT.

|                  |           |
|------------------|-----------|
| <u>Norton</u>    | 1.8 mills |
| Cottonwood Falls | 1.1       |
| Atwood           | 1         |
| Oberlin          | .58       |
| Leoti            | .5        |
| Wakeeney         | .3        |
| Jetmore          | .23       |

TABLE NO. 15. COMMUNITY HIGH SCHOOLS OF KANSAS  
IN ORDER OF THEIR TOTAL TAX LEVY.

|                  |           |
|------------------|-----------|
| Norton           | 5.8 mills |
| Atwood           | 5         |
| Oberlin          | 4.58      |
| Wakeeney         | 4.3       |
| Altamont         | 4         |
| Cottonwood Falls | 4         |
| St. Francis      | 4         |
| Sharon Springs   | 3.8       |
| Cherokee         | 3.5       |
| Scott City       | 3.5       |
| Colby            | 3.35      |
| Jetmore          | 3.23      |
| Columbus         | 3         |
| Leoti            | 3         |
| Johnson          | 2.8       |
| Hoxie            | 2.31      |
| Chapman          | 2.3       |
| Nickerson        | 2.3       |
| Tribune          | 2.25      |
| Clay Center      | 2         |
| Effington        | 2         |

TABLE NO. 16. COMMUNITY HIGH SCHOOLS OF KANSAS IN  
ORDER OF THEIR MAINTENANCE COST PER PUPIL.

|                |         |
|----------------|---------|
| Altamont       | \$43.22 |
| Cherokee       | 42.84   |
| Jetmore        | 32.32   |
| Chapman        | 31.67   |
| Effington      | 27.88   |
| Leoti          | 27.77   |
| Oberlin        | 26.14   |
| St. Francis    | 25.70   |
| Tribune        | 25.15   |
| Colby          | 24.06   |
| Sharon Springs | 20.95   |
| Hoxie          | 20.14   |
| Columbus       | 18.86   |
| Johnson        | 18.13   |
| Wakeeney       | 16.40   |
| Atwood         | 16.00   |
| Goodland       | 14.45   |
| Nickerson      | 14.33   |
| <u>Norton</u>  | 13.17   |
| Clay Center    | 11.74   |

Table No. 9 shows the educational load of the community high schools. Here Norton ranks fourth with an enrollment of over one hundred above the median. The range for the community high schools is large in this respect, being from 36 to 491. The load of the Norton Community High School is relatively large.

By taking Tables No. 8 and No. 9, it appears that Norton has a heavy load with a tax valuation below the average to support it. The relation of all the schools as to load and support is shown in Table No. 10 which gives the valuation of the district divided by the number of pupils in average daily attendance, which is the valuation per pupil. This is probably the best index to a community's ability to support a school. In this Norton ranks last, caused by its heavy load with low average support. The median for this table is nearly twice the valuation of Norton. It is least able of the community high schools to support its pupils in school.

This should not be particularly discouraging to the people as O'Brien (1927) found the median for a group of rural high schools to be \$18,308. The median tax levy for these high schools was 7.8 mills. Comparing this with

Table No. 9 it shows that the community high schools are not over-burdened with a high tax levy.

Table No. 11 gives the school debt to the district and Table No. 12 gives the per cent of indebtedness based on the valuation of the district. The Community High School Law states that bonds may be voted to the extent of three per cent of the valuation of the district. The indebtedness has never exceeded \$163,000.00, so this limit has never been reached. At present it is 1.5 per cent of the taxable valuation, being second highest in per cent of indebtedness. This is caused again by the low valuation per pupil. Also, the debt being of recent origin, there has been little opportunity as yet for reducing it. It would not be advisable to add to the indebtedness until it has been materially reduced.

Tables Nos. 13, 14 and 15 give the tax levies. Table No. 13 gives the maintenance levy. There are six community high schools levying to the limit set by law for maintenance. This limit is four mills. It would be expected that the levy for Norton would be high since its valuation per pupil is low. Table No. 14 giving the debt tax levy, shows that Norton has levied more for the removal of its debt than any of the other community high schools. This makes Norton have the highest total tax levy for the community high

schools as shown in Table No. 15. It is natural that the school having the lowest valuation per pupil should have the highest tax levy.

Table No. 16 shows the cost per month per pupil. From the standing in the table, it might appear that Norton is spending too little for its pupils. This can better be determined by the results the expenditure obtains. If the standards of the school are lowered by lack of finance this is true. But it is found that the standing of the school work in comparison with schools of the state is above the average. This is shown by Tables Nos. 6 and 7. Norton has with its small expenditure per pupil held a high rank in achievement.

Summary.

1. The Norton Community High School district ranks a little below average in taxable wealth for the community high school districts of Kansas.
2. Its educational load is comparatively high.
3. The valuation per pupil is low.
4. The cost per pupil of maintaining the school is low showing efficiency in management.
5. The school debt is high for the community high school districts of Kansas.
6. This debt however is a comparatively low debt.
7. This debt is being taken care of by taxation.
8. The maintenance levy is as high as the law will permit.
9. The school funds are being used efficiently.

## COURSE OF STUDY.

The work in the Norton Community High School is based on the five curricula offered. These are: College Preparatory, Normal Training, Commercial, Social Science, and Vocational Agriculture. Table No. 17 shows the number of credits offered in each group of studies under the five curricula:

TABLE NO. 17. NUMBER OF CREDITS OFFERED IN EACH GROUP IN THE NORTON COMMUNITY HIGH SCHOOL.

| Group                    | Credits Offered | Periods Taught per Day |
|--------------------------|-----------------|------------------------|
| Social Science           | 5 $\frac{1}{2}$ | 10                     |
| Science                  | 4 $\frac{1}{2}$ | 6                      |
| Domestic Science and Art | 4               | 6                      |
| Commerce                 | 5               | 7                      |
| Language                 | 4               | 5                      |
| Agriculture              | 7               | 10                     |
| Mathematics              | 4               | 6                      |
| English                  | 4               | 12                     |
| Normal Training          | 3               | 4                      |
| Music                    | 7               |                        |
| Physical Training:       |                 |                        |
| Boys                     |                 | 3                      |
| Girls                    |                 | 2                      |

The requirements for graduation are that the pupil have two majors of three units each, two minors of two units each, and six additional units in other groups. One major must be English and one minor must be Social Science.



Table No. 18 giving the subjects desired by the pupils but not offered, designates that according to the pupils, perhaps three additional subjects should be offered. These are manual training, chemistry, and penmanship. It is very evident from conditions of the community, that were these offered, there would be a good enrollment in each. Shop work does not take the place of manual training for it is open to only those taking vocational agriculture and does not deal with cabinet making or the finer elements of wood work; Neither chemistry or penmanship are offered in any way.

TABLE NO. 18. NUMBER OF PUPILS DESIRING CERTAIN SUBJECTS NOT OFFERED IN THE NORTON COMMUNITY HIGH SCHOOL.

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|                    |    |
|--------------------|----|
| Manual Training    | 14 |
| Chemistry          | 14 |
| Penmanship         | 12 |
| French             | 8  |
| Art                | 7  |
| Mechanical Drawing | 4  |
| Advanced Typing    | 3  |
| Advanced Language  | 3  |
| Salesmanship       | 2  |
| German             | 1  |

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It is suggested that French be given since it is a prerequisite for advanced work in many fields of work and study which may be followed. Eight pupils have designated a de-

sire for this subject and it may be of more value than the students see at the present time. It is the opinion of the writer that were art offered, a good enthusiasm could be aroused and the results would be felt throughout the community and would develop a field that is too often neglected.

The curricula in commerce contains only courses concerning clerical and stenographical work. No opportunity is offered to study any kind of business organization or procedure. Courses should be offered to give the pupil an idea of business organization. An extensive course such as this could not be offered, but some effort should be made to give the pupils an understanding of the most modern and efficient methods now in practice. Without this the number of pupils expecting to enter business for themselves, will find themselves handicapped by lack of information as to how to proceed and what methods to follow for the particular type of business they enter.

The social science curriculum which represents in many schools the general course, stresses the social and civic duties and responsibilities of the pupil in his relation to the community and the government under which he lives. It gives the pupil ideals and attitudes which he will need and which he can not get in other ways.

## SOCIAL SCIENCE

First Semester

Second Semester

## FRESHMAN

Required

English I  
 General Mathematics I  
 Citizenship I

Elective

Latin I  
 Domestic Science I  
 General Science I

Required

English II  
 General Mathematics II  
 Citizenship II

Elective

Latin II  
 Domestic Science II  
 General Science II

## SOPHOMORE

Required

English III  
 World History I

Elective

Agriculture I  
 Domestic Science I  
 Latin III  
 Spanish I  
 Music I

Required

English IV  
 World History II

Elective

Agriculture II  
 Domestic Science II  
 Latin IV  
 Spanish II  
 Music II

## JUNIOR

Required

English V  
 Constitution

Elective

Spanish III  
 English VII  
 Algebra III  
 Biology I

Required

English VI  
 Social Civics

Elective

Spanish IV  
 English VIII  
 Solid Geometry  
 Biology II

## SENIOR

Required

American History I  
 Economics of Commercial Law  
 Physics I

Elective

Psychology  
 Any elective of preceding year.

Required

American History II  
 Sociology  
 Physics II

Elective

## NORMAL TRAINING

## First Semester

## Second Semester

## FRESHMAN

Required

English I

Algebra I

Elective

Latin I

Domestic Art I

General Science I

Music I

Required

English II

Algebra II

Elective

Latin II

Domestic Art II

General Science II

Music II

## SOPHOMORE

Required

English III

Geometry I

Agriculture I

Elective

Latin III

World History I

Domestic Science I

Spanish I

Required

English IV

Geometry II

Agriculture II

Elective

Latin III

World History II

Domestic Science II

Spanish II

## JUNIOR

Required

English V

Constitution

Physiology

Elective

Physics or Biology I

Commercial Law

Spanish III

English VII

Required

English VI

Social Civics

Elective

Physics or Biology II

Sociology

Spanish IV

English VIII

## SENIOR

Required

American History I

Psychology

Geography

Grammar

Required

American History II

Methods and Management

Arithmetic

Reading

## VOCATIONAL AGRICULTURE

First Semester

Second Semester

## FRESHMAN

RequiredFarm Shop I  
Live Stock Production IProject I  
English I  
General Mathematics IRequiredFarm Shop II  
Live Stock Production  
II.Project II  
English II  
General Mathematics II

## SOPHOMORE

RequiredFarm Shop III  
Crop Production I  
Project III  
English III  
World History IRequiredFarm Shop IV  
Crop Production II  
Project IV  
English IV  
World History II

## JUNIOR

RequiredFarm Shop V  
Advanced Live Stock  
and Crops  
Project V  
English V  
ConstitutionRequiredFarm Shop VI  
Advanced Live Stock  
and Crops  
Project VI  
English VI  
Social Civics

## SENIOR

RequiredAmerican History  
Biology or Physics I  
Two electivesRequiredAmerican History  
Biology or Physics II  
Two electives

## COLLEGE PREPARATORY

First Semester

Second Semester

## FRESHMAN

Required

English I

Algebra I

Latin I

Elective

Domestic Art I

General Science I

Music I

Required

English II

Algebra II

Latin II

Elective

Domestic Art II

General Science II

Music II

## SOPHOMORE

Required

English III

Geometry I

Latin III or Spanish I

Elective

World History I

Agriculture I

Domestic Science I

Required

English IV

Geometry II

Latin IV or Spanish II

Elective

World History II

Agriculture II

Domestic Science II

## JUNIOR

Required

English V

Algebra III or Spanish III

Constitution

Elective

World History I

Psychology

English VII

Required

English VI

Solid Geometry or  
Spanish IV

Social Civics

Elective

World History II

Sociology

English VIII

## SENIOR

Required

American History I

Biology I or Physics I

Elective

Commercial Law

Any elective of preceding year.

Required

American History II

Biology I or Physics I

Elective

Economics

## COMMERCIAL

## First Semester

Required  
 English I  
 General Mathematics I  
 Citizenship I  
Elective  
 Domestic Art I  
 Music I  
 General Science II

## Second Semester

Required  
 English II  
 General Mathematics II  
 Citizenship II  
Elective  
 Domestic Art II  
 Music II  
 General Science II

## FRESHMAN

## SOPHOMORE

Required  
 English III  
 Bookkeeping I  
Elective  
 Agriculture I  
 Domestic Science I  
 Geometry I  
 World History I

Required  
 English IV  
 Bookkeeping II  
Elective  
 Agriculture II  
 Domestic Science II  
 Geometry II  
 World History II

## JUNIOR

Required  
 English V  
 Stenography I  
 Typewriting I  
 Constitution  
Elective  
 World History I  
 Algebra III  
 Commercial Law

Required  
 English VI  
 Stenography II  
 Typewriting II  
 Social Civics  
Elective  
 World History II  
 Solid Geometry  
 Sociology

## SENIOR

Required  
 American History I  
 Biology or Physics I  
 Stenography III  
Elective  
 Sociology  
 Any elective of a preceding year.

Required  
 American History II  
 Biology or Physics II  
 Stenography IV  
Elective  
 Commercial

The vocational agriculture curriculum deals with problems of agriculture as they apply to Norton County. A basis for the studies being drawn from the local people make the work more appreciable and more practical. Three-fifths of the time is spent in livestock and crop production. The other two-fifths is spent in the farm shop. Livestock production is taught in the forenoons as a freshman course and crop production in the afternoon to upper classmen. The shop work deals with carpentry, painting, blacksmithing, soldering, rope work, harness repair, and oiling and gas engine repair. Plans and sketches are made of farm buildings and studied. Each pupil enrolled in the course is required to conduct a productive livestock or crop project for at least six months of the year. This work is done on the home farm or some other appropriate tract. This work must be definitely planned and an accurate account kept by the pupil of the cost, receipts, and gain and loss, and he prepares a written report or record of the project work and its results. Trips are taken to inspect farms and the information gained, used as basis of class discussion. Three years' work are offered, the third year's work being alternated with the second. Each year's work counts as two units credit.



The normal training curriculum must, and does meet, the state requirements and the requirements of the rural schools which the high school furnishes with teachers. The classes go to the rural schools and get their problems for discussion and problems which seem to be most prevalent are solved, and material studies to prepare them for handling these cases.

The college preparatory curriculum has always been recognized by the state institutions. However, other courses might be added so that the course would be of more value to those expecting to prepare for professional services by college or university study. Several of the graduates have entered engineering courses. To these a course in college algebra and trigonometry would be of great value. To those that follow a law, medical or scientific course, a change in language courses would be desirable. Either French or German as a scientific language would meet the demands. One of these could take the place of either Latin or Spanish, or could be added.

The pupils, according to Table No. 19, are studying 42.5 minutes for each 40 minute recitation. This shows a good attitude toward study and an interest on the part of the pupils in their studies. It is evident that motivation is good.

TABLE NO. 19. NUMBER OF MINUTES USED IN PREPARING  
EACH DAILY ASSIGNMENT BY PUPILS IN THE NORTON  
COMMUNITY HIGH SCHOOL.

| Minutes<br>preparation | Fresh-<br>man | Sopho-<br>more | Junior | Senior | Total |
|------------------------|---------------|----------------|--------|--------|-------|
| 20                     | 3             | 2              | 0      | 2      | 7     |
| 25                     | 3             | 1              | 2      | 3      | 9     |
| 30                     | 12            | 6              | 3      | 21     | 42    |
| 35                     | 6             | 2              | 10     | 3      | 21    |
| 40                     | 26            | 21             | 17     | 22     | 87    |
| 45                     | 16            | 7              | 8      | 2      | 33    |
| 50                     | 11            | 16             | 3      | 5      | 35    |
| 55                     | 2             | 1              | 1      | 1      | 5     |
| 60                     | 7             | 12             | 2      | 4      | 25    |

Median 42.5

According to the wishes of the pupils, thirty-three expect to teach, twenty-five expect to farm, seventeen expect to do clerical work, seventeen expect to enter aviation, fourteen expect to be engineers and so on as indicated in Table No. 20. The normal training course fulfills the need for the first group together with the college preparatory course which will prepare those who take college work for better preparation. The vocational agriculture course prepares the second group and the commercial the third. The engineer will need advanced training and will want to avail himself of the college preparatory course.

TABLE NO. 20. CHOICE OF PUPILS AS TO LIFE WORK.

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|             |    |
|-------------|----|
| Teacher     | 33 |
| Farmer      | 25 |
| Clerical    | 17 |
| Aviation    | 17 |
| Engineer    | 14 |
| Merchant    | 7  |
| Nurse       | 5  |
| Musician    | 5  |
| Salesman    | 4  |
| Pharmacist  | 2  |
| Baker       | 2  |
| Advertising | 2  |
| Undertaking | 2  |
| Editor      | 1  |
| Carpenter   | 1  |
| Geologist   | 1  |
| Cobbler     | 1  |
| Architect   | 1  |
| Physician   | 1  |
| Artist      | 1  |

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Summary.

1. The number of hours offered are adequate to most of the needs of the community.
2. The pupils want courses in manual training, chemistry and penmanship.
3. French or German should be offered for those desiring to take advanced study in college or university.
4. Preparation on the part of the pupils is adequate.
5. The curricula offered are appropriate.

ORGANIZATION OF THE PUPILS.

The pupils of the Norton Community High School are organized into the usual four grades known as Freshman, Sophomore, Junior, and Senior classes. The courses into which these pupils are enrolled are the College Preparatory, Social Science, Commercial, Vocational Agriculture, Normal Training, and Natural Science. Table No. 21 gives the number in each course.

TABLE NO. 21. ENROLLMENT OF THE STUDENTS OF THE  
NORTON COMMUNITY HIGH SCHOOL BY COURSES AND  
BY CLASSES.

| Course                 | Fresh-<br>man | Sopho-<br>more | Junior    | Senior    | Total      |
|------------------------|---------------|----------------|-----------|-----------|------------|
| College Preparatory    | 22            | 16             | 22        | 23        | 83         |
| Commercial             | 38            | 29             | 29        | 8         | 104        |
| Normal Training        | 13            | 17             | 15        | 14        | 59         |
| Social Science         | 6             | 2              | 13        | 8         | 29         |
| Vocational Agriculture | 18            | 2              | 6         | 5         | 31         |
| Natural Science        |               | 1              | 2         |           | 3          |
| <b>Total</b>           | <b>97</b>     | <b>67</b>      | <b>87</b> | <b>58</b> | <b>309</b> |

TABLE NO. 22. ENROLIMENT OF THE JUNIORS AND SENIORS  
OF THE NORTON COMMUNITY HIGH SCHOOL BY COURSES.

| Course                 | Junior    | Senior    | Total      | Per Cent    |
|------------------------|-----------|-----------|------------|-------------|
| College Preparatory    | 22        | 23        | 45         | 31.00       |
| Commercial             | 29        | 8         | 37         | 25.5        |
| Normal Training        | 15        | 14        | 29         | 20.0        |
| Social Science         | 13        | 8         | 21         | 14.5        |
| Vocational Agriculture | 6         | 5         | 11         | 7.5         |
| Natural Science        | 2         |           | 2          | 1.3         |
| <b>Total</b>           | <b>87</b> | <b>58</b> | <b>145</b> | <b>99.8</b> |

By Table No. 21 and Table No. 22 it is seen that the importance of the courses remains relatively the same during the four years. For considering the most desirable courses it is important that the Junior and Senior classifications be considered. Table No. 23 shows how this relationship is carried out by the graduating classes.

TABLE NO. 23. OCCUPATIONS OF THE GRADUATES OF THE  
NORTON COMMUNITY HIGH SCHOOL FOR THE YEARS  
1925, 1926 and 1927.

| Occupation                 | 1925      | 1926      | 1927      | Total      | Per Cent     |
|----------------------------|-----------|-----------|-----------|------------|--------------|
| Schools of Higher Learning | 17        | 13        | 14        | 44         | 28.38        |
| Commercial                 | 7         | 10        | 9         | 26         | 16.77        |
| Teaching                   | 7         | 10        | 7         | 24         | 15.48        |
| Housekeeping               | 4         | 5         | 3         | 12         | 7.74         |
| Farming                    | 2         | 5         | 4         | 11         | 7.09         |
| Mechanical Trades          | 1         | 3         | 1         | 5          | 3.22         |
| Nursing                    | 1         | 1         |           | 2          | 1.29         |
| Unclassified               | 14        | 9         | 8         | 31         | 20.00        |
| <b>Total</b>               | <b>53</b> | <b>56</b> | <b>46</b> | <b>155</b> | <b>99.97</b> |

By this table it is seen that the requirements for future work and its preparation are met in the high school courses and that the number of students enrolled in a course in high school is proportionate to the number following that type of work after graduation.

TABLE NO. 24. CLASSIFICATION OF PUPILS WHO DROPPED  
OUT OF SCHOOL DURING THE SCHOOL YEAR 1927-28.

| Cause               | Number    |
|---------------------|-----------|
| Lack of finances    | 4         |
| Lack of interest    | 10        |
| Moved from district | 8         |
| Married             | 4         |
| Health              | 2         |
| Lack of ability     | 2         |
| Unknown             | 1         |
| <b>Total</b>        | <b>31</b> |

A total of thirty-one dropped out of school during the school year. The greatest cause of dropping was lack of interest. Half of these had been out of school for two or more years. The other half saw greater interest in work outside of school such as farming and photography. Four or more stayed at home with no outside responsibility.

Table No. 25 gives the age distribution of the pupils arranged according to classes. In each class the median falls in the age mathematically correct for that class. The average freshman is fifteen, the average sophomore is sixteen, the average junior is seventeen, and the average pupil graduate at eighteen.

TABLE NO. 25. AGE OF THE PUPILS IN THE NORTON COMMUNITY HIGH SCHOOL.

| Age | Freshman | Sophomore | Junior | Senior |
|-----|----------|-----------|--------|--------|
| 12  | 1        |           |        |        |
| 13  | 5        | 2         |        |        |
| 14  | 33       | 7         |        |        |
| 15  | 32       | 28        | 3      |        |
| 16  | 10       | 14        | 12     | 4      |
| 17  | 4        | 11        | 23     | 18     |
| 18  |          | 5         | 6      | 27     |
| 19  |          | 1         | 2      | 9      |
| 20  |          |           |        | 4      |
| 21  |          |           |        | 1      |



## SYSTEM OF GRADES AND REPORTS.

The system of grading in the Norton Community High School is one known as the point system. It is uniform among all teachers and all teachers are required to use it. The purpose of this is to secure a uniform system and one in which there can be comparison of students in various subjects and courses. However, there is still a slight amount of subjectivity but probably the slightest that is possible.

The system of points as used allow twice as many points for objective work and grading as for subjective grading and part or most of the subjective grading is done at the end of the period in which the pupil recites. It can therefore be far more accurate than leaving it until the end of the grading period. The rule is to allow two points per day for subjective grading based upon daily recitation, and four points per day or twenty points per week for objective grading. Should the points allowed for either objective or subjective grading be greater than that proportionate amount, they are proportioned according to the other. This gives a system which is uniform and which is very easy to explain to the students and parents. They can

see the number of points they have earned, just where they stand as compared with the others of the class.

Students are graded by comparison with all students taking that subject under one teacher. Should there be two class of twenty, under one teacher, it is considered there are forty in the grading class. For finding the failing point, the median is then calculated and eighty per cent of this is taken as the failing point and pupils falling below this score are considered as failing. Points are cumulative for the entire semester and points from one six weeks period are carried over to the next period making the semester grade based on the number of points earned for the entire semester. The possible number of points for each six weeks is relatively the same.

The grades used, namely: one, two, three, four, and F for failing, are determined by the placement of the scores earned, ranking from highest to lowest. The distribution five per cent ones, twenty per cent twos, fifty per cent threes, twenty per cent fours, and five per cent Fs, is set as a standard as far as possible. However, in grading a small number, this must be relative and not absolute. Table No. 26 gives the number of each grade given to the pupils by the teachers.

TABLE NO. 26. DISTRIBUTION OF GRADES IN THE NORTON  
COMMUNITY HIGH SCHOOL FOR THE YEAR 1927-28.

| Grade    | I    | II   | III  | IV  | F   |
|----------|------|------|------|-----|-----|
| Number   | 197  | 394  | 829  | 426 | 87  |
| Per Cent | 10.2 | 20.4 | 42.9 | 22  | 4.5 |

By this it is seen that were five per cent of the grades falling in the ones distributed to the threes, the distribution would be almost perfect. However, as the school ranks above most of the other schools of the state as shown by Table VI, it is perhaps proper that a larger per cent should be above the median or III grade.

The manner of grading does away with any favoritism on the part of the teacher and no complaint can be made by the pupil. It gives the pupil a chance to express himself in more than one way and rewards him as accurately as possible for his efforts.

These grades are placed on the office record sheets at the end of each week's period and also given to the pupil on their grade cards.

The grade cards for each subject taken by a pupil are made out and the grade for each six week's period and semester are recorded and given to them so that the parent

may know the standing of his child in the class. Recorded on the card is also the number in the class and the number that have received each of the five grades. The meaning of the grades is explained on the back of the cards.

### THE DAILY PROGRAM.

The school day in the Norton Community High School is divided into nine periods of forty minutes, and two minutes are allowed between each period for passing to and from classes. School takes up at thirty minutes past eight in the morning, and dismisses at fifty-eight minutes past eleven. After noon it begins at one o'clock and dismisses at forty-six minutes past three. School is held for the five days a week as is customary.

The order of subjects is given in Table No. 27 by periods. The fourth period is used as an activity period with various activities coming on different days. Boys Glee Club is held on Tuesdays and Thursdays, and Girls Glee Club on Mondays and Wednesdays. Girls Reserve meetings are on Thursday, and High Y for the boys on Wednesday. Friday is general assembly or chapel period. Special meetings for boys or girls are held on days on which their particular glee club does not meet. Committee meetings for the various organizations are held then.

The number of hours devoted to each subject each day is given in Table No. 17 under the topic of "Curriculum."

TABLE NO. 27. THE DAILY PROGRAM IN THE NORTON COMMUNITY HIGH SCHOOL.

| Periods |                                       |               |                         |               |                                       |                  |                   |                  |                   |
|---------|---------------------------------------|---------------|-------------------------|---------------|---------------------------------------|------------------|-------------------|------------------|-------------------|
| Teacher | I                                     | II            | III                     | IV            | V                                     | VI               | VII               | VIII             | IX                |
| A       |                                       |               | Consti-<br>tution       |               | Gymn.                                 |                  | Consti-<br>tution | Gymn.            |                   |
| B       | Phy-<br>sics                          | Phys.<br>Lab. | Phy-<br>sics            |               | Gen.<br>Science                       | Study<br>Hall    | Econom-<br>ics.   |                  | Gen.<br>Science   |
| C       | Dom.<br>Sc.                           | Dom.<br>Sc.   | Gymn.                   | Dom.<br>Sc.   | Dom.<br>Sc.                           |                  | Gymn.             | Dom.<br>Art      | Dom.<br>Sc.       |
| D       | ----- Vocational<br>Agriculture ----- |               |                         |               | ----- Vocational<br>Agriculture ----- |                  |                   |                  |                   |
| E       | Geom.<br>II                           |               | Alg.<br>II              | Study<br>Hall | Solid<br>Geom.                        | Biol.            | Biol.<br>Lab.     | Indust.<br>Geog. | Geom.<br>II       |
| F       | Beginning<br>Typing                   |               | Advanced<br>Stenography |               | Beg.<br>Steno.                        | Bookkeeping      |                   | Beg.<br>Steno.   | Typing            |
| G       | Normal Train-<br>ing Agriculture      |               | N.T.<br>Agr.            |               | Gen.<br>Math.                         | Gen.<br>Math.    | Study<br>Hall     | Study<br>Hall    |                   |
| H       | Study<br>Hall                         | Span.<br>II   | Latin<br>IV             |               | Span.<br>IV.                          | Latin<br>II      |                   |                  | Latin<br>II       |
| I       | Eng.<br>II                            | Eng.<br>II    |                         | Study<br>Hall | Expr.                                 |                  | Eng.<br>II        | Eng.<br>II       | Study<br>Hall     |
| J       |                                       | Eng.<br>VI.   | Arth.<br>Rev.           |               | Study<br>Hall                         | Eng.<br>VI.      |                   | Readg.<br>Rev.   | Meth.&<br>Mangmt. |
| K       | Am.<br>Hist.                          | Study<br>Hall | World<br>Hist.          | Study<br>Hall |                                       | Gymn.            | Am.<br>Hist.      | World<br>Hist.   | Consti-<br>tution |
| L       | Eng.<br>IV                            | Eng.<br>VI.   | Study<br>Hall           |               | Eng.<br>IV.                           |                  |                   | Eng.<br>VIII.    | Eng.<br>VI.       |
| M       | Private<br>Lessons                    |               | Citizen-<br>ship        | Glee<br>Clubs |                                       | Citizen-<br>ship | Priv.<br>Less.    | Sight<br>Sing.   | Quartets          |
| N       | -----                                 |               | Private<br>Lessons      | -----         |                                       |                  |                   |                  | Band &<br>Orch.   |

## GUIDANCE.

An attempt is made in the Norton Community High School to see that every freshman is guided into such courses as he is at least capable of mastering. Before enrolling, freshmen are given an intelligence test and their test score and intelligence quotient are in the hands of the teacher enrolling freshmen. These freshmen are encouraged, but not forced to take subject which are within their grasp. Where a subject is required, divisions are formed for the dull students and progress is made as fast as possible. Students with high test scores and intelligence quotients are encouraged to take those subjects which will give them an opportunity to develop their possibilities.

Information in vocations is given in a course in connection with Citizenship, which is a freshman subject. The first part of the year is spent in studying the duties of a good citizen, and the last half is spent studying occupations. This gives the pupils a knowledge of the fundamental requirements of the occupation, as well as the nature of the work, remuneration, demand, condition under which the person must work and education desired before entering.

The student makes a complete study of some occupation in which he is intensely interested. This gives him a chance to know the occupation he is thinking of following and also gives him knowledge of other fields of work so that he will be capable of making a more wise selection later.

Four vocations are trained for definitely in the school. These are agriculture, homemaking, clerical work, and grade teaching. The training for agriculture is carried on by the Department of Vocational Agriculture. Homemaking is taught thru the Domestic Science and Domestic Art Departments. The Commercial Department trains the pupils for stenography, bookkeeping and such clerical positions. Grade teachers are prepared in the Normal Training courses.



## HEALTH.

A health record is kept for each pupil. This record contains the report of the examination given the pupil by the Red Cross nurse or other examiners. This examination is made every year and the report is concerning the physical condition of the pupil and the past diseases which he has had. Any physical defect where treatment is needed is reported to the child's parent. If the defect is corrected, a record is made concerning the result.

The sanitary condition of the building seems to be satisfactory. The drinking fountain system is sanitary, and efficient. There are no places for trash to accumulate. The lockers for the children's wraps are along the walls giving good access to air and light. The athletic locker rooms are easily cleansed and well ventilated. More sunlight is needed in them however. The toilet system is modern and sanitary. The gymnasium is sanitary, but some method should be devised to prevent the odor of perspiration from entering the halls.

## RECORDS AND REPORTS.

A report is made each day by each teacher. This report contains the names of those absent or tardy during any period of the day, by periods. After three days' absence, the pupil is entered as dropped from the records, both by the teacher and the office attendant on the school register. On returning after a three or more day absence, the pupil is entered by the teacher and so reported on the daily report. On receipt of entrance from the teacher, the entrance is made on the school register.

No pupil is permitted to return to a class after an absence unless an excuse blank is presented, signed by the Principal or the Advisor for Girls. These are taken up by the teachers at the last period and turned in to the office with the daily report.

At the close of each six weeks' period, grades for each pupil are made out and placed on the grade sheet in the principal's office, and a copy sent to the parent so he may know the progress made by his child. The system of grading can be found in a later section of this survey. With these are recorded the number of absences for each pupil. These are also included in the reports sent to the

parent.

At the close of each semester, grades, credits and absences are recorded for the semester on the office grade sheet and put on permanent file in the office.

A personal data card is kept for every pupil which gives general information as to residence, age, guardian and like information. These are kept on file by classes, alphabetically.

A physical record card is also kept showing the physical condition of the pupil at the time of examination. This is at the beginning of each year. The past physical history is also recorded. After the examination is made the parent or guardian is notified of any defect that should be corrected or any attention needed.

Following are examples of the record cards and blanks used:

## PERMANENT HIGH SCHOOL RECORD

Name \_\_\_\_\_ Course \_\_\_\_\_ Date of Birth \_\_\_\_\_

REVERSED

Age at Entrance \_\_\_\_\_ Entered from \_\_\_\_\_ Date of Entrance \_\_\_\_\_

Grades from other schools should be recorded in red ink.

McCormick-Mathers Co. Wichita FORM 916LL

| Semester           | FIRST YEAR     |              |                 |        |                    | SECOND YEAR    |              |                 |        |                    | THIRD YEAR     |              |                 |        |                    | FOURTH YEAR    |              |                 |        |         |                 |  |
|--------------------|----------------|--------------|-----------------|--------|--------------------|----------------|--------------|-----------------|--------|--------------------|----------------|--------------|-----------------|--------|--------------------|----------------|--------------|-----------------|--------|---------|-----------------|--|
|                    | 19____, 19____ |              |                 |        |                    | 19____, 19____ |              |                 |        |                    | 19____, 19____ |              |                 |        |                    | 19____, 19____ |              |                 |        |         |                 |  |
|                    | SUBJECTS       |              |                 |        |                    | SUBJECTS       |              |                 |        |                    | SUBJECTS       |              |                 |        |                    | SUBJECTS       |              |                 |        |         |                 |  |
|                    | Rec. Per Week  | Min. in Rec. | Periods in Lab. | Grade  | Credits            | Rec. Per Week  | Min. in Rec. | Periods in Lab. | Grade  | Credits            | Rec. Per Week  | Min. in Rec. | Periods in Lab. | Grade  | Credits            | Rec. Per Week  | Min. in Rec. | Periods in Lab. | Grade  | Credits | Credits Carried |  |
| First              |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
| Second             |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
| Total Credits      |                |              |                 |        | Total Credits      |                |              |                 |        | Total Credits      |                |              |                 |        | Total Credits      |                |              |                 |        |         |                 |  |
| STUDENT ACTIVITIES |                |              |                 | Points | STUDENT ACTIVITIES |                |              |                 | Points | STUDENT ACTIVITIES |                |              |                 | Points | STUDENT ACTIVITIES |                |              |                 | Points |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |
|                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |                    |                |              |                 |        |         |                 |  |

Parent or Guardian

Residence

Phone No.

Occupation

Nationality of Father

Nationality of Mother

| ATTENDANCE                                    |          |                 |              |             |             | STANDARDIZED TESTS                         |      | INTELLIGENCE TESTS IN RED INK |                |              |               |                    | OUTSIDE READING IN ENGLISH |            |  |  |  |  |  |
|---|----------|-----------------|--------------|-------------|-------------|--|------|-------------------------------|----------------|--------------|---------------|--------------------|----------------------------|------------|--|--|--|--|--|
| Year  | Semester | Days in Session | Days on Roll | Days Absent | Times Tardy | NAME OF TEST                               | Date | Age                           | Standard Score | Class Median | Percent Score | PERSON GIVING TEST |                            |            |  |  |  |  |  |
| First   | 1        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
|   | 2        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
|   | T        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Second  | 1        |                 |              |             |             |  |      |                               |                |              |               |                    | Second Year                |            |  |  |  |  |  |
|   | 2        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
|   | T        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Third   | 1        |                 |              |             |             |  |      |                               |                |              |               |                    |                            | Third Year |  |  |  |  |  |
|   | 2        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
|   | T        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Fourth  | 1        |                 |              |             |             |  |      |                               |                |              |               |                    | Fourth Year                |            |  |  |  |  |  |
|   | 2        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
|   | T        |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Withdrawal, _____ 19                          |          |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Cause _____ 19                                |          |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Dropped, _____ 19                             |          |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Cause _____ 19                                |          |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Reinstated, _____ 19                          |          |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| How _____                                     |          |                 |              |             |             |  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Mental Development                            |          |                 |              |             |             | Physical Development                       |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Average grade in Elementary School:           |          |                 |              |             |             | ITEMS                                      |      | 1st Year                      | 2d Year        | 3d Year      | 4th Year      |                    |                            |            |  |  |  |  |  |
| Intelligence Quotient In Elementary School:   |          |                 |              |             |             | Age in Years                               |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Accomplishment Quotient in Elementary School: |          |                 |              |             |             | Height                                     |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| HIGH SCHOOL                                   |          | 1st Year        | 2d Year      | 3d Year     | 4th Year    | Weight                                     |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Number in Class                               |          |                 |              |             |             | Posture                                    |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Rank in Class                                 |          |                 |              |             |             | Teeth                                      |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Mental Age                                    |          |                 |              |             |             | Eye Sight                                  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Average Grade                                 |          |                 |              |             |             | Hearing                                    |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Intelligence Quotient                         |          |                 |              |             |             | Tonsils                                    |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Accomplishment Quotient                       |          |                 |              |             |             | Adenoids                                   |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Subjects of Special Aptitude,                 |          |                 |              |             |             | Does he use tobacco?                       |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
|   |          |                 |              |             |             | Number of Credits required for Graduation, |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Subjects most difficult,                      |          |                 |              |             |             | Total number of Credits received,          |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
|   |          |                 |              |             |             | Graduated _____ 19                         |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Type of social recreation,                    |          |                 |              |             |             | Principal                                  |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |
| Clubs to which he belongs:                    |          |                 |              |             |             | Superintendent                             |      |                               |                |              |               |                    |                            |            |  |  |  |  |  |

OFFICE GRADE SHEET

Semester Beginning ..... Ending ..... 19.....

Subject ..... Teacher .....

| .....BOYS | 1st Term | 2nd Term | 3rd Term | Sem. Grade | Unit | Times Absent | GIRLS..... | 1st Term | 2nd Term | 3rd Term | Sem. Grade | Unit | Times Absent |
|-----------|----------|----------|----------|------------|------|--------------|------------|----------|----------|----------|------------|------|--------------|
|           |          |          |          |            |      |              |            |          |          |          |            |      |              |
| 1         |          |          |          |            |      |              | 1          |          |          |          |            |      |              |
| 2         |          |          |          |            |      |              | 2          |          |          |          |            |      |              |
| 3         |          |          |          |            |      |              | 3          |          |          |          |            |      |              |
| 4         |          |          |          |            |      |              | 4          |          |          |          |            |      |              |
| 5         |          |          |          |            |      |              | 5          |          |          |          |            |      |              |
| 6         |          |          |          |            |      |              | 6          |          |          |          |            |      |              |
| 7         |          |          |          |            |      |              | 7          |          |          |          |            |      |              |
| 8         |          |          |          |            |      |              | 8          |          |          |          |            |      |              |
| 9         |          |          |          |            |      |              | 9          |          |          |          |            |      |              |
| 10        |          |          |          |            |      |              | 10         |          |          |          |            |      |              |
| 11        |          |          |          |            |      |              | 11         |          |          |          |            |      |              |
| 12        |          |          |          |            |      |              | 12         |          |          |          |            |      |              |
| 13        |          |          |          |            |      |              | 13         |          |          |          |            |      |              |
| 14        |          |          |          |            |      |              | 14         |          |          |          |            |      |              |
| 15        |          |          |          |            |      |              | 15         |          |          |          |            |      |              |
| 16        |          |          |          |            |      |              | 16         |          |          |          |            |      |              |
| 17        |          |          |          |            |      |              | 17         |          |          |          |            |      |              |
| 18        |          |          |          |            |      |              | 18         |          |          |          |            |      |              |
| 19        |          |          |          |            |      |              | 19         |          |          |          |            |      |              |
| 20        |          |          |          |            |      |              | 20         |          |          |          |            |      |              |
| 21        |          |          |          |            |      |              | 21         |          |          |          |            |      |              |
| 22        |          |          |          |            |      |              | 22         |          |          |          |            |      |              |
| 23        |          |          |          |            |      |              | 23         |          |          |          |            |      |              |
| 24        |          |          |          |            |      |              | 24         |          |          |          |            |      |              |
| 25        |          |          |          |            |      |              | 25         |          |          |          |            |      |              |
| 26        |          |          |          |            |      |              | 26         |          |          |          |            |      |              |
| 27        |          |          |          |            |      |              | 27         |          |          |          |            |      |              |
| 28        |          |          |          |            |      |              | 28         |          |          |          |            |      |              |
| 29        |          |          |          |            |      |              | 29         |          |          |          |            |      |              |
| 30        |          |          |          |            |      |              | 30         |          |          |          |            |      |              |
| 31        |          |          |          |            |      |              | 31         |          |          |          |            |      |              |
| 32        |          |          |          |            |      |              | 32         |          |          |          |            |      |              |
| 33        |          |          |          |            |      |              | 33         |          |          |          |            |      |              |
| 34        |          |          |          |            |      |              | 34         |          |          |          |            |      |              |
| 35        |          |          |          |            |      |              | 35         |          |          |          |            |      |              |

# NORTON COMMUNITY HIGH SCHOOL NORTON, KANSAS

## Transcript of High School Grades

I hereby certify that ....., of .....  
has completed the work named below in the Norton Community High School, in a creditable manner, and was  
graduated ....., 19 ..... The course in .....  
has been followed.

Date ....., Principal.

(Grades in red were accepted from ..... High School)

| SUBJECTS    | No. of Weeks | Grade Basis |    |     |    |   | Units of Credit | Remarks |
|-------------|--------------|-------------|----|-----|----|---|-----------------|---------|
|             |              | I           | II | III | IV | F |                 |         |
| FIRST YEAR  |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
| SECOND YEAR |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
| THIRD YEAR  |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
| FOURTH YEAR |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |
|             |              |             |    |     |    |   |                 |         |

All recitations run at least 40 minutes in the clear, five times per week, with double periods for subjects requiring laboratory work.  
Norton Community High School is a fully accredited, class "A" school.

## NORTON COMMUNITY HIGH SCHOOL Report Card

Record of ..... School Year 19.....

Subject ..... Semester

Grades of entire class. Group circled in ink indicates grade of above pupil.

| PERIODS      | Class Enrollment | GRADES |    |     |    |   | INDIVIDUAL RECORD |       |             |
|--------------|------------------|--------|----|-----|----|---|-------------------|-------|-------------|
|              |                  | I      | II | III | IV | F | Absent            | Tardy | Citizenship |
| Six weeks    |                  |        |    |     |    |   |                   |       |             |
| Twelve weeks |                  |        |    |     |    |   |                   |       |             |
| Ssemester    |                  |        |    |     |    |   |                   |       |             |

..... Teacher

### TO PARENTS

This report is sent you every six weeks so that you may know the progress of your boy or girl. It is an honest effort on the part of the teacher to evaluate the pupil's work. In addition to that information this report shows the grades of all pupils in the class so that you may know their comparative standing.

The grades are defined as follows: I means superior; II, good; III, average; IV, passing.

We invite you to visit your high school and observe the work that is being done. We ask your cooperation in making N. C. H. S. better and better every year.

Please sign and return this card.  
W. C. NYSTROM, Principal.  
Signature of parent or guardian

.....  
1st Period

.....  
2nd Period

.....  
3rd Period



**NAME IN FULL** (SURNAME FIRST)

**CHECK:**  
 WHITE  
 COLORED  
 GIRL BOY

**COUNTRY OF BIRTH:**  
 FATHER  
 MOTHER  
 PUPIL

**AMERICAN RED CROSS  
 PUBLIC HEALTH NURSING SERVICE  
 PUPIL'S HEALTH RECORD**

|  |             |  |             |                                       |             |  |             |  |             |
|--|-------------|--|-------------|---------------------------------------|-------------|--|-------------|--|-------------|
| <b>DISEASE</b><br>DIPHTHERIA<br>SCARLET FEVER<br>MEASLES<br>WHOOPING COUGH | <b>DATE</b> | <b>DISEASE</b><br>PNEUMONIA<br>TYPHOID FEVER<br>TONSILITIS<br>RHEUMATISM | <b>DATE</b> | <b>DISEASE</b><br>HOOKWORM<br>MALARIA | <b>DATE</b> | <b>IMMUNIZATION</b><br>DIPHTHERIA (3D)<br>SCHICK NEG. POS.<br>SCARLET FEVER (3D)<br>DICK NEG. POS. | <b>DATE</b> | <b>IMMUNIZATION</b><br>SMALLPOX<br>TYPHOID FEVER | <b>DATE</b> |
|--|-------------|--|-------------|---------------------------------------|-------------|--|-------------|--|-------------|

SECURE HISTORY OF COMMUNICABLE DISEASE FROM PARENT IF POSSIBLE.

|                            |               |    |  |    |  |    |  |    |
|----------------------------|---------------|----|--|----|--|----|--|----|
| <b>DATES OF INSPECTION</b> |               | 19 |  | 19 |  | 19 |  | 19 |
| <b>NAME OF SCHOOL</b>      |               |    |  |    |  |    |  |    |
| <b>GRADE</b>               |               |    |  |    |  |    |  |    |
| <b>AGE</b>                 |               |    |  |    |  |    |  |    |
| <b>WEIGHT</b>              | <b>ACTUAL</b> |    |  |    |  |    |  |    |
|                            | <b>NORMAL</b> |    |  |    |  |    |  |    |
| <b>HEIGHT</b>              |               |    |  |    |  |    |  |    |
| <b>VISION</b>              | <b>R</b>      |    |  |    |  |    |  |    |
|                            | <b>L</b>      |    |  |    |  |    |  |    |
| <b>EYES</b>                |               |    |  |    |  |    |  |    |
| <b>EARS</b>                | <b>R</b>      |    |  |    |  |    |  |    |
|                            | <b>L</b>      |    |  |    |  |    |  |    |
| <b>HEARING</b>             |               |    |  |    |  |    |  |    |
| <b>TEETH</b>               |               |    |  |    |  |    |  |    |
| <b>NASAL PASSAGES</b>      |               |    |  |    |  |    |  |    |
| <b>THROAT</b>              |               |    |  |    |  |    |  |    |
| <b>SKIN</b>                |               |    |  |    |  |    |  |    |
| <b>LYMPH NODES</b>         |               |    |  |    |  |    |  |    |
| <b>DEFORMITIES</b>         |               |    |  |    |  |    |  |    |
| <b>POSTURE</b>             |               |    |  |    |  |    |  |    |
| <b>NERVOUS SYMPTOMS</b>    |               |    |  |    |  |    |  |    |

AN ENTRY SHOULD BE MADE AFTER EACH ITEM TO INDICATE FINDINGS OF PHYSICIAN OR NURSE. WHERE NO ENTRY IS MADE AFTER ITEM, THE INTERPRETATION WILL BE "NOT EXAMINED OR INSPECTED."  
**CODE:** O—SATISFACTORY; 1, 2, 3, SLIGHTLY, MODERATELY, MARKEDLY UNSATISFACTORY; OO—PREVIOUS CORRECTION WITH DATE; X—NEEDS MEDICAL ATTENTION; — NO INFORMATION OBTAINED; V—PARENT NOTIFIED; D—VISITED DOCTOR OR DENTIST WITH DATE.

INSPECTION TO BE MADE BY NURSE ONLY WHEN PHYSICIAN IS NOT AVAILABLE.

DIAGNOSIS TO BE MADE BY PHYSICIAN ONLY.

MEAD & WHEELER CO., CHICAGO

| NAMES OF PARENTS OR GUARDIANS | ADDRESS |    | OCCUPATION | No. IN FAMILY:<br>ADULTS<br>CHILDREN |
|-------------------------------|---------|----|------------|--------------------------------------|
| NOURISHING FOOD               | 19      | 19 | 19         | 19                                   |
| MILK                          |         |    |            |                                      |
| TEA, COFFEE                   |         |    |            |                                      |
| ADEQUATE CLOTHING             |         |    |            |                                      |
| TOOTH BRUSH DAILY             |         |    |            |                                      |
| SUFFICIENT SLEEP              |         |    |            |                                      |
| BEDROOM WINDOW OPEN           |         |    |            |                                      |
| ELIMINATION                   |         |    |            |                                      |

RECORD OF FOLLOW UP WORK (DATES OF VISITS, CONDITIONS FOUND, TYPE OF PARENTAL CO-OPERATION, ACTION TAKEN OR RECOMMENDED, RESULTS ACCOMPLISHED)

### SCHOOL RECORD

| TO BE FILLED IN BY TEACHER | DATE       | 19 | 19 | 19 | 19 |
|----------------------------|------------|----|----|----|----|
|                            | ATTENDANCE |    |    |    |    |
| SCHOLARSHIP                |            |    |    |    |    |
| CONDUCT                    |            |    |    |    |    |
| MENTALITY                  |            |    |    |    |    |
| PHYSICAL SYMPTOMS NOTED*   |            |    |    |    |    |
| REMARKS**                  |            |    |    |    |    |
| TEACHER'S NAME             |            |    |    |    |    |

ATTENDANCE: —GOOD —UNSATISFACTORY —BAD SCHOLARSHIP: —PROMOTED —FAILED MENTALITY: —BRIGHT —AVERAGE —RETARDED

\*INABILITY TO SEE BLACKBOARD. FREQUENT HEADACHES OCCURRING IN LATTER PART OF DAY. INABILITY TO HEAR ORDINARY TONE OF VOICE. INABILITY TO BREATHE WITH MOUTH CLOSED. TOO FREQUENT REQUESTS TO GO TO TOILET. FREQUENT COMPLAINTS OF TOOTHACHE. FREQUENT COLDS.

\*\*UNCLEANLINESS. IRRITABILITY. LASSITUDE. ERRATIC EATING HABITS, ETC.

Name \_\_\_\_\_

From what school did you graduate? \_\_\_\_\_

Do you live in the N.C.H.S. district? \_\_\_\_\_

What curriculum do you plan to take? \_\_\_\_\_

List the four subjects you want to take your first  
year: 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

What is your life work going to be? \_\_\_\_\_

What is your father's occupation? \_\_\_\_\_

Age \_\_\_\_\_  
years months

I.Q. \_\_\_\_\_ E.Q. \_\_\_\_\_

# ENROLLMENT CARD

## NORTON COMMUNITY HIGH SCHOOL

Record of—1 .....

2 .....  
Home Address ..... City Address .....

3 .....  
Age ..... Date of Birth ..... Sex ..... Class .....

4 .....  
Parent or Guardian ..... Occupation .....

5 Where rooming .....

6 Phone No. .... Distance from school .....  
Miles ..... Blocks .....

7 Is your home in N. C. H. S. District .....

8 In what township do you live .....

9 Rural school you are a graduate of .....

10 What course are you studying .....

11 Did you fail in any subjects last year .....

12 Any employment outside of school ..... Locker No. ....

**Norton Community High School**  
**PUPIL'S DAILY PROGRAM**      19.... 19....

| PERIOD      | SUBJECT | TEACHER | ROOM | Lab, Per. |
|-------------|---------|---------|------|-----------|
| 1           |         |         |      |           |
| 2           |         |         |      |           |
| 3           |         |         |      |           |
| 4           |         |         |      |           |
| 5           |         |         |      |           |
| <b>NOON</b> |         |         |      |           |
| 6           |         |         |      |           |
| 7           |         |         |      |           |
| 8           |         |         |      |           |
| 9           |         |         |      |           |

What school activities do you wish to take part in?

.....  
 I understand the above program, agree to follow it and conform to all rules and regulations adopted by board and faculty.

Signed..... Student.

# NORTON COMMUNITY HIGH SCHOOL

## DAILY PROGRAM

| PER  | SUBJECT | TEACHER | ROOM | LAB. |
|------|---------|---------|------|------|
| 1    |         |         |      |      |
| 2    |         |         |      |      |
| 3    |         |         |      |      |
| 4    |         |         |      |      |
| 5    |         |         |      |      |
| NOON |         |         |      |      |
| 6    |         |         |      |      |
| 7    |         |         |      |      |
| 8    |         |         |      |      |
| 9    |         |         |      |      |

WHAT SCHOOL ACTIVITIES DO YOU WISH TO TAKE PART IN?

I UNDERSTAND THE ABOVE PROGRAM. AGREE TO FOLLOW IT AND CONFORM TO ALL RULES AND REGULATIONS ADOPTED BY THE BOARD AND FACULTY.

SIGNED \_\_\_\_\_ STUDENT



**NORTON COMMUNITY HIGH SCHOOL**

Name .....

Dates | Tardy .....  
| Absent .....

Reason .....

Periods 1.....2.....3.....4.....5.....6.....  
7.....8.....9.....

Excused  Unexcused

**NORTON COMMUNITY HIGH SCHOOL**

Admit .....

For | Absence .....  
| Tardiness on .....

1 ..... 2 ..... 3..... 4 ..... 5 ..... 6 .....

7 ..... 8 ..... 9.....

(Mark periods above)

Excused  Unexcused

.....Principal