

SCHOOL FORMS IN CITIES OF SECOND  
AND THIRD CLASS

by

DONALD DUDLEY MURPHY

B. S., Kansas State College  
of Agriculture and Applied Science, 1922

---

A THESIS

submitted in partial fulfillment of the  
requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1935

Doc-  
ment  
L  
2658  
T4  
1935  
M81  
Co 2

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT.....	1
REASONS FOR MAKING STUDY.....	1
TECHNIQUE USED.....	2
FINDINGS.....	3
SUMMARY.....	78
CONCLUSIONS.....	80

### ACKNOWLEDGMENT

The writer has endeavored to present a cross-section of school forms and some administrative practices in smaller schools of the Middle West. If even one form is of some help in the many duties which a principal is called upon to perform, the work will not have been in vain. The writer wishes to give grateful acknowledgment to Dr. C. V. Williams, Professor of Vocational Education, Kansas State College, for his timely suggestions and other assistance, and to the many school principals and superintendents who aided him in his work.

### REASONS FOR MAKING STUDY

The writer, in common with many other teachers who are embarking upon administrative duties for the first time, found it necessary to have more complete information regarding forms and practices which might be used to the best advantage in running a school. So many problems present themselves to a new principal that he feels the need of the experience that is to be gained by learning of the methods

used by others in handling a school situation. Mistakes may be avoided and time saved by taking advantage of the devices that are already in use.

A principal is usually limited in his own work by knowing only of the practices in his own locality. By gathering data from other parts of his own state and by securing information from other states, the administrator is enabled to secure much data which is highly useful to him in handling his own job and in meeting new situations that arise from time to time.

Every administrator is confronted by the necessity of setting up a series of school forms that will aid in the proper administration of the school as well as give the needed records that must be kept in every school.

#### TECHNIQUE USED

With such a need in mind questionnaires were sent to thirty-five superintendents in seven states asking them to send samples of such forms as they had found especially helpful in their work. Questionnaires were sent to Kansas, Colorado, Nebraska, Missouri, Oklahoma, Minnesota, and Ohio. The three largest cities were 7,000, 5,000, and 4,000 respectively. All schools in Kansas and Nebraska were under

800 in population. Schools from Minnesota had slightly more than 100 pupils enrolled in the high school. Colorado schools had from seven to ten teachers in the high school. The methods used were surprisingly uniform with little difference between large and small schools. Twenty-eight replies were received and the forms herein presented were selected from these letters.

## FINDINGS

### Curricular Forms

Enrollment. The first form that comes to one's attention is the enrollment card. The cards all showed the same essential detail including name, address for both pupil and parent, telephone number, age of pupil, year in school, and subjects to be taken in the coming year. The use of the enrollment card is almost universal as only three made the enrollment on the permanent record, three did not answer, and twenty-two used the regular enrollment card. The forms of some typical enrollment cards follow. Figure 1 is a card that carries a wealth of worthwhile information especially in the matter of transportation to school and work done

Form No. 5

REGISTRATION CARD

Use Ink

Check Course You (General  
Commercial  
College)

.....Grade.....Sex.....Expect to Complete.....

Last Name First Name (7-12 incl.)

Parent or Guardian.....Address.....

Occupation of Parent.....Your Prospective Business.....

If not Living at Home, With Whom?.....

City Address, If not Living With Parents.....

Residence Telephone.....No. Phone Call Through.....

School Last Attended.....Do You Expect to Go to College?.....

Date of Birth: Year.....Month.....Day.....Age in Years.....

Distance From School.....Conveyance.....

Name of School District in Which Parents Live if not a Resident of  
Nevada District.....

Do You Work Outside of School?.....Time Required.....

Kind of Outside Work.....Name of Person You Work For.....

Church Preference of Parents.....Your Preference.....

What Study Interests You Most?.....

What School Activity Appeals to You Most?.....

Figure 1

outside. Since it comes from the largest system studied, it might be needed more than in a small system where the contact between school and pupil is more intimate.

The next card, Figure 2, is included because it combines several features not found on the other card. It is compact for filing, a different color is used for each class in high school, and it contains a blank for the student's home district--an essential feature in Kansas where the tuition laws in tuition counties make it necessary to have such information for tuition claims.

High School Enrollment					
Name			Date Entered		19
(reversed)					
School Address				Phone No.	
Birth--Yr.	Mo.	Day	Previous School		
Parent or Guardian			Occupation		
Address		Home Dist.		Phone No.	
Course			Date of Leaving		19
Period	Subject	Room	Period	Subject	Room
1st Hr.			5th Hr.		
2d Hr.			6th Hr.		
3d Hr.			7th Hr.		
4th Hr.			8th Hr.		

Figure 2

Name.....		.....First Name		.....Class.....			
Last Name		First Name		Schedule Change			
Schedule		Schedule		Schedule			
Period	Subject	Teacher	Room	Period	Subject	Teacher	Room
1	.....	.....	.....	1	.....	.....	.....
2	.....	.....	.....	2	.....	.....	.....
Activity	.....	.....	.....	Activity	.....	.....	.....
3	.....	.....	.....	3	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	7	.....	.....	.....
8	.....	.....	.....	8	.....	.....	.....

Schedule		Schedule	
Period	Subject	Teacher	Room
1	.....	.....	.....
2	.....	.....	.....
Activity	.....	.....	.....
3	.....	.....	.....
.....	.....	.....	.....
7	.....	.....	.....
8	.....	.....	.....

Figure 3



The enrollment blank shown in Figure 3 consists of two parts which are perforated to allow the pupil to take the right hand part for his copy (shown below the main part).

Other cards showed home room programs, extracurricular activities, student's occupational inclinations, and information as to vaccinations, inoculations, and the like. One card gave the name of the family physician. The birthplace of both father and mother was asked for in one instance.

Subject Cards. When the student has been enrolled, he can be given a subject card, Figure 4, to take to his teacher. This assists the teacher in making out her permanent roll. The fact that only one school sent such a blank may or may not indicate that most smaller schools do not find it necessary to use it.

Subject Card	
Grades 10 to 12 inclusive	
Pupil will fill out one card for each subject and present to teacher of subject	
Pupil.....	.....
Subject.....	.....
Period.....	Room.....
Instructor.....	.....
To be inspected by enrollment teacher and initialed.	

Figure 4

Census Cards. In addition to school enrollment, a school census is taken annually and two schools sent samples of a permanent census card to be filled out by the parents. A card would only have to be filled out once during the school life of each child. Figures 5 and 6 are examples of these cards.

Permanent Census Card			
Alamosa, Colorado, Public Schools			
Name	_____		Sex _____
	(Last name first)		
Place of Birth	_____		
Date of Birth	_____	_____	_____
	Month	Day	Year
School Grade Last Attended	_____		
Nativity of Parents	_____		_____
	Father	Mother	
Residence	_____		
Date of filing this card	_____		

Figure 5

Census Card						
Name of Parent or Guardian.....						
Names of Children	White	Colored	Male	Female	Date of Birth	
					Month	Day
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....

Figure 6

Recording Absences. As soon as school starts, the question of recording absences must be met. Thirteen schools recorded absences in classroom alone, five in home room, and the rest did the work in both home room and classroom. Two recorded absences in assembly which is a type of home room for that school. The usual form for collecting absences is shown in Figure 8. Three schools posted these absences outside the class door where they were collected. In six cases the teachers brought the sheets to the office at the end of the day, and two schools had teachers record absences on a main absence sheet in the office at the end

of the day. One such sheet is shown in Figure 7. The teacher puts an "X" over the hour that the pupil was absent in her class. Its advantage in a small system is that it readily assembles all the data on one sheet for quick recording in the permanent record. The copies of this sheet are mimeographed.

---

High School Roll

<u>Boys</u>		<u>Girls</u>	
Abell, Clarence	1 2 3 4 5 6	Bacon, Florence	1 2 3 4 5 6
Abell, Glenn	1 2 3 4 5 6	Bonar, Christine	1 2 3 4 5 6
Bacon, Ray	1 2 3 4 5 6	Bone, Ellen Mae	1 2 3 4 5 6
Bigelow, Charles	1 2 3 4 5 6	Bowling, Fern	1 2 3 4 5 6
Brown, Lawrence	1 2 3 4 5 6	Bowling, Veralee	1 2 3 4 5 6
.....		.....	
.....		.....	
Schultz, Norman	1 2 3 4 5 6	White, Helen	1 2 3 4 5 6
<u>Faculty please check</u>			
Mr. Murphy			
Mr. McKown			
.....			
.....			

---

Figure 7

One school has teacher fill out absences in permanent register. One wonders how the teachers are checked so that the principal knows that the absences are all recorded. In sixteen schools the principal recorded the absences in the permanent record. Six had office girls, two had teachers do

the work, and one had the work done by a student. The writer has found it impossible to get students accurate enough to do this work without error.

Daily Report of Absentees						
	19					
Names	Periods					
	1	2	3	4	5	6
.....						
.....						
						Teacher

Figure 8

In only a single instance did the report show a weekly summary of absences. Figure 9 illustrates the form.



Teacher's Daily Report. The three following examples give special sheets for the teacher's daily report to the principal's office. The first is especially noteworthy (Figure 10). It gives so many angles of the teacher's day that it cannot help being a big aid to the problems of supervision. Not only is the regular space given for absences but there is also a space for the daily failures. Note the special column at the bottom of the page for the teacher's problem, her extracurricular work, examinations given, supplies needed, suggestions for school betterment, cases of discipline, and visitors. On the opposite side of the sheet are found spaces for the daily lesson plans and assignments. If this were checked against the weekly plans as indicated it would be quite a help to the young and inexperienced teacher. The next two sheets, Figures 11 and 12, are summaries of the day's absences for the principal's desk. In the third case, Figure 12, this sheet is prepared by a monitor for the principal.

The second sheet is used where lunches are served from a school cafeteria. The unusual feature is the log of the day's happenings that are jotted down by the principal after the day's summary is completed.

Attica Public Schools  
Teacher's Daily Report

Teacher.....Day.....Date.....  
 This Report Due Daily at 6:00 P.M.

Entered-E Dropped-D Absent-A Tardy-T Failing List (Report Grades D & F)

Name	Period						Name	Subject	Grade
	1	2	3	4	5	6			
.....									
.....									
.....									
.....									
.....									
.....									
.....									
.....									
.....									

What is your biggest problem?.....  
 Extra Curricular work.....  
 Subjects, examinations were given.....  
 Subjects, papers graded.....  
 Supplies needed.....  
 Suggestions for good of school.....  
 Please report any cases of discipline you have had.....  
 Visitors.....

Your lesson plans on the reverse side of this sheet should be made out at least one week in advance. These plans should always be left in your desk in a convenient place for the supervisor to find.

Figure 10



## Morning Report.

Date	High School Teachers	Grade School Teachers	High School		Grades		Cooks Lunches Served	Beef	Potatoes	Rice			
			Absent	Present	Absent	Present							

Remarks:

Figure 11

Reentry Slips. The next question is whether the frequent absence of the pupil is taken up with the parent. Twenty-one answered in the affirmative, five in the negative, and two did it infrequently. One principal noted the fact that such absences were taken up by telephone. Many principals have to use party lines. In that case the phone might not be the best method to call the parent's attention to the pupil's shortcomings. The method is taken up more fully



in the poor work reports sent out by so many schools since lack of attendance is so often linked with poor scholarship.

As to permits to reenter school, the use of slips from the office is almost universal. Three schools did not require slips. Twelve mentioned the writing of slips by parents, and twelve others who issue slips from the office may require parental excuses. Two schools required doctor's certificates after two and three days absence respectively. The writer has had rather sad experience with slips from parents. In many cases the notes were forged and the parents upheld these pupils in the forgeries. Of course the principal knows the pupils whose absence is unnecessary but the proof of guilt is often lacking. Small communities seem, in many cases, to hold an absence lightly and do not see any harm in taking the pupils out of school on the slightest pretext. Boys who work do not hesitate to put the job above the school if one must be given precedence. A number of absence slips are illustrated on the following pages.

Nevada High School Admission Blank--Excused	Nevada High School Admission Blank-Excused	Must be signed by the Teacher of each period to which student has been absent.
Last name first	This Will Admit:      Who was	_____ 1
Absent	_____ Absent	_____ 2
Date	_____ Home Room Teacher	_____ 3
Remarks:	_____ Date	_____ 4
	Student must return this slip to Home Room Teacher at the end of the day.	_____ 5
		_____ 6

Figure 15

Absent	This Will Admit		Excused
Tardy			Unexcused
Month			Time
Sept.	Name _____		A. M.
Oct.	Reason _____		P. M.
Nov.	Parents knew <input type="checkbox"/>	Parents did not know <input type="checkbox"/>	All Day
Dec.	Date _____		Period
Jan.	Remarks: _____		1
Feb.			2
Mar.			3
Apr.			4
May			Seldom
June		Trin. High School	Habitual
1 2 3	Days of Month Pupil was Absent or Tardy		5
4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			6
			7
			8

Figure 14

Tardy Slip

I was tardy \_\_\_\_\_ minutes on (day) \_\_\_\_\_ (date) \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

This is the \_\_\_\_\_ time I have been tardy this semester.

The reason for my being tardy was \_\_\_\_\_

I desire to have this tardiness excused and to be \_\_\_\_\_

admitted to classes. Pupil \_\_\_\_\_

Period \_\_\_\_\_ Admit \_\_\_\_\_

Excused \_\_\_\_\_

The teacher signing will take up this slip and return to office. Principal \_\_\_\_\_

Figure 15

Blank for Excuse

This form should be used for all excuses. Blanks may be obtained from the teacher. The excuse should be in the hands of the teacher within twenty-four hours from the time when the absence or tardiness occurs. Parents are required to furnish the following information:

Name of pupil.....  
 Was the pupil absent or tardy?.....  
 Date for which pupil is to be excused.....  
 Is the excuse for forenoon, afternoon, or both?.....  
 Please state briefly the cause of absence or tardiness  
 .....

.....Parent or Guardian

Irregular attendance greatly retards the progress of the pupil and the school. For this reason parents are requested to secure the prompt and regular attendance of their children at all the sessions of the school. The cordial cooperation of parents in this matter will be appreciated.

.....Supt. of Schools

Figure 16

The form in Figure 13 gives the office as well as the teacher a slip record. Teachers must sign and the slip has to be returned. A yellow slip shows that the absence is not excused. The next slip, Figure 14, is the one in most common use, of course with slight variations.

Figure 15 is a tardy slip and the one following it, Figure 16, is a slip for the parents to sign before the absence occurs. The chance for dishonesty in such a slip cannot be overlooked.

---

Nevada High School  
Petition for Admit When Tardy

Franklin said to a servant who was always late, but always ready with an excuse, "I have generally found that the man who is good at an excuse is good for nothing else."

Instructions to Student

1. Carefully fill out this sheet with ink and be seated until the clerk has an opportunity to consider your case. Do not talk while waiting.

2. This sheet must be signed by the teacher of the class to which tardy, your home room teacher and your parents or the person responsible for your attendance. A forged signature will result in a severe discipline case.

3. After all required signatures have been obtained, this sheet must be returned to the office. Student will not be admitted on day following tardiness unless this sheet has been properly signed and returned.

Date \_\_\_\_\_

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Distance to School \_\_\_\_\_

Time of Arrival \_\_\_\_\_ Total Number of Tardies this yr. \_\_\_\_\_  
(To be filled out by clerk)

Reason for tardiness (Be specific and definite)

---

Please admit this student to class at \_\_\_\_\_ and record this tardiness as excused unexcused:

Signature of: Principal \_\_\_\_\_ Class Teacher \_\_\_\_\_

Parent or Guardian \_\_\_\_\_ Home Rm. Teacher \_\_\_\_\_

(Con't. on next page)



### Important Information for Student and Parents

Probably the place where punctuality is most readily seen to be of importance in a dollars and cents way is in business; however, a habit formed in earlier years will often persist in later years--watch it! If you apply for a position in the business world and tell the manager you will be at his office at eight to talk over agreements and you come about five minutes after eight, do you think there would be the least hope of your getting the position? How do you feel if you make an engagement with some one and have to wait? Is this sensation pleasant? Competition is keen in the business world today. The man or woman who cannot be depended on must lose his or her job to the one who has formed habits of punctuality. Which will you be? Habits formed in Nevada High School will make or mar your future.

---

#### Figure 17

Figure 17 is decidedly unusual. It might stir parents out of the complacent attitude that it does not matter whether the student is absent or not. That is, providing the sheet reached the parent. The majority of students is honest but the few who are habitually absent are often not.

Work Make-up. After the pupil is back in school, the question of making up work is the next problem. Two make-up slips are shown. The first, Figure 18, was duplicated in seven schools. The color is white if the absence is excused and pink if the absence is not excused. The part of the slip shown below the main part can be torn off and retained in the office. The second slip, Figure 19, is smaller and



### Re-entrance Card and Make-up Work Report

: No. _____			Tardy		Periods	Days
: Name.....Date.....						
: Period	Teacher	Subject	Assignment			
: 1						
: 2						
: 3						
: .....						
: .....						
: 6						
			Teacher's Signature			

Name _____	No. _____
Date _____	
Time missed:	
Tardiness	
Periods	Days

Figure 18

Harmony Public Schools		
<u>Make-up Slip</u>		
To H. S. Teachers:		Date _____ 193__
_____ has brought a satisfactory		
Name of pupil _____ excuse for absence on		
_____ A.M.-P.M. and may make up the work		
Date _____ missed.		
Subject	Date	Teacher
1		
2		
3		
4		
Signed: _____		
_____ H. S. Principal		
N.B. All work must be made up or arrangements made for make-up within one week from date of returning after absence.		

Figure 19

scarcely gives room for a comprehensive report by the teacher. It is doubtful if such definite information is necessary.

Absence Limitation. In only seven cases was there a limit on the number of absences. In the average Kansas community, at least, the parent regards the attempt of a principal to force regular attendance as impertinent. Is he not a taxpayer, and if it were not for him where would the principal be? The majority of parents supports the principal, but not the parent of the delinquent. It is a sad fact

that the amount of effort necessary to "get by" in our schools is negligible. Is this not due to the fact that we have so many who cannot do good work that we have lowered our standards to mediocrity?

When schools were asked how they limited absence, the answers were varied. One school reduced grades. Another reduced the grade two to four per cent unless the work was made up within two days. A third reduced grades and limited extracurricular activity. One, where attendance is compulsory, sent the truancy officer. Many of us have doubtless longed for this last weapon. One principal stated that there was no absence allowed except for sickness. This should be the case everywhere but it is impossible to realize in most communities.

Checking Failures. Failures in work are reported to the office in nearly all instances, although three schools reported that there was no specified time when they should be reported. Twelve checked these every six weeks, six looked up failures weekly, and two checked poor work twice a quarter. Individual answers gave the time as, "when they occur, monthly, every nine weeks, every five weeks, and every three weeks". Athletes had to be checked weekly.

When asked how failures were checked, the principals gave a multitude of answers. Six did not answer this

question. Five used failure slips, one took failures from grade cards, three merely stated that the superintendent checked the number, and six had teachers make report lists to be handed in. The home room teacher checked all failures in one system. What a fine opportunity for the home room teacher who really is vitally interested in the work of those in her home room. The association should be much closer with the home room teacher and pupil than with the principal and the result should be better. One principal reported close personal attention, one handled failures in faculty meeting, and two executives depended upon the oral complaint of teachers. One school reported that a letter was sent to parents.

Probably more important than the checking of failures is the follow-up with the parent. Three schools did not take up poor work with the parent. Six sent letters, five mailed notification slips, five gave no explanation of method, one reported that there was no regular method employed, and one principal stated that a few were taken up by phone, but that there was no fund available to mail out reports. One school has the teacher call on the parent personally. This might offer some difficulties where the district had many rural pupils, but the parent-teacher contact should be fine. Probably visits should be made before

trouble develops so that the parent will have a friendly attitude toward the teacher when poor work shows up. One school uses the phone plus a form. Another merely stated that the teacher does the work without indicating the method. One principal checks low grades through the Parent-Teacher Association. There were three rather vague answers as to method. Some of the report sheets sent to the office are illustrated in Figures 20 to 29. They are quite good and are very comprehensive. The first is a report of honor students (Figure 20).

-Honor Roll Report-		
_____ Six-Week Period	Grade _____	School Year 19__ 19__
"High Honor Students"		
(Students whose average is between 90 & 100)		
1.		4.
2.		5.
3.		6.
"Honor Students"		
(Students whose average is between 80 & 90)		
1.		5.
2.		6.
3.		7.
4.		8.

Figure 20

**Weekly Report of Students Doing Unsatisfactory Work**

For week ending          Mo.          Day          Year          Teacher         

"Check" (✓) students about to fail; "double check" (W) students who are failing. Present at principal's office Friday noon of each week.

Student's Name	Check	Subject	Period	Date	Mo.	Day	Times Reported	student's reason for inferior work
.....								
.....								

Figure 21

**Teacher's Report of Pupils Needing Attention of Attendance Officer**

Name of Pupil                                 

Grade          School                         

Residence   

Parent   

Reason for report:                                 

Date          Teacher                         

Principal   

Figure 22

Report of Number of Failures

\_\_\_\_\_ Six Weeks \_\_\_\_\_ Date \_\_\_\_\_

Teacher _____	No. Pupils in Subject		No. Failures in Subject		Date _____
	Boys	Girls	Boys	Girls	
Subject					Total
.....					
.....					
Teachers will please avoid giving grades between 65% and 70%. This always causes difficulty.					
Remarks:					
This form is to be made out as soon as it can be done conveniently at the close of the six weeks period. Give it to your principal who will send it to the office of the superintendent.					

Figure 23



**Chief Causes of Irregular Attendance**

\_\_\_\_\_ Month, 19\_\_ , 19\_\_

	No. of Pupils	No. of Days
(1) Personal illness.....	_____	_____
(2) Illness in family.....	_____	_____
(3) Quarantine of home.....	_____	_____
(4) Death of relative.....	_____	_____
(5) Absence due to observance of religious holidays.....	_____	_____
(6) Absence due to home work caused by absence of parent or guardian.....	_____	_____
(7) .....	_____	_____
(8) .....	_____	_____
(9) .....	_____	_____

Totals.....

- a. Under "No. of Pupils" you will indicate the number of pupils who have been absent during the month.
- b. Each absence whether a half day or whole day constitutes a separate absence.
- c. Under "No. of Days" you will indicate the exact number of days absent.

Return This Report to Your Principal With Your Monthly Report.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Figure 24



Booker T. Washington School  
 El Reno, Oklahoma  
 Teachers' Six-Weeks Scholastic Report

Year 19\_\_ , 19\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ Enrollment \_\_\_\_\_ Semester \_\_\_\_\_

A.D.A. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ Average for year \_\_\_\_\_

Teacher \_\_\_\_\_ Length of Period \_\_\_\_\_ Times per week \_\_\_\_\_

Name	Six-Weeks Periods					
	1st. Period D. A. Mark	2nd. Period D. A. Mark	3rd. Period D. A. Mark	Semester D. A. Mark	Semester D. A. Mark	
1. _____						
2. _____						
3. _____						
4. _____						
.....						
.....						

Figure 25

Booker T. Washington School  
El Reno, Oklahoma  
Report of Retarded Students

Name of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Pupils About to Fail		
Name of Student	Grade	Subject

Pupils Who Are Failing		
Name of Student	Grade	Subject

Have you made a visit to the homes of these students and talked with parents or guardians concerning these students? \_\_\_\_\_

Have you given individual instruction to any of these students? \_\_\_\_\_

What suggestions do you have to offer that you think will remedy the conditions? \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Figure 26



Outstanding Pieces of Work Done

Name of Pupil	Subject	Remarks	Times Reported
.....			
.....			
What students in your study period seem to have nothing to do?		List special problems this week.	
What patrons have you held conferences with this week?		Which of your classes the past week have been unsatisfactory?	
How many examinations have you given this week?		How many sets of papers have you graded this week?	
Cases and nature of discipline.			

Figure 27

### Six Weeks Report

Teacher's Name _____	Period ending _____
Enrollment first day _____	Now _____
Enrollment by grades now _____	_____
Number of days in session this period _____	_____
Boys enrolled by grades _____	_____
Girls enrolled by grades _____	_____
Names of new pupils _____	_____
Pupils who are problems in discipline _____	_____
Pupils who are tardy or absent often _____	_____
Pupils doing unsatisfactory work _____	_____
Which ones of above list are failing because they do not study enough: _____	_____
Parents who have visited school this six weeks period: (Programs not included) _____	_____
Homes of my children I have visited the past six weeks period. _____	_____
Teachers should make it a point to visit homes of pupils. _____	_____
Attendance - days this period _____	Attendance Record _____
	All periods to date _____
	(include present one) _____
Absence this period _____	Total all periods _____
Average daily attendance _____	Total (not grades) _____
Percent of attendance _____	_____
Honor roll on other side _____	_____
Teachers should be in building at 8:30 a.m., 1:15 p.m. until 4:30 p.m.	_____

Figure 28

Pomerooy Public Schools

Report of Unsatisfactory Work  
(Fill out and give to your principal)

Name.....Age.....Grade.....  
Teacher.....School.....Date.....

Subjects Rate of Learning  
Attendance Physical Defects  
Interest Attitude  
Depertment Does he Work?  
What remedial work has the teacher done?

Suggestions by the teacher.

Principal's disposition of case or suggestions.

Final disposition.

Figure 29

Report to Parents--Unsatisfactory Work. Below is a number of reports to parents (Figures 30-36). The honor card, Figure 30, is fine. Why should we not mention good work instead of sending only the bad reports? Can we be too busy to build up cordial relations with those people who furnish us our living? Figure 32 gives room for suggestions by parents. This should be helpful to all concerned. Too often we do not know the home problems of our pupils.

<p>Student's Honor Card (To parents in recognition of honors attained)</p>
Date _____, 19__
This is to certify that _____, has attained especial honors in: _____
<p>which is most commendable, and an honor worthy of striving to hold throughout the year. It is our purpose to encourage citizenship in its broadest scope through our school activities. Individual improvement of work or self requires honest effort and persistency. The degree of success attained depends upon the determination of each student. The knowledge of work well done is the student's greatest reward and the basis for a parent's just pride.</p>
_____ Teacher

Figure 30

Report to Parents on Progress of Pupil

Date.....193..

This is to certify that.....  
 is doing unsatisfactory work in.....  
 .....

Absent from class.....times, tardy...times

It will be necessary to devote more attention to these subjects in order to secure a passing grade. We desire to cooperate with you in whatever may be done to encourage and stimulate the pupil to make the most of his opportunities. The teacher will be glad to confer with you regarding the pupil's work.

.....  
 Superintendent of Schools

Figure 31



Notice to Parent or Guardian of Delinquent Pupil  
Office of Superintendent of Schools

City of.....19....

Mr.....

Dear Parents:

son  
Your daughter.....

his  
is falling behind her class in the following subjects:

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

This appears to be due to the following causes:

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

Unless he improves it may be necessary to.....

.....Supt.-Principal

.....Teacher

Suggested remedy by parents:

1.....  
2.....  
3.....  
4.....

Note:--Please return this notice to teacher.

.....Parent

Figure 32

**Report to Parents on Progress of Pupil**

Date.....19....

This is to certify that.....

is doing unsatisfactory work in.....

Cause.....

Absent from class.....times, tardy.....times

It will be necessary to devote more attention to these subjects in order to secure a passing grade. We desire to cooperate with you in whatever may be done to encourage and stimulate the pupil to make the most of his opportunities. The teacher will be glad to confer with you regarding the pupil's work.

Please sign and return at once

..... Pr. or Supt.

..... Parent or Guardian

Figure 33

<p>Name.....</p> <p>(last name first)</p> <p>Subject.....</p> <p>Reason.....</p> <p>Teacher.....</p> <p>Date.....</p> <p>Grade.....</p>	<p>Date.....</p> <p>Parent or Guardian:</p> <p style="padding-left: 20px;">This is to notify you that.....</p> <p style="padding-left: 20px;">is doing poor, failing, work in the following:</p> <p>.....</p> <p>Probable Cause.....</p> <p style="text-align: right;">Teacher.....</p>
---	---

Figure 34

Figure 35

Pomeroy Public Schools Pomeroy, Ohio Senior High School	
This is to notify you that.....	
is doing unsatisfactory work in.....	
Remarks:	
Date.....	..... Teacher

Figure 36

Grade Cards. The majority of schools send out grade cards every six weeks. Twenty-one follow this practice. Five send them quarterly or every nine weeks. One school sends them out monthly, and one school did not answer. Schools reported 100 per cent that the card is given to the student. One school used to mail the final report to the parent but the lack of funds has stopped this practice.

The cards varied considerably. All gave the grades by periods of course. Most of the cards required parent's signature but some did not. Again, the question comes up of the forged signature. With all the report of unsatisfactory work, is the parent's signature necessary or is it a hold over from other days? Many cards gave some rating on citizenship. The article in a recent issue of the American

School Board Journal where the superintendent states that his school has done away with all formal grades and is substituting a letter on the pupil's progress from the teacher is one to cause one to pause. One city of the first class is merely giving two grades, "satisfactory and unsatisfactory". One card, shown in Figure 37, gives grades alone on a slip that the pupil does not have to return to the school. No absences or tardies are recorded. It does away with the constant check to get pupils to return cards and the forging of parent's signature on an unsatisfactory card. It does make a little more work for the teacher in making out new slips, but it has worked satisfactorily in two schools in Kansas, and over a period of years in one of those schools. Scholarship has been just as good and the parents who are really interested still get the reports. Those who do not care did not get the old form or did nothing if they did receive it. This card is shown together with several others. The various citizenship forms are also shown.

A separate attendance card is given in Figure 38. A separate card seems scarcely justified.

Figure 39 shows the pupil's rank in the class. Figure 40 gives a graphic illustration of the pupil's grade. Following it are several evaluations of citizenship.

Pupil's Report Card	
Rural High School, No. 4, Argonia, Kans.	
Pupil's Name.....	
Subject.....	
Grade	Grade
1st 6 weeks.....	4th 7 weeks.....
2nd 6 weeks.....	5th 6 weeks.....
3rd 6 weeks.....	6th 6 weeks.....
Mid-year Exs.....	Final Exs.....
Semester average.....	Semester average.....
Credit given.....	Year average.....
A means Good, B above Average, C Average,	
D below Average, F Poor.	.....Teacher

Figure 37

Daily Attendance Report												
Symbols: 1-absent; T-tardy; X-excused; D-dropped; E-entered												
Grade												
Name of pupil	M	T	W	T	F	S	P	A.M.	P.M.	A.M.	P.M.	
Week 1	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.
2												
3												
4												
5												
6												
Total												
Period												
Remarks:												
A pupil is dropped after 3 days absence												

Figure 38

This is a report of the progress your child has made in school subjects. The marks used are the letters A,B,C,D, and F, which appear at the top of the columns. The number of pupils receiving each mark shows opposite the name of the subject. The number in one column has a circle drawn around it, which indicates the group for your child. The graph indicates the progress of your child as compared with the progress of the other members of his classes.

Subjects	First Semester													
	1st Period					2nd Period								
	No. in Class	Number Receiving					No. in Class	Number Receiving						
A		B	C	D	F	A		B	C	D	F			
Agriculture														
Arithmetic														
Civics														
Classics														
Composition														
Dom. Science														
Drawing														
Geography														
History U. S.														
History State														
Lang. & Gram.														
Manual Tr.														
Music														
Physiology														
Reading														
Spelling														
Writing														

Figure 39

Name of pupil.....	Age.....	Grade.....	Name of teacher.....	1 Mo.	2 Mo.	3 Mo.	4 Mo.	5 Mo.	6 Mo.	7 Mo.	8 Mo.	9 Mo.	100	Dist. No.....	19.....	19.....	
													95				Honor Zone
													90				Credit Zone
													85				
													80				Danger Zone
													75				
													70				
													65				
													60				

Figure 40



Traits and Attitudes of the Pupil						
Six Weeks Periods	1	2	3	4	5	6
Lack of Preparation						
Does not Follow Directions						
Wastes Time						
Careless						
Discourteous						
Note--If none of the above items are checked the pupil's attitude is satisfactory.						

Figure 41

Qualities of a Good Citizen
1. Does not quarrel or lose control of temper.
2. Does not molest other people.
3. Has respect for property and rights of others.
4. Obeys those in authority courteously and promptly.
5. Obeys rules and regulations of the school.
6. Pays attention while others are talking and does not interrupt.
7. Talks and laughs quietly.
8. Has polite habits of speech.
9. Is serious in attitude towards work.
10. Tries to measure up to high standards of workmanship.

Figure 42



Teacher's Report of Student's Habits and Activities Desirable for Good Citizenship	Nine Weeks Report			
	First Semester		Second Semester	
	1	2	3	4
Is punctual in attendance.....				
Makes up work missed.....				
Uses time to good advantage...				
Does consistent work every day.....				
Accepts responsibility.....				
Cooperates with students.....				
Cooperates with teachers.....				
Is trustworthy in performing tasks independently.....				
Is courteous.....				

Figure 43

Absence From Room. The next problem is that of pupil absence from the room during the day. Sixteen schools use some sort of form to give to the pupil when he leaves the room. Two do not allow the pupil to leave the room except between class hours. Figures 45, 46, 47, 48, 49, 50, 51, and 52 are some typical slips.

Library Permit	
Date.....	19.....
Name.....	.....
Has permission to visit Library from.....	Grade
Room for.....	minutes.
.....	.....
Teacher.	.....
.....	.....
	Librarian

Figure 45

Name.....
Left assembly.....
For.....
Signed.....
Permit Slip
Arrived.....
Left.....
Signed.....

Figure 46

Name.....	Date....
Period.....	
In.....	
Out.....	

Figure 47

Permit to Enter Class	
N.....	Date.....
Permit.....to enter class study period No.....	
No, she is not excused.	
	Prin.--Supt.

Figure 48

Assembly Absence Permit	
Date _____	Teacher in charge _____
Time leaving _____	Time returning _____
Instructor visited _____	

Figure 49

Excuse Blank	
Date _____	
has permission to _____	
requested by _____	
released by _____	
O.K. _____	Principal _____

Figure 50

Absent From Home Room	
Last name first _____	
Day _____	A.M. P.M.
Date _____	
Teacher _____	

Figure 51

	Date.....
Please excuse.....	
From.....	to work
in Room.....	at (time).....
	Signed.....
Time	Time
Excused.....	Returned.....
Arrived.....	
Finished.....	

Figure 52

When the question was raised as to what forms were used, eight schools answered with the printed slips as illustrated. Ten principals use no form, four have written permission from the teacher, one issued a library permit as illustrated, two had permits written in the office, and one had the pupil carry a wooden block bearing the teacher's name, that is, the teacher in whose room he belonged. A permit from the office might throw too much work upon the principal unless he had office help.

There is always the problem of having the pupil leave the room during class hour. Twelve schools permitted it, one allowed it only when the pupil was in study hall, and one system allowed the school pupil one such absence from room per day. Three had the pupil's leaving and time gone

recorded in the office, one had only long absence recorded, and one had all absences of over five minutes recorded. Figure 53 is a report sheet that two Kansas schools use for the teacher to hand to the principal at the end of the day.

Report of Pupil Absence from the Room		
Name of Pupil	Time Left	Date _____ Time Returned _____
		_____ Teacher

Figure 53

Telephone Calls. Then, there is the telephone. Parents call to have groceries brought home. Children are called for every reason or for no reason at all. Administrators were asked if students could answer the phone at any time. Six answered "yes", but one added that there were few calls. One allows the student to be called at once if it is a long distance call, one, if parents call, and one in case of sickness or other emergency. Probably students could answer the phone in any school under such circumstances. One school had no phone, and one allowed students to be called only from study hall. Fourteen use telephone slips which are made out and given to the pupil so that he may call back

at the end of the class hour. Figure 54 is a typical slip for such purposes.

Telephone Call	
	call
At number	
Call received at	

Figure 54

One school uses a telephone sheet upon which all calls are made out and the pupil is notified. It is given in Figure 55.

Grades--Recording. When asked if teachers made out grades on permanent record, fourteen principals answered "yes". In five cases, the principal does this work--a rather heavy burden for a principal. One school has the home room teacher do this work, one does it in faculty meeting, and six use office help, in two cases this being student help. Sixteen schools have the teacher make out grades on special class sheets, one for each class. One such sheet is illustrated in Figure 56. Only two schools do not publish an honor roll. One uses honor society recognition, one uses school newsletter, three use the bulletin board, one the school paper plus the bulletin board, five publish the list

in the school paper, eight employ the local paper, and six put the lists on the bulletin board and also use the local paper.

In twenty-two cases the student's record is kept up-to-date in the office. Such records will be given below. The various sheets are not given in exact reproduction since the main items are the same. However, many good points are found that will be considered separately. First, of course, all records give grades, absences, and tardies. Several give student activities with the number of points given in each activity. Such a card is reproduced under point systems. A record is kept of all vaccinations and inoculations. One school listed physical and mental development. No school could use all, but all could use many such items in the final or permanent record and have a better check on the pupils enrolled.

School Finances. One of the biggest tasks in school administration is the handling of school finances. In eighteen cases, the board of education handles all financial records except extracurricular funds. In eight cases, the superintendent keeps the records. One superintendent writes all warrants, and in one instance both superintendent and board keep complete records. Three of the eight cases where the superintendent keeps the records reported that monthly

Telephone Calls		
Person called.....	No. to be called.....	Time to call.....
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
.....		
.....		
27.		
28.		
29.		
30.		

Figure 55



## Nevada High School Class Report

1. Make this report at the close of each semester for each class.
2. Be certain that every name is entered and that they are in alphabetical order all the way through.
3. All students who have enrolled should be included. Report all drops or failures as well as people who have earned credit.
4. Include grades for both quarters and the semester. Be sure your semester grade is the correct average of your quarter grades.

(Sem.) Number 

--	--	--	--

 Semester        Year       

E S M I F D 

--	--	--	--	--	--

Instructor	Subject	Period	Room	Semester	Semester	Semester
Students (last names first)	1	2	Semester (last names first)	1	2	ter
.....						
.....						

Figure 56

Board of Education  
Purchase Order

Refer to No. \_\_\_\_\_  
When Wanted \_\_\_\_\_  
Texas \_\_\_\_\_  
Salesman \_\_\_\_\_

To \_\_\_\_\_  
\_\_\_\_\_

Send by \_\_\_\_\_ the following:

Quantity	Catalogue No.	Description	Price	Amount
.....				
.....				

Approved by \_\_\_\_\_ And charge to account of \_\_\_\_\_  
District No. \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Dated \_\_\_\_\_ By \_\_\_\_\_  
Supt.  
Principal  
Clerk

Figure 57

(original)	No.....
Attica City Schools	
<u>Requisition</u>	
This authorizes.....	
to purchase.....	
for the Attica City Schools, District No. 61.	
Signed,	
.....	Superintendent.
.....	Director of School Dist.
Notice:--The Board of Education will not recognize any bill from any person unless an authorized Requisition signed by the Superintendent or Director of the School District is attached to said bill.	

Figure 58

reports are made to the board of education. All teacher purchases are checked by the superintendent before the purchase is made in every school reporting. Figure 57 is a purchase order for all purchases. The superintendent keeps a duplicate of each order.

Figure 58 is a requisition sheet to be made out by the teacher desiring to make a purchase which is approved by the principal. The firm presenting a bill at the end of the month must also present this order with the bill.

Board of Education  
(remittance)

Remittance No. \_\_\_\_\_  
Warrant or Ck. No. \_\_\_\_\_

To \_\_\_\_\_

Enclosed find payment for amount of invoices as follows:

Date of Invoice	Amount of Invoice	Freight Allowance	Short-age	Over Charge	Goods Returned	Amount Dis-counted	Rate of Dis-count	Amount of Dis-count	Net Amount
.....									
.....									

Remarks:

To whom charged \_\_\_\_\_

District No. \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Signed \_\_\_\_\_

Dated \_\_\_\_\_

Figure 59

Supervision Report					
Date	Grade	Class Observed	Teacher	Time Spent	
Physical Conditions		Superior	Average	Low Average	Remarks
(1) Lighting.....					
(2) Ventilation, heat.....					
(3) Appearance of room.....					
(4) Care of property.....					
(5) General order (a) pupils in class.....					
(b) Pupils at desk.....					
(c) Passing to and from room.....					
Recitation and Pupil Response					
(1) Following definite plan.....					
(2) Attention of class.....					
(3) Neatness of blackboard work.....					
(4) Snap put into work.....					
(5) Quality written work handed teacher.....					
(6) Preparation of lesson by class.....					
Suggestions to Teacher					
(1) Voice.....					
(2) Assignment clear and definite.....					
(3) Success in explanation.....					
(4) Teacher's enthusiasm.....					
(5) Helps and illustrated material used.....					
(6) Dispatch in begin'g, conduct'g rec't.....					
Favorable Comments on Conditions Observed					
Name of person making this report					

Figure 60

Library Record			
			Date _____
Name	Time In	Time Out	Purpose
1.			
2.			
3.			
4.			
.....			
.....			
36.			
37.			

Figure 61

In Figure 59 is shown a blank sent with all remittances. It accompanies the check or order and the duplicate copy in a different color is retained by the superintendent.

General Forms. There are three general forms in the regular classification. They are, a supervision sheet, Figure 60; a driver's report, Figure 61, for schools maintaining school bus service; and a library sheet, Figure 62, for the checking in and checking out of books.

### Hallock Driver's Daily Report

Route No.....

	Mon.....	Tues.....	Wed.....	Thurs.....	Fri.....
Week Ending.....19....					
1. Time of first stop in morning.....					
2. Time of arrival at school building.....					
3. Time of departing from school building.....					
4. Time of last stop in evening.....					
5. Number of times children became disorderly.....					
6. Number of pupils carried.....					
7. Names of pupils late(Morning..... to meet wagon(Evening.....					
8. Trips made by other than regular driver (name & day).....					
9. Complaints or suggestions if any.....					
					Driver

Figure 62



## Extracurricular Forms

Finances. The next task is that of extracurricular finance. Twenty-five of the twenty-eight schools reporting have one central fund. The advantages of centralization are obvious. The local bank does not have to handle more than one fund. This is cheaper for the school as nearly all banks now charge a service fee for small accounts. Then there is no fund left by an outgoing class that might be forgotten. One school formerly had several such funds which had been lying idle for years, only a few dollars in each fund. Any money that is left from a class fund reverts to the general, central fund. In twenty-three cases the fund is administered by the principal, in three by a faculty member, and one by the principal's secretary. One principal handles the fund in cooperation with the student committee on finance. What a fine chance for the student to learn to handle funds in a efficient manner. Another fine recognition of the needs of pupil training is found in the four schools that have student treasurers, the five that have both student and faculty officers, and the one that is administered and recorded by a teacher plus the class treasurers. One has



a student secretary and treasurer. Eight schools have faculty treasurers and in eight cases the principal is the treasurer. The activity treasurer usually makes out a requisition which is signed by the activity sponsor, approved by the principal, and then the check is made out by the treasurer. Most schools have a special deposit slip for activity deposit, and one school sent a special form for reporting receipts of all activities taking in money. One principal has the treasurer of the junior class make out a complete financial statement of all expenditures for the junior-senior banquet. The complete statement was a revelation of what students are really capable of doing with the proper guidance. Figure 63 illustrates a deposit slip made in duplicate.

High School Treasury		
Dep. _____	No. _____	
Date _____	Fund _____	
For _____		
Currency		
Silver		
Checks		
Signed: _____		

Figure 63

Requisition

Nevada High School Activity Fund  
(Please return with statement)

No.....  
Date.....

To.....	Department.....	No.....
.....	Balance brought forward.....	Date.....
.....	Amount deposited.....	
.....	Balance of account.....	
.....	Amount this requisition.....	
.....	Balance carried forward.....	

(Check will be made payable to above. Itemized statement must be presented.)

Kindly deliver the following listed articles and charge to the Nevada High School Activity Fund:

---



---



---



---



---

School Accountant.

Sponsor.

Principal.

Make no charges to Nevada High School Activity Fund or any department of this school except when authorized to do so by a requisition signed by the sponsor, school accountant and principal. The School District of Nevada is not responsible for this account.

Figure 64

Booker T. Washington School  
El Reno, Oklahoma

Date.....

Received from the school fund of the Booker T. Washington School  
\$.....dollars for.....  
.....  
.....

Approved by, .....  
Signed, .....

Figure 65

No. _____	No. _____
To _____	Attica, Kans., _____ 19____
For _____	
Dollars Cents	\$ _____ Dollars
Bal. For 'ed _____	
Amt. Dep'd _____	
" " _____	
Amt. Ck. 'ed _____	
Bal. For 'ed _____	

Pay to the order of \_\_\_\_\_

To the Attica State Bank A.H.S. Finance Com.  
Attica, Kans. By \_\_\_\_\_

Figure 66

Booker T. Washington School  
 El Reno, Oklahoma  
Financial Report

Activity _____	Date _____
Adult Price _____ cents.	Childrens' Price _____ cents.
Place _____	Competitor _____
Door Receipts (total) _____ \$	
Collections or Donations _____ \$	
Total... _____	
<u>Expenses</u>	
1. _____ \$	
2. _____ \$	
3. _____ \$	
.....	
.....	
6. _____ \$	
Total \$ _____	
Amount turned over to the school fund.....\$ _____	
(Gain \$ _____, Loss \$ _____)	
Activity _____	Date _____
Received of _____	
_____ Dollars, to be applied to school fund.	

Figure 67



Figure 64 is a requisition blank made out in triplicate. Three colors are used. The school sponsor and student treasurer each keep one and the other is given to the merchant who must present it with his bill. Figure 65 is a student receipt for money received from the general activity fund. Figure 66 is a typical check and stub from an activity check book. Figure 67 is a report on activity receipts which each student manager must fill out when gate receipts are turned in. Figure 68 is a cost account sheet for all activities in the school fund. The sheet is not complete, but as many columns may be added as are necessary for all accounts in the fund.

One such sheet, as illustrated in Figure 68, is used for a year or semester, or month, depending upon the amount of entry work necessary. Such sheets are usually kept in a binder and the balance of each account may be seen at a glance. A separate sheet is kept to give the total balance of the fund. The check book is also a check against the total balance. The student treasurer may be given mimeographed sheets so that he can keep all accounts on his books and the faculty sponsor may keep the permanent record.

Assemblies. While the assembly program may not be strictly extracurricular in character, it is being considered under that head. Programs are planned in a variety of

ways. Two schools have home room teachers plan all such programs. Four schools use a faculty committee. Eight more are planned by teachers. Three schools depend upon the superintendent for all planning. Nine schools let a committee, composed of students, helped by a sponsor or adviser do this work. Again, a splendid chance for the training of citizens in a democracy is given by these student groups who are given the opportunity to plan entertainment and instruction for their own group. How much more pride and interest would be shown by the students in the programs under such a set-up. One principal has the program printed in the local paper one week in advance so that the patrons of the school may be advised of what the numbers will be. It has been said that the assembly should be the best advertising medium that the school has. Another statement that the assembly program should grow out of the work of the school and return to the school to enrich curriculum has been made. What is a better way to have such results than to allow the students to plan such a program and participate in it?

One school in which the writer was privileged to teach had just such a plan. The general outline of the program was planned by the student council with the sponsor as an adviser. Then each curricular class was responsible for so



many programs. The English classes gave talks, promoted debates, gave one-act plays and recited original poems and stories. The home making classes showed how to handle various details in the home, the vocational agriculture group gave a demonstration of the best way to feed hogs for market, and the history classes gave historical plays and stunts. Every student was given an opportunity to participate in the programs. A scoring chart was kept for freshmen, sophomores, juniors, and seniors. Every member of a class received a point for being in a program. He could not receive a point for a second performance until the entire class had been in a program, although he might have to appear without getting credit. The class with the greatest number of points was given a party by the rest of the school at the end of the year. All programs which featured outside speakers were given on other days. One student read the Scriptures, one gave announcements, and one handled the program announcements. No faculty members were in evidence at the regular program. They sometimes appeared in special assemblies. The plan was very successful. The real secret of the success of such a plan lies in the sponsor who must be a glutton for work.

Clubs. Only two schools did not report some kind of a club program. Six schools reported that assembly programs



were reported in advance to the office, and twenty-six schools reported club proceedings to the office. These reports are made by sponsors, club secretaries, class presidents, or other officers.

Home Rooms. Only four schools reported that they had no home room. Eight more reported no home room records. One reported that minutes were sent to the office by the home room. Five schools did not answer. Six home rooms handle attendance. One school has home rooms handle class records. Two schools have a form, one of which is illustrated. One home room handles all permanent records.

Ten schools do not have a home room program. Six have regular home room programs. Eight have partial programs. One of these reported that the program was continued through the ninth grade. Nine programs were planned by teachers or principals. Five schools let the programs be planned by students and sponsors. Figure 63 is the home room report mentioned above.

Booker T. Washington School  
El Reno, Oklahoma

Home Room Weekly Report

Home Room _____	Grade _____	Date _____
Sponsor _____	President _____	
1. Enrollment.....	_____	_____
2. Number of persons dropped.....	_____	_____
3. Percentage of attendance for week.....	_____	_____
4. Cases of tardiness for week.....	_____	_____
5. Disciplinary cases reported to the principal.....	_____	_____
6. Deportment in assembly.....	_____	_____
7. Number of persons that partici- pated in last assembly program...	_____	_____
8. Number of persons enrolled in clubs.....	_____	_____
9. Number of persons not enrolled in clubs.....	_____	_____
10. Per cent of group doing passing scholastic work.....	_____	_____
11. Per cent of group doing failing scholastic work.....	_____	_____
12. Number of personal conferences with sponsor.....	_____	_____
13. Number of parent's visits to the school.....	_____	_____
14. Contests won during the week.....	_____	_____
15. Was contribution made to the bulletin board?.....	_____	_____

(These reports are to be in the office of the principal at the close of school on the day of the home room meeting.)

Figure 69

Report of Home Room Meeting		
Section _____	Home Room Teacher _____	
Date _____	Number Present _____	Absent _____
Program:		
Other Business:		
Reports, resolutions, or recommendations of the group which usually follows the discussion of some problems:		
Signature of:		
Chairman _____	Secretary _____	Teacher _____
(Write on back of sheet if necessary)		

Figure 70

Requirements for Participation. When asked what scholastic requirements were asked of pupils for participation in activities, five schools make no requirements except for athletes. Five require passing in all subjects, six in three subjects, and one in four. One principal reports an eighty per cent average. Three require "C" averages. In one school, officers must pass in three subjects. One stated that the student must be passing in three subjects for the past six weeks. One school reports that the student is given a diploma or certificate for excellence in activities. A certain Kansas school gives pins for points

in activities and scholarship. This school does not make athletic awards to its teams in interscholastic competition.

There were many forms that were submitted for each section, but only one home room program report sheet was received. It is illustrated in Figure 70.

Point System. Seventeen schools do not limit the number of extracurricular activities in which a pupil may engage. Four require passing grades in all subjects. Two mentioned scholastic requirements without stating the exact terms. One principal reported that those activities are limited which take place during school hours. One school allows only two activities to each pupil. One school bases the participation upon the general ability of the student, and one allows the home room teacher to limit the amount of participation. A scale of point where the point system is used is given in Figure 71.

Athletic Permit. Many schools have followed the practice for a long time of securing the parent's written permission for the pupil to compete in interscholastic athletics. The permit also states that the school will not be responsible in case of injury to the player (Figure 72).

Transportation. Transportation is a big problem among smaller schools. Usually the cars are furnished by students

Course	Date of Birth						
Age at Entrance	Date of Leaving	Reason					
Parent or Guardian	Occupation						
(reversed)							
Nationality of Father	Nationality of Mother						
Point System			Year				
Student Activities	Points	1	2	3	4	5	6
Glee Clubs	1						
Chorus (contest)	3						
Orchestra	3						
High School Quartette	3						
Debate (one of the six)	7						
Debate (inter-class)	2						
Declamation (contest)	5						
Oration (contest)	5						
Extempore Speaking (contest)	5						
Essay (contest)	4						
Piano (contest)	4						
Violin (contest)	4						
Voice (solo in contest)	4						
Operetta	1						
Class Officers (Jr.H.I)	2						
Class Officers (Jr.H.II)	2						
Class Officers (Jr.H.III)	3						
Class Officers (sophomore)	3						
Class Officers (juniors)	3						
Class Officers (seniors)	4						
Football (winning letter)	3						
Captain	2						
Track (winning letter)	3						
Captain	2						
Basketball (winning letter)	3						
Captain	2						
Track (winning letter)	3						
Captain	2						
Tennis (winning letter)	2						
Senior Play	1						
Junior Play	1						
Mathematics Club	1						
Latin Club	1						
President any school club	1						
Typewriting (winning contest)	2						

(Con't. on next page)

Permanship (winning contest)	2								
All grades (years) of I's	5								
All grades (years) of II's	2								
Others									
Total									

Figure 71

Parents Football Permit Gardner High School	
_____ has our permission to partici- (pupil's name) pate in Gardner High School athletics during the school season of 1934-35. It is understood that the school accepts no responsibility beyond that it provides proper supervised opportunities to play.	
(Signed) _____ (parent's name)	

Figure 72

who resent any restraint under the circumstances. There are pupils who wish to go with their parents or in unchaperoned cars containing only students. Since it is almost impossible to transport large groups and get enough cars in which an adult may be placed, one often has to use other transportation. One principal uses the form illustrated in Figure 73 when the student requests the privilege of going in cars not provided by the school. The parent signs this

Transportation Permit

Dear Parent:

The high school has always tried to provide cars, adequately chaperoned, whenever it is necessary for a large group to attend some contest or other function outside of the community. However, some pupils wish to go with parents or wish to go in cars not provided by the school. \_\_\_\_\_ has made such a request for \_\_\_\_\_

and we are asking you to sign this slip stating that this action meets with your approval.

\_\_\_\_\_ has my permission to attend  
 \_\_\_\_\_  
 (student's name)

the \_\_\_\_\_ on \_\_\_\_\_  
 \_\_\_\_\_  
 (name of function or contest) (date)

in a car not provided for by the school. It is understood that this relieves the school of all responsibility in the matter.

Signed \_\_\_\_\_  
 \_\_\_\_\_  
 (parent)

Figure 73

slip and returns it to the office at least one day before the event is scheduled to take place. This often accomplishes the result most desired. The pupil is refused such permission when the responsibility is put squarely up to the parent, and the pupil goes in the school cars. The lack of a school bus presents many problems in school discipline that could otherwise be avoided.



## SUMMARY

From the data secured it is evident that enrollment cards are used almost without exception in all schools, and that they contain about the same information. In most schools the principal records the absences in the final record. Most schools take up the matter of excessive absences with the parents although few also inform the parents of outstanding scholarship. Only three schools allow the students to enter after being absent without an excuse from the office, nearly always accompanied with a slip from the parent stating the reason for the absence. Work make-up is left to the teacher in most cases although some schools require signed make-up slips. Few schools limit the total number of absences.

Failures are usually checked frequently in all schools reporting and then principals get in touch with the parent. Grade cards are usually sent out every six weeks, and most of these cards still require parent's signatures, give days absent or tardy, and state a definite grade. Only ten of the twenty-eight schools give a citizenship evaluation to the pupil's efforts, and only six gave the pupil's rank in his class. Sixteen schools use forms to allow pupils to pass



from room to room, and only six allow the students to answer the phone when the pupil is in class.

Most principals do not record grades in the permanent record. Eighteen out of twenty-eight schools have the board of education handle all school finances. Not a single school allows its teachers to make purchases without an order from the office. Twenty-three principals administer their own extracurricular fund. Only three schools do not have one central fund. Twelve schools have student treasurers who help to handle the activity funds and thus have a part in the work.

Nine schools allow their students to help plan the activity program for presentation in assembly. Only three principals do all the work without any help from students or faculty. All but two schools have some kind of a club program. Four schools have no home room, and only six have a regular home room program. Eight have partial programs. All but five schools make some scholastic requirement for participation in extracurricular activities. Several require grades above passing and nearly all have some limitation that prevents the student from neglecting school work for activity work.

## CONCLUSIONS

The most surprising result of this study is that there is such a close uniformity in procedure not only between states but among schools of all sizes. Forms have probably been standardized through university and college courses as well as by supply houses that furnish forms.

Nearly all boards still feel that the superintendent cannot handle finances but must concern himself with teaching affairs alone.

Principals are learning to delegate responsibility, but too much time is still given to petty details that might be passed on to some teacher. However, the average teacher is so overburdened by work that the administrator may be loath to pile work on when class requirements are so heavy for the teacher.

There is a growing tendency for the principal to realize that we are training citizens for a democracy, but there is still much indication of the old type of school where the pupil has fulfilled his task if he obeys without questioning. It is encouraging to note the schools that are allowing the pupils to participate by planning assembly programs, taking care of extracurricular funds, and working in clubs

and other similar organizations.

The home room program and work is still in its infancy as evidenced by the large number of schools not having a regular home room program. Still many of these have a partial program which may develop into a regular program. The principal is handicapped by young and inexperienced teachers who go to larger schools just as they reach the period of greatest usefulness.

In all cases the regular administrative duties of the school are carefully handled. Supervision of class work is necessarily meager where the principal has to teach many classes and handle outside activities as well.

Taken all in all, the results were surprisingly good considering the handicaps that the small school principal endures.