

DEVELOPING A SUITABLE REPORT OF
THE SCHOOLS TO THE PUBLIC

by

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A. B., Kansas Wesleyan University, 1927

A THESIS

submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1928

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INTRODUCTION

School reporting has been in practice as long as advertising, although it has been administered entirely at the will and discretion of the superintendents of the individual schools where it has been practiced. In fact it is a kind of advertising for the purpose of conveying to the public the idea of public education.

The writer has in mind two goals to be accomplished in this study: first, to discover points of merit in the reports made by superintendents of the Kansas schools, and second, to prepare a suitable report of the Osborne schools in keeping with criteria formulated by previous educators and also within the limitations of the smaller schools of the state. Surely, if advertising pays and if democracy is dependent on public education and public education is dependent upon the tax payer, then as educators, we are in duty bound to enlighten our citizens, whose money keeps the cycle unbroken, concerning the accomplishments of the schools.

There is no purpose to advertise any school or individual or to criticise the performance of any superintendent or board of education because they do or do not make certain reports to their communities. The writer wishes

to study the conditions of school reporting as they exist, with the idea of developing a more efficient method of acquainting the community with the ideals and accomplishments of the schools. Comstock (2) expresses the need and value of school reporting. He says,

"A better understanding of the aims, needs, and achievements of the schools by the public should not be overlooked. The financial and moral support of our schools depends on the good will of the people toward them..... The school plant should have a wider use than it has at the present time.....The need for enlarged plans for pupil guidance and counseling is becoming apparent as curriculum revision proceeds.....Remedial work needs to be more thoroughly organized.....The re-evaluation of our educational psychology has become imperative.....The revision of the curriculum should have the attention of the principal and his entire faculty during the coming year.....The cardinal principles of education, health, ethical character, citizenship, leisure, etc. have stood out as goals of the secondary school for nearly twenty years. There is danger of their being forgotten before they become an integral part of the curriculum.....A more complete integration of the work of the faculty members is needed.....The high school has an opportunity to participate in the teaching

of the world peace movement.....Relief work among school pupils has assumed huge proportions during the past two years. Indiscriminate giving of relief without painstaking investigation is fraught with danger. Such relief usually takes the form of giving lunches, paper and pencils, car-fare, textbooks, clothing, and many things which the pupils have to purchase. When relief is being doled out in such large amounts as at the present time to pupils in our schools, there is a grave danger that we are training up beggars and parasites by our injudicious generosity. Many who do not permit their needs to be known are given no aid at all, while for some who do receive aid, self-respect, self-reliance, industry, and habits of thrift are impaired. There is need of serious thought and planning along this line".

There is at the present time a state wide program of study concerning the needs of curriculum revision. If such a program is to accomplish anything constructive, it must necessarily educate not only the teachers and school boards but also every progressive citizen of the state.

THE FOUNDATION OF THE STUDY

A portion of this study is based on Clark (1), in which validation of criteria in judging school reporting is obtained through articles written by 73 persons listed as follows:

Professors of Universities and Colleges.....	36
State and Federal Educational Officials.....	7
Public School Officials.....	13
Social Publicists.....	8
Industrial and Commercial Publicists.....	5
Editors of Newspapers and Magazines.....	2
Students' Writing Dissertations.....	2

From the articles written by the above group, the following criteria of evaluation were discovered, and with the tabulated frequency:

Address.....	11
Development of Pupils.....	23
Timeliness.....	28
Use.....	41
Completeness.....	29
Understandability.....	50
Unification.....	14
Legibility.....	11

This means that Clark found these eight criteria to be the factors upon which judgment is passed on the value of school reporting, but before continuing the procedure it is necessary to determine through the same critics just what constitutes proper address, development of pupils, timeliness or any of the remaining factors. We find the following summarized definitions of the criteria.

Address

A report should be addressed to the public by the board of education through the superintendent, as the efficiency of that board is demonstrated by the use made of the professional staff.

Development of Pupils

The report shall have as its aim the furtherance of the growth and development of the pupil as a citizen and as an individual. Among many specific items which the school attempts to do such as develop skills, develop character, produce attitudes, produce world mindedness, we can sum up these things by the furtherance of the growth and development of the pupil as a citizen and an individual. Therefore, reports should have a sequence of accounts which show the results of such growth.

Timeliness

The report shall aim to present, at an opportune time, data that will satisfy or create public demand. Too frequently reports contain information of the things of the past with no bearing on the present or future plans and are dry history and worthless in attracting and holding the attention of those for whom it is intended.

Use

The data presented shall be consistent with the established purpose.

Miller and Charlee (4) have this criticism, "It may be said in general that the report should not be an omnibus whereon is loaded every fact and figure; on the contrary, it should interpret clearly, interestingly, and convincingly the outstanding phases of the work and problems of the schools".

Completeness

All data pertinent to the problem shall be included. This is based on the right of the public to have a full accounting of school conditions, since the school is a tax supported institution. Riis and Bonner (6), writing of the basic facts underlying publicity in the commercial

and industrial world, say, "It is an inescapable requisite that publicity, if it is to succeed, deal in honesty. An effort to convince the public that light gray is white will produce worse than failure. In the course of time the public will discover the truth of the matter and will promptly develop a deep set hostility to all shades of gray."

Understandability

The report shall be adapted to the intellectual ability, educational achievement, and emotional attitudes of its intended audience. The problem of making a report understandable is complicated by the divergent intellectual abilities, educational achievements, and emotional attitudes of the public. The material of the report must be organized around centers of interest. The best results are obtained with the least numbers of centers of interest. When it is practical, one center, or as few centers as possible.

Unification

The report shall be an organized unit. The criterion of unification is the result of the protest against reports which consist of miscellaneous, uncorrelated reprints of departmental reports.

Moehlman (5) describes the trend away from these practices: "The general tendency appears to favor an impersonal report in which all departments and individuals contributing are merged into an impersonal and well edited whole, representing the achievements of the school organization".

Legibility

The mechanics of the report shall be planned and organized so as to facilitate the reading. Such elements as size of type, spacing, inclusion of an index and an adequate table of contents, and the use of marginal, sectional, or paragraph headings are considered.

By the adaptation of the above criteria, a suitable report is one directed to the public by the board of education through the superintendent, one that shows in some manner the development of the pupil as a citizen and as an individual, one made at the opportune time to create demand by the public, one that is consistent with its established purpose, one that presents all the facts favorable or unfavorable, one that is written in such language and in such a manner as to be readable by the average citizen and not too long, one that is a unified report and not a group of miscellaneous, uncorrelated reprints of departmental

reports, and one that is written with such mechanics, i.e., proper paragraphing, good type, proper spacing, index and table of contents.

Although the eight criteria discussed above might be satisfied completely in a given report, still the conditions in and around the field of survey would make the report an impractical machine for a particular community. The above criteria are set up from a study which included no schools smaller than a second class city, and most of them were cities of the first class. This makes the criteria very valuable for comparative purposes, but prevents smaller schools from applying all of that data. For instance, the eighth point which deals with proper paragraphing, good type, proper spacing, index and table of contents. Most of these features can be applied, but most small schools are limited in their printing to the multigraph or ditto machine or the mimeograph, and the copies must be cut on the standard typewriter in order to be able to finance the project.

Examination is made of the reports of the superintendents of five first-class cities and six second-class cities of Kansas, all that were available for the study, and questionnaires from eighty-eight superintendents of Kansas schools, gleaned from the seventy-seven second-

class cities and forty-eight third-class cities on the basis of eight or more teachers for the senior high school.

The state department requires that every superintendent either directly or indirectly through the principal, keep certain records of the routine, curriculum, attendance, health of pupils and other items such as budget, school census, financial statements, but this study deals with such reports inasmuch as they are made a part of the report to the public conveyed by the board of education through the superintendent, and used to sell the system of education to the patrons and school constituency in general.

Following is a copy of the questionnaire used to make the survey of the methods and character of reporting in the Kansas schools.

Sheet No. 1

Dear Fellow Administrator:

Under the direction of Dr. C. V. Williams, Director of Vocational Education, Kansas State College, Manhattan, Kansas, I am making a study of Superintendents' Reports to Boards of Education in Kansas, to attempt to evaluate the making of such reports and to discover the best methods and extent of such reporting. I would appreciate your courtesy of a reply to this questionnaire and a copy of your report if it is available.

I. Do you make annual reports to the Board of Educa-

- tion? Yes _____ No _____.
- II. Do you make periodical reports? Weekly _____
 Monthly _____ Quarterly _____ By Semesters _____.
- III. If you do not make annual or periodical reports,
 do you publish from time to time data relative to
 school achievements and programs? Yes _____ No _____.
- IV. To whom are your reports distributed? Board of
 Education _____ Civic Organizations _____ Patrons _____
 Faculty _____ Any Others _____.
- V. How many copies of your report do you print? _____
- VI. What is the cost of publishing your report? _____
- VII. Who is responsible for the report of the following
 school activities and functions?
- | | |
|--------------------------|--------------------------|
| Music _____ | Teaching Technique _____ |
| Physical Education _____ | Attendance _____ |
| Dramatics _____ | Failures _____ |
| Student Council _____ | Girl Reserve _____ |
| Health Program _____ | Hi-Y _____ |

I would appreciate any additional remarks or criticisms you may have concerning any question or reporting in general. (Use bottom of this sheet or the back of either of these sheets.)

Sheet No. 3

VIII. Please check the subjects below which appear in your report. I would be glad for any criticisms for or against any report.

- 1. Census returns _____
- 2. Age distribution of pupils enrolled _____
- 3. Comparative enrollment by years _____
- 4. Number of children 6 to 14 yrs. of age _____
- 5. Comparison of average daily attendance _____
- 6. Number of pupils neither absent or tardy _____
- 7. Statistical attendance report for the year _____
- 8. Truancy report _____
- 9. Progress Chart _____
- 10. Promotions and non-promotions _____
- 11. Individual failures _____
- 12. Growth in enrollment and graduates _____
- 13. Report of achievement tests _____
- 14. Tenure of service (faculty) _____
- 15. Professional work (faculty) _____
- 16. Educational status of teachers _____
- 17. High school principal's report _____
- 18. Special activities in high school _____
- 19. Report of grade supervisor _____
- 20. Report of music in grades _____

- ___ 21. Report in art work _____
 ___ 22. Report of health program _____
 ___ 23. Activities of Parent-Teacher's Association _____
 ___ 24. Clerk of board of education official statement _____
 ___ 25. Annual report of treasurer _____
 ___ 26. Evaluation of school properties _____
 ___ 27. Budget expenditures for year _____
 ___ 28. Detailed disbursements for year _____
 ___ 29. Per pupil cost of education _____
 ___ 30. Proposed budget _____
 ___ 31. Any additional or circumstantial reports _____

In checking the reports of the eleven schools, it is found that nine of the eleven had proper address through the superintendent to the board of education, while two contained no address at all. The writer, in attempting to determine how far the reports showed the development of the pupils, was required to exercise a certain amount of personal judgment, and came to the conclusion that the range of efficiency in that criterion was from 50 to 100 percent and that two of the reports were far superior to the others. Of all the criteria outlined, that of timeliness, was most

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nearly perfect in all the reports. The next two criteria, use and completeness, need to be considered together for one just criticism might be that most of them were a compilation of tabular facts with no critical analysis of the data contained therein, hence the criterion of use became a measure of small value and the criterion of completeness was limited in that it gave only unexplained statistical data.

Only one of the eleven was accredited as completely understandable, while the range according to the writer's judgment was from 30 percent upward.

According to the standards used to judge these reports, they should be a unified whole and not a group of departmental unassociated facts. Accordingly, the reports as a whole were not too unified. They received scores between 60 and 80 percent, although most of them seemed to be compiled through the superintendent.

Rather than make an attempt to score the criterion of legibility, a discussion of the elements entering into it is given here. Eight were written on the mimeograph, two were printed on the ditto or hectograph machine and one was printed in the school print shop. Hectograph copies are difficult to read and become tiresome to the intended reader. Single spaced or compact tables are tedious to de-

either and are not capable of holding the attention of the reader. Since the purpose here is to show that such reporting is not beyond the financial ability of the smaller schools, we will need to approve these machines for printing the reports. The recommendation here presented is that wherever possible the mimeograph with black ink and double spacing throughout be used.

Our ideal standard for reporting, calls for about 25 percent of illustrative material, while it is found that the reports cited above vary from 40 per cent to 100 percent tables, with approximately 2 percent of graphs. Due to the fact that stencils can be easily cut on the typewriter, while graphs require a great deal of stylus hand work, we may justify the tabular presentation in place of the graphical method.

THE FIELD OF SURVEY AND AN ANALYSIS OF DATA REVIEWED RESULTS OBTAINED THROUGH THE QUESTIONNAIRE

Questionnaires were sent to one hundred twenty-six school administrators, from whom eighty-eight were returned with proper checking. Also copies of school reports were received from six of the eighty-eight. Sixty-eight reported that they made annual reports, but further questioning revealed that the extent of their reports was

measured by the requirements set up by the State Board of Education, which includes data concerning enrollment, attendance, budget, and expenditure items, and, furthermore, these reports were made available to local boards of education and not to the public in general. Nineteen admitted that they did not make annual reports.

None make weekly reports on any item, while fifty-one make monthly reports and four make semester reports.

Forty-two make use of the local newspapers to publish facts relative to school achievements and programs, while only eight say that they do not use the local papers for such reporting.

To the question as to whom the reports were distributed thirty-six showed that the board of education was the only recipient of a copy of the report; seven also gave to civic organizations; twelve gave reports to patrons; twenty-nine gave copies to the faculty, and only four were given for other purposes and these were such as were given for this study.

Sixty-two replies were received on the question as to how many copies were printed for distribution and the number of copies ranged from none to three hundred fifty with an average of fifty per school but with a median number of ten copies.

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Replies on the cost of reporting were as widely scattered as the number printed, which would be the normal situation. Forty-five reported no cost of publishing the report, and remarked that the work was done on the mimeograph, which, to say the least, would cost from one to five dollars, because of clerical help, stencils, ink, paper, and other incidentals connected with the job. Fifteen reported an aggregate cost of \$403.75 or an average of \$26.92 for the fifteen schools thus reporting.

As for the responsibility for the varied departments, it was found that thirteen superintendents took the responsibility for the entire reporting program, while fifty-five divided these responsibilities among principals, teachers, sponsors, secretaries and department leaders.

The second sheet of the questionnaire deals with the titles of the subject matter in their reports. Twelve of those titles listed to be checked are reports required by the State Board of Education. Ten of them deal with records which the principal should keep for the sake of improving the technique of instruction, and three others concern the proposed budget. As for obtaining anything definite in the way of suggestions for reporting, nothing was obtained from this part of the questionnaire. About all that can be said for it is that it shows the present tendency of reporting throughout the schools of Kansas.

Fifty schools out of the eighty-eight reported census returns.

Twenty-six....age distribution of pupils enrolled
 Forty-nine....comparative enrollment by years
 Twenty-six....number of children from six to fourteen
 Sixty-one....comparison of average daily attendance
 Fifty-seven...pupils neither absent nor tardy
 Sixty-two....statistical attendance report for year
 Forty-two....truancy report
 Sixteen.....progress chart
 Forty-four...promotions and nonpromotions
 Thirty-one....individual failures
 Fifty-eight...growth in enrollment and graduates
 Thirty-two....report of achievement tests
 Thirty-one....tenure of service (faculty)
 Thirty-three..professional work (faculty)
 Forty-nine....educational status of teachers
 Fifty-five....high school principal's report
 Fifty-six....special activities in the high school
 Twenty-two....Report of grade supervisor
 Thirty-eight..report of music in the grades
 Twenty.....report of art work
 Thirty-four...report of health program
 Fourteen.....activities of Parent-Teacher's Association
 Fifty-two....clerk of board of education official statement
 Fifty.....annual report of treasurer
 Forty-one....evaluation of school properties
 Sixty-two....budget expenditures for year
 Fifty-two....detailed disbursements for year
 Sixty-four....per pupil cost of education
 Sixty.....proposed budget

For those items which were reported by twenty-five or less schools, it is found that they are neither required by the state department nor necessary for the file of the principal's office, while they were in some instances items not in the curriculum or were not a part of that particular community. Example: Until last year Osborne had no art

teacher and therefore could not report work done in art. It has no Parent-Teacher's association and cannot make a report on its activities. Those items reported as many as sixty or more times are items required by the State Board of Education, such as, average daily attendance, statistical attendance report for the year, budget expenditures for the year, per pupil cost of education, and the proposed budget.

An interesting item connected with the questionnaire responses is the attitude taken by the reporting superintendents and principals. Some seem to have filled in the blanks without much thought of the meaning attached to the questionnaire. Others were eager to know more about proper school reporting in order to improve their own school reports. Eight asked for a report of the findings of this study.

ADAPTING THE CRITERIA TO
A REPORT OF THE OSBORNE SCHOOLS

Inasmuch as the purpose of this study is to determine the extent and limitations of school reporting in the smaller schools of Kansas, it becomes necessary to point out some of the items of the criteria that are not applicable to the smaller school and mention why they are impracticable.

In the report of the Osborne schools *only* such reports are included as are suitable to an annual report which would be for distribution during the vacation or summer period. Many other items should be and are reported from time to time during the school year through the local newspapers and other advertising agencies, such as student chapels, public announcements, organization publicity in the way of civic clubs and religious meetings.

Health of pupils can receive only a general report since there is no school nurse employed in the system.

Business and finance will be omitted except for general statements, because these reports are made through the clerk and treasurer of the board of education and published prior to the proposed budget hearing in August, and therefore do not become an essential part of this report.

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Osborne has no Parent-Teacher organization, hence only an idea of what other organizations are doing would be of value to this report.

These criticisms are based on the outline of the eight criteria listed above and the thirteen items listed as essential topics for a good report. The latter are as follows:

1. Pupil progress and achievement.
2. Methods of instruction.
3. Health of pupils.
4. Course of study.
5. Value of education.
6. Discipline and behavior of pupils.
7. Teachers and school officers.
8. Attendance.
9. Buildings and building program.
10. Business management and finance.
11. Board of education and administration.
12. Parent-teacher association.
13. Extra-curricular activities.

The mechanics of the report are set up so that all tables can be made on a standard typewriter and suitable for an ordinary mimeograph, ditto or hectograph machine.

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Because of the fading of hectograph or ditto copies and because of the limited number of copies that can be run from the original, all of the Osborne reports will be made on the mimeograph with black ink. The paper will be the standard 8½ by 11 inches heavy paper of sufficient weight to be opaque, thus making the page clear and distinct and easily read.

With these limitations in mind the report will follow the criteria as outlined above.

Annual Report
of
The Osborne Schools

L. H. Brewster, Supt.

June
1936

Office of the Board of Education
Osborne High School

Osborne, Kansas
July 1, 1936

To the Members of
The Board of Education
Osborne, Kansas

Dear Sirs:

Acting in behalf of the Board of Education of the Osborne schools, it gives me pleasure to submit this report of the Osborne schools for your administration to the patrons of this community. The scope of this report is limited by the lack of comparative records. During the past five years, methods of obtaining and filing records have been so improved as to make possible the comparisons necessary to determine the progress and growth of methods of instruction, offerings in curriculum, administration, and general technique of education.

Inasmuch as education contributes to the general welfare of any community, state, or nation, they will in turn contribute to education if properly informed of the work

and operation of the educational system.

Time and space prevent the reporting of many of the activities of the schools, but such as have been omitted here have been published in the local papers from time to time. It is impossible to report many of the intangible results of education found in the development of attitudes, measures of skill, ideals, and many other abstract qualities common to the human family. It is our sincere hope that we can continue to merit the confidence and cooperation of the Board of Education, the student body, and the entire community in working for the interests of the children who are the foundation of our civilization.

Respectfully submitted,

B. C. Barnett

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Pupil Progress and Achievement

No one else has the privilege of the public school teacher of observing the growth and unfolding of the powers of the children and youth who come under their observation. They have the capacity of recognizing such changes because of the great variety of abilities, emotions, attitudes, and ideals to compare one with another. Although we are anxious, as teachers and administrators, to show ourselves capable of teaching much of material facts and extensive data, we are also aware that knowledge of facts, diplomas and degrees are only indices of the possibilities of their possessors, and unless they acquire proper attitudes, loyalties, ambitions, and self-control, the former may become a boomerang and wreak vengeance on our youth instead of invoking a blessing.

An attempt will be made here to recount some of the achievements of the pupils of our school during the past term.

Let us call attention to Table No. I, Percentile Rank, of eight Osborne High School classes in the Emporia Nation Wide Every Pupil Scholarship Tests. This table gives the percentile rank for each class, both January and April tests, for the years 1933-1934, 1934-1935, 1935-1936, except for the two blank spaces in which no tests were given.

The table is self-explanatory showing that in all cases a higher type of work prevailed during the past year. As an entire group of classes they improved from the 45.7 percentile to the 73.4 percentile. This means that 45.7 percent of all classes in the United States who took the tests were poorer than Osborne, until last year, when the Osborne group was better than 73.4 per cent of all those taking the tests.

This difference may be accounted for in several different ways. The pupils taking the tests this past year may have been of higher intelligence, or the teachers may have given a more inspired type of presentation of classroom materials. It would be more logical to believe that both of these factors may have played a part in it, but better still that the attitude and general good citizenship of the entire student body had far more to do with it than any other agency.

Tables No. II and III show a comparison of scores of the senior and junior high school graduates, respectively, for the past two years compared with the I.Q.'s (Intelligence Quotients) of the same pupils, and only the scores for the years 1932 to 1934 of the high school are given. To

determine the points or score of any pupil, the following procedure is used. For each semester grade of A the pupil is allowed four points, for each B the pupil is allowed three points and for each C two points and for each D one point. Generally speaking the pupil with a high I. Q. is a pupil with the greater number of points acquired throughout the school course, however, that is dependent entirely on the energy, ambition, and determination of the individual pupil; consequently some with high I. Q.'s receive low scores on points because they have not applied themselves or have had too much outside work to absorb their time and interest, or poor health may have been the determining factor.

Data given throughout this report would indicate an opportunity to show further improvement during the coming school year. With a possibility of a lighter enrollment, large classes and overburdened teachers will be eliminated, thus permitting greater efficiency.

The blank spaces in Tables 2 and 3 are caused by pupils whose I. Q. scores have not been determined because they were not enrolled at that particular time.

By intelligence quotient (I. Q.) we mean the quotient of the pupil's mental age divided by his chronological age determined by his birthday.

Mental age is determined by a scale developed by years of testing and scoring of pupils to determine what a normal score would be.

Table 1. Percentile Rank of Eight Osborne High School Classes in the Emporia Nation Wide Every Pupil Scholarship Tests.

Subject	Jan. '34	Apr. '34	Jan. '35	Apr. '35	Jan. '36	Apr. '36
American History	35	63	30	50	87	97
Typewriting I-II		27	37	75	90	70
Latin I-II	7		7	15	50	85
English I-II	60	70	30	37	65	81
English III-IV	30	60	58	78	58	63
English V-VI	72	55	43	78	60	92
Plane Geometry	53	55	66	77	78	60
Algebra I-II	27	27	33	28	60	73
Average Term Tests	40.5	51	38	54.4	68.5	78.25
Annual Average	45.7		46.2		73.4	

Table 2. Showing Rank by Points of the Last Five Graduating Classes and Corresponding I. Q. Scores of the Last Two Classes.

	1932	1933	1934	1935	1936	1936	1936
	Points	Points	Points	Points	I. Q.	Points	I. Q.
1.	111	123	123	115	111	140	120
2.	109	118	124	108	111	130	108
3.	109	117	113	107	116	128	115
4.	108	111	111	105	115	118	117
5.	105	101	110	101	108	116	115
6.	104	94	109	95	113	107	117
7.	97	91	107	95	104	100	107
8.	91	90	100	90	109	97	116
9.	91	90	100	87	107	98	108
10.	91	88	100	84	108	98	110
11.	89	83	99	78	109	98	117
12.	88	83	98	78	94	93	101
13.	87	88	96	78	107	98	111
14.	85	82	94	78	86	98	113
15.	85	80	93	75	113	90	102
16.	83	79	93	78	108	90	108
17.	82	76	91	71	109	90	107
18.	80	76	91	70	108	89	104
19.	79	76	90	70	115	84	105
20.	78	75	88	70	111	77	108
21.	77	73	87	67	93	78	96
22.	76	73	87	64	109	75	88
23.	75	72	86	64	80	75	80
24.	74	71	85	64	109	74	108
25.	74	71	88	63	111	71	100
26.	70	70	78	63	115	70	94
27.	70	69	78	62	104	69	100
28.	68	68	78	62		66	108
29.	67	66	75	60	100	66	91
30.	67	64	75	60	90	65	116
31.	67	63	78	59	82	65	92
32.	66	62	71	59	103	65	100

(Con't. on next page)

33.	65	60	70	58	104	63	77
34.	63	60	69	58	103	61	92
35.	62	60	67	58	113	58	83
36.	61	59	67	54	83	58	107
37.	60	59	67	52	94	57	83
38.	58	55	66	51	84	57	84
39.	55	52	65	47	78	56	97
40.	53	51	64	41	109	53	108
41.	53	51	63	41	84	53	83
42.	52	51	63	39	79	50	82
43.	51	50	62			47	92
44.	49	50	62			47	93
45.	49	48	62			41	90
46.	48	47	61			40	94
47.	47	45	61			38	86
48.	46	48	61			36	94
49.	45	38	61			34	82
50.	42		59				
51.	42		59				
52.	39		58				
53.			57				
54.			57				
55.			56				
56.			55				
57.			54				
58.			54				
59.			50				
60.			49				
61.			42				

Table B. Showing a Comparison of Points and I.Q. Scores of Junior High Graduates

Pupil's Rank	1934-1935		1935-1936	
	I.Q.	Points	I.Q.	Points
1	108	40	139	44
2	106	39	139	41
3	106	39	139	41
4	131	39	116	41
5	104	35		41
6		35	99	40
7	114	34	108	38
8	128	34	104	37
9	121	34	129	36
10	123	33	117	36
11	111	33	108	35
12	121	33	110	35
13	107	33	109	35
14	117	31	95	35
15	85	31	91	30
16	110	31	111	29
17	86	30	125	29
18	104	30		29
19	92	28	108	28
20	114	28	83	28
21	119	27	97	27
22	106	25	117	27
23	108	25	95	26
24	101	24	86	25
25	102	24	98	25
26	89	24	93	25
27	110	25	120	21
28	94	22	80	20
29	94	22		19
30	110	21	82	18
31	108	20	87	18
32	90	19		18
33	91	17	96	17
34	78	16	80	16
35	87	16		16

(Con't. on next page)

36	77	15		15
37	71	13	69	15
38	68	11		15
39	78	11	81	13
40	86	11		11
41		10	66	9
42			81	8

Methods of Instruction

Methods of instruction vary with the types of subject matter and with the individual teacher. Social sciences yield better to lecture recitations than do vocational arts. It is our aim to discourage lecture methods used by the teachers, or at least to minimize the lecture periods as much as possible. In all the subjects where muscular or mental skills are developed, pupils are given an opportunity to express themselves as a means of developing those skills. Such courses as manual training, vocational arts, music, public speaking, and fine arts can only be taught by individual participation. Academic subjects are taught through the use of textbooks by the laboratory method insofar as is permissible; too large classes do not yield so readily to the laboratory method in small class rooms and with limited library facilities.

Teachers are encouraged to keep informed on modern methods of instruction, but to be slow to drop proven methods for untried theories. We would try to keep ahead of the outgrown and obsolete, but far enough behind the advance guard to prevent our system from becoming a martyr to the cause and pay the price of extinction.

Health of Pupils

Mental and spiritual health are quite largely dependent upon physical health, but even if this were not true, physical health in itself and with its influence on the whole life would make it a prime motive of education. With this in view the board of education, acting for the community has provided us with a forced ventilation system through which each room is well supplied with fresh warm air at a temperature of 72 degrees Fahrenheit. The school-room walls have been painted in order to eliminate or minimize the danger of collecting disease germs and bacteria. Teachers watch the actions of their pupils and report those who are ill or are indisposed for unaccountable reasons. In all questions of health, pupils are encouraged to keep physically fit and not to attend school when any unaccountable ailment is troubling them.

All toilet rooms are amply supplied with soap and towels, and janitors disinfect the rooms regularly and thoroughly. First aid kits are in the possession of the teachers throughout the system, and the welfare of each pupil is uppermost in the minds of the members of the faculty.

Courses of Study

College Preparatory Course.

In preparation for college entrance one major must be in English and the second major must be in foreign languages, and the mathematics must include algebra, one and one-half units, and geometry, one unit. The science must include one year of physics or one year of biology. Students graduating from this course will be admitted to any of the Kansas colleges and to practically all of the other colleges in the United States without examination. In preparation for college, with the view to entering an engineering course, solid geometry and trigonometry, two years of manual training, and mechanical drawing are recommended.

Commercial Course.

For graduation from this course the second major shall include everything listed in the commercial group and one-half year of Constitution of the United States.

General Course.

For graduation from this course the only restrictions are that the student shall meet the requirements as to majors and minors and one-half year of Constitution of the United States.

Industrial Course.

For graduation from this course the second minor shall be either two years of manual training or two years of vocational arts. In addition, two years of mathematics and one year of either biology or physics are required.

Note: A unit of credit is defined as satisfactory work in a subject, reciting every day throughout the school year.

A major is defined as three units of work in any group of subjects.

A minor is defined as two units of work in any group of subjects.

Table 4. Subjects Offered by Groups

The subjects offered in the Osborne high school are shown in the following seven groups: (The numerals in brackets following each subject indicate the earliest year in which the student may enroll in a subject.)

Group I - English

English I, II (1)
English III, IV (2)
English V, VI (3)

Group II - Mathematics

Algebra I, II (1)
Geometry I, II (2)
Algebra III (3)

(Con't. on next page)

Geometry	(3)
Trigonometry	(3)

Group III - Languages

Ancient:	
Latin I, II	(1)
Latin III, IV	(2)
Modern:	
Spanish I, II	(3)

Group IV - Sciences

General Science I, II	(1)
General Physics I, II	(2)
Physiology	(3)
Biology I, II	(3)
Psychology	(3)

Group V - Social Sciences

Ancient History I, II	(1)
Modern History I, II	(2)
Sociology	(3)
American History I, II	(4)
Economics	(3)
Constitution	(3)
Vocational Civics	(2)
World Relations	(3)

Group VI - Commercial

Penmanship I, II	(1)
Shorthand I, II	(3)
Typewriting I, II	(3)
Typewriting III, IV	(4)
Bookkeeping I, II	(2)
Business Arithmetic	(1)
Business English	(1)

Group VII - Industrial

Vocational Home-making	(1)
Voc. Home-making III, IV	(2)
Voc. Agriculture I, II	(2)
Voc. Agriculture III, IV	(3)

(Con't. on next page)

Manual training I, II	(1)
Manual training III, IV	(2)

Table S. Summary of Subjects Offered by Years

Freshman Year

English I, II
 Algebra I, II
 Business Arithmetic (first semester)
 Business English (second semester)
 Latin I, II
 General Science I, II
 Ancient History I, II
 Penmanship I, II
 Vocational Homemaking I, II
 Manual Training I, II

Sophomore Year

English III, IV
 Geometry I, II
 Latin III, IV
 Vocational Agriculture I, II
 Modern History I, II
 Vocational Homemaking III, IV
 Manual Training III, IV
 Bookkeeping I, II

Junior Year

English V, VI
 Algebra III (first semester)
 Solid Geometry (second semester)
 Economics (first semester)
 Sociology (second semester)
 Constitution (first semester)
 World Relations (second semester)
 Biology I, II
 Shorthand I, II
 Typewriting I, II
 Physiology (first semester)

(Con't. on next page)

Psychology (second semester)
Public Speaking I, II

Senior Year

American History
Typewriting III, IV
General Physics I, II
Junior Electives

Value of Education

The value of education has been seriously challenged since the depression and period of drouth. Many of our high school and college graduates have been unable to obtain positions of employment to defray educational expenses and secure for themselves any degree of economic security. These conditions look tremendously serious to the youth who are waiting at the doors of our institutions, passing judgment upon entering the school or remaining in society with no further contact with the institution whose purpose is dedicated to public education. A slogan used during the World War expresses our individual needs at this time, "In times of stress, look to those things that are essential". May we look to public education and discover that it is one of the essential elements of democracy? Superintendent Heusner of the Salina, Kansas, schools has included in his annual report to the public of June, 1935, a number of selections gathered from our leading educators.

"The intelligence of a nation is the sum of the intelligences of all its citizens. Intelligence is the product of education and education is the greatest national asset that we have. No nation in these times can hope to survive to say nothing of progressing in the arts and sciences, in

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commerce, in trade, or in industry, unless it is composed of a well educated citizenry. Least of all can a democracy, depending, as it must depend, upon an informed public opinion for the selection of its leaders and the framing of its laws, hope long to endure unless it consists of a highly and universally educated electorate. The individual American must be educated not only that he may be able to enjoy a happier and fuller life; he must be educated in order that, in cooperation with other educated Americans, he may do his part toward sustaining and upbuilding an intelligent and beneficent and capable government." [Hon. Harold L. Ikee, from Heusner (3)]

"Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children and, by the grace of Almighty God, setting our faces towards the morning, dedicate ourselves anew to the welfare of childhood." [Selected, from Heusner (3)]

"A genuine energetic interest in the cause of human freedom will manifest itself in a jealous and unremitting

care for the influence of social institutions upon the attitudes of curiosity, inquiry, weighing and testing of evidence. I shall begin to believe that we care more for freedom than we do for imposing our own beliefs upon others in order to subject them to our will, when I see that the main purpose of our schools and other institutions is to develop powers of unremitting and discriminating observation and judgment.

".....It has often been assumed that freedom of speech, oral and written, is independent of freedom of thought-- but you cannot take the latter away in any case, since it goes on inside...where it cannot be got at. No idea could be more mistaken. Expression of ideas in communication is one of the indispensable conditions of the awakening of thought not only in others, but in ourselves. If ideas when aroused cannot be communicated, they either fade away or become warped and morbid. The open air of public discussion and communication is an indispensable condition of the birth of ideas and knowledge and of other growth into health and vigor." [John Dewey, from *Heuser* (3)]

"Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of

letters and the tricks of numbers, and then leaving them to turn their arithmetic into roguery, and their literature to lust. It means, on the contrary, training them in the perfect exercise and kindly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all---by example." [John Ruskin, from Huesner (3)]

"The American republic now tosses heavily amid the tempest of a crisis in its economy. No facts and figures are required to prove that statement. Stark evidences of the crisis lie all around us---in silent industries, in rusting machines, in the broken lives of men, women, and children. But deeper than these outward signs and entangled in them is another crisis, not visible to the eye---a crisis in American thought which springs from our quest for security through national action on a national scale. This is the phase of the present national dilemma which distinguishes it from previous panics and especially concerns the teacher of the land." [Charles A. Beard, from Huesner (3)]

"Never before in the United States and nowhere else in the civilized world has a depression been permitted to

scuttle the schools and reap the intellectual resources of the national future. The panic of 1837 ended in the renewal, not in the ruin of the schools. Between 1837 and 1843, leading American states increased their support of education as much as thirty-four percent. The panic of 1857 left the schools unharmed. The panic of 1873, despite its severity, did not result in any backward step in education. In twenty-nine representative states, the financial support of schools was averagely increased by more than fifty percent. The depression of 1893 did not reduce the support of the schools. The depression of 1907 did not temper with the public investment in education. And the depression of 1922 saw no educational retrenchment. It remained for the depression of 1929 to set going a process of social suicide in which a supposedly enlightened people has stood silently by while the very foundations of its education were being sapped." Glenn Frank, from Huebner (3)

Discipline and Behavior of Pupils

The problems of discipline and pupil behavior are a direct inheritance of the home training of the individual pupils. The Osborne schools owe their success in disciplinary matters to the cooperation of patrons, school board, and the faculty. This truth is evidenced by the high type of citizenship exercised by the student body of our school. Corporal punishment is almost a thing of the past.

The honor system operating in the school has contributed much to the behavior of the pupils. An honor system has definite limitations upon which it is administered, but it also carries a reward for good citizenship. The important elements of the honor system are listed as follows:

The following is an agreement between the faculty and student body of Osborne High School which was placed in effect September 8, 1927, by a unanimous vote of both of the above bodies: A majority vote of either of the parties to this agreement will constitute sufficient reasons for its discontinuance.

The following are the essential features of the Honor System: Each student will receive a grade of 100% in deportment, provided that the conduct of that student has been such that he or she has not been reported to the office for any offense.

Offenses

	\$ Off
Disloyalty, vile or indecent language or improper conduct in school or coming to and from school, as high as.....	15

Use of tobacco or liquor during the school year.....	10
Any form of cheating, betting or gambling or thieving..	10
Attempts to get into any school function or game without permission or pay.....	10
The use of another's property without the owner's permission.....	5
Steel clips of any kind on shoes.....	5
Violation of the rules of the opening or closing of the school buildings.....	5
Violation of lunch regulations.....	5
Scuffling or running in building.....	5
Chewing gum inside of building.....	5
Eating, other than in lunch room.....	5
Boisterous conduct about the buildings (whistling).....	5
Misuse of magazines or books.....	5
Littering up the floor or desks.....	5
Marking on walls or misuse of furniture or fixtures....	5
Indifference.....	5
Unsportsmanlike conduct.....	5
Crabbing.....	5
Profanity or misconduct on athletic field.....	5
Any form of misconduct while on trips in interest of school.....	5
Going to sleep.....	5
Unnecessary marring and writing on textbooks.....	5
Absence from class or study period without proper excuse.....	5
Communication after bell without permission.....	3
Failure to turn in absence or tardiness admit slips....	3
Failure to turn in grade card.....	3

Any teacher or janitor noticing any of the above offenses will report same to office in writing. They will not notify student, but Principal Barnett will have a complete record at all times of who committed the offense, what it was, and who turned it in.

Any student making a grade of less than 100% in department will be required to take any number of six weeks or final examinations as the faculty may direct.

Any student making a grade of less than 92% in department may be required to take a double examination in all subjects.

All students who make a grade of D or below must take the examinations.

Repeated reports to the office of offenses committed by a student will be considered as sufficient cause for

asking that student to withdraw from school.

A deportment list will be published at the end of each six weeks.

Reward

Any student making a grade of A, B, or C in any subject will be excused from six weeks and semester examinations in that subject provided the student has a grade of 100% in deportment.

We expect boys and girls who knock at the door of Osborne High School asking for admittance to live clean, wholesome lives, both in school and out of school, during school hours and vacation days as well. We believe that no special regulations should be laid down for athletes, but that all students should do the things that they know to be just and honorable. We expect all students to live on as high a moral standard as they expect of the teachers. We believe that with the above explanations all students should be able to conduct themselves with ease and without friction throughout their entire course in our high school. Quietness and cleanliness are our hobbies.

An interesting element connected with the honor system lies in the fact that its perpetuity can be terminated by either the student body or the faculty, and that it has been unanimously accepted each year by the student body and each year but one by the faculty, since it was first introduced in 1927. The following year the faculty were glad to reinstate the honor system.

Teachers and School Officers

The administrative authority is vested in the superintendent and delegated to the principals through the board of education, but the board of education does not deem its duty fulfilled without passing judgment on any affairs of the school, when approached by any patron or pupil whose rights or privileges may have been encroached upon by the school or school management.

Both patrons and pupils are not only invited but earnestly requested to consult the superintendent or any principal on any problem of educational or personal interest. A courteous and reasonable consideration of the same will be given, and many prejudices may result in services and friendships which will develop proper attitudes on the part of both pupils and faculty.

Table No. 7 shows the entire faculty of the Osborne schools, with the subjects or duties listed. The last column gives the years of service of all the teachers.

Table No. 8 shows the preparation of the individual members of the faculty, with the type of certificate that each holds. Teachers are encouraged to attend summer sessions and get advanced credit, but the recent drouths have prevented any recognition for such work in the way of salary increases.

Gordon	109-110	109-110	109-110	109-110	109-110	109-110
	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
Calhoun	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
Rockstraw	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
Kennedy	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
Hughes	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.	Voc. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.
	F. M.	F. M.	F. M.	F. M.	F. M.	F. M.

(Cont. on next page)

Table 7. Showing the Teaching Field and Term of Service of Osborne Teachers.

	Position and Subjects Taught	Years of Service in Osborne Schools
1. Brewster, I.M.	Superintendent	9
2. Barnett, H.C.	Principal, Math.	9
3. Deeson, Caroline	English, Yecmen.	14
4. Calhoun, O.D.	Vocational Agri.	1
5. Coulson, H.F.	Pub. Sp., Arith.	4
6. Deeble, Florence	Eng., Soc. Sci.	11
7. Cordon, Martha	Voc. Homemaking	Elect
8. Hanson, Agnes	Latin, English	1
9. Hibbs, Agnes	Swedish, Library	3
10. Hookstesser, H.J.	Conch, Man. Tr.	1
11. Johnson, Anna	Music, Swedish	3
12. Hughes, Katherine	Commerce	4
13. Kennedy, H. L.	Social Science	5
14. McKinney, Florence	Voc. Homemaking	2
15. Miller, Margaret	Art	1
16. Nickel, Freda	Office Secretary	4
17. Nyberg, Paul	Music, Soc. Sci.	2
18. Search, Herman D.	Math., Science	Elect
19. Fletcher, V.B.	Fin. Jr. High	7
20. Arheart, Delta	Junior High	13
21. Anderson, V.L.	Prin. Intr. Cr.	6
22. Leaver, Lila	5th Grade	3
23. Klontz, Christine	4th Grade	11
24. Arnold, Laverna	3rd Grade	3
25. Meyer, Susan	2nd Grade	9
26. Gregory, Blanche	1st Grade	2
27. Robinson, Carol	I & E Overflow	Elect
28. Kondig, Jeanne	Kindergarten	1

Table 8. Showing the Preparation and Certification of the Osborne Faculty

	Preparation Degree or College Hours	Certification
1. Brewster, L.H.	M.A. & A.B.	Life
2. Barnett, R.C.	A.B.	Life
3. Bacon, Caroline	B.S.	Life-3
4. Calhoun, O.D.	B.S.	5-yr. Life
5. Coulson, M.F.	B.S.	Life-3
6. Cooble, V.	A.B.	Life
7. Gordon, Martha	B.S.	
8. Hanson, James	M.A. & B.S.	5-yr. Life
9. Hibbs, Agnes	B.S.	Life-3
10. Becktrasser, H.	B.S.	Life
11. Hachen, Kath.	B.S.	Life
12. Kennedy, M.L.	M.A. & A.M.	Life
13. Hodgson, Mina	A.B.	Life
14. McKinney, Flor.	B.S.	5-yr. - 5-yr.
15. Miller, Marg.	B.V.A.	Life, 1st yr.
16. Nickel, Freda		
17. Nyberg, Paul	B.V.A.	Special
18. Fletcher, W.E.	84 college hrs.	Perm. J.R.H.
19. Arheart, Belta	80 college hrs.	Life-3
20. Gardner, V.L.	81 college hrs.	Perm. J.R.H.
21. Leaver, Lila	Ph. D.	Life
22. Klotz, Chr.	88 college hrs.	Permanent
23. Arnold, Lav.	75 college hrs.	Permanent
24. Meyer, Susan	72 college hrs.	Life
25. Gregory, Bl.	67 college hrs.	5-yr. Life
26. [Name obscured]		
27. Kondig, Jeanne	60 college hrs.	Permanent
28. Leach, Nell	B.S.	

Teachers Having Master's Degrees..... 3
 Teachers Having Bachelor's Degree.....17
 Teachers Having 60 college hours or more..... 8
 Teachers Having Less than 60 College Hours..... 1

Attendance

It would seem at first sight that attendance is on the increase and that plans for greater accommodations or more concentrated use of school equipment would be necessary. But let us examine the past causes of increase and see if those causes will continue to swell the enrollment. During the year 1933 we experienced the first application of federal aid, so that with three years of drouth to torment the rural population, many have left their rural homes and migrated to urban communities where federal projects were under construction. This conclusion has also been upheld by the fact that the rural graduates have decreased tremendously during the same period. Following is a table showing the number of Osborne County rural school graduates and also the number of Osborne High School graduates for the past five years.

Table 9. Showing Osborne County Rural School and High School Graduates for Past Five Years.

	1931	1932	1933	1934	1935
	1932	1933	1934	1935	1936
Rural Schools	127	127	105	121	99
Osborne Jr. High	31	36	41	42	45
Totals	158	163	146	163	144

Although our junior high school has had an increase of pupils over the five year period, the available entries in the freshman year from rural schools have dropped from one hundred twenty-seven to ninety-nine. With a graduating class of fifty last spring and only a senior class of thirty-six for next fall and the prospects of a smaller freshman class, combined with the fact that Osborne has completed two large federal aid projects, the Osborne Lake and the large bridge south of town, which employed a large per cent of relief workers, prediction can be made that a decreased enrollment is due next September.

Table 11 shows the comparison of enrollment with attendance for the past three years. It will be seen that the greatest variation appears in the kindergarten and that the least variation appears in the high school. During the past two years there have been a great many contagions in our community, measles, mumps, influenza, colds, and a few cases of scarlet fever. In the high school many pupils have been absent to work or to care for children while parents were working. Leniency has been exercised in excusing such pupils, but we are asking all parents to cooperate with us in avoiding all unnecessary absences, for irregularity is one of the greatest factors in discouraging pupils causing them to lose interest and eventually drop out.

Table 10. Comparative Enrollment Data of the
Osborne Schools for the Past Three Years

	1933-34			1934-35			1935-36		
	B	G	T	B	G	T	B	G	T
Kindergarten	15	14	29	22	16	38	21	18	39
1st Grade	11	13	24	17	16	33	27	20	47
2nd Grade	15	14	29	10	14	24	18	16	34
3rd Grade	12	13	25	15	19	34	15	18	33
4th Grade	12	20	32	16	15	31	16	25	41
5th Grade	29	15	44	14	22	36	18	15	33
6th Grade	21	23	44	24	20	44	19	23	42
7th Grade	19	24	43	18	20	38	27	27	54
8th Grade	18	23	41	17	25	42	18	27	45
Freshman	29	31	60	45	42	87	33	54	87
Sophomore	33	29	62	17	25	42	38	45	83
Junior	27	29	56	32	30	62	18	21	39
Senior	37	26	63	22	22	44	28	22	50
Post Graduates	5	6	11	4	5	9	0	2	2
Totals			565			562			634

Total for 1931-1932 was 546.

Total for 1932-1933 was 543.

Key
B...Boys
G...Girls
T...Total

Table 11. Showing detailed enrollment and attendance data by divisions for the last three years. E is for enrollment, A for attendance, T for total, B for boys, and G for girls.

	1933-34			1934-35			1935-36		
	E	A	% of Attendance	E	A	% of Attendance	E	A	% of Attendance
Kindergarten									
E	15	14	29	28	16	38	21	18	50
A	13.9	11.1	25	19.4	14.3	53.7	15	15.5	23.5
% of Attendance			86.8			83.7			73.1
Grade School									
E	100	100	200	96	104	200	113	122	235
A	97.3	90.6	187.9	83.9	92	180.9	87.6	99.4	187
% of Attendance			93.9			90.4			80
Junior High									
E	37	47	64	35	45	50	45	54	90
A	29.9	41.6	71.7	32.9	42.6	75.5	37.6	45.6	81.4
% of Attendance			85.4			94.4			82.2
Senior High									
E	131	119	252	120	122	244	117	144	261
A	116.1	109.4	225.5	103.6	111.3	221.9	104.1	130.4	254.5
% of Attendance			89.4			90.9			90

Business Management and Finance

The Osborne schools have long operated on the cash basis and have consequently suffered no great loss of efficiency because of the cash basis law. The entire board of education is interested in the welfare of not only the boys and girls of the community, but also the most conservative use of public funds used for educational purposes. The accompanying tables are self-explanatory and give an idea of the financial status of the Osborne school district. Under the direction of the secretary to the board of education a high school banker is elected from the commercial students, who keeps accurate records of every school organization, checking in and out of the funds such items as are directed through the sponsors and approved by the superintendent or principal.

Teacher Wages-

Salary of the Osborne Teachers Compared with the Median Salaries of Kansas Teachers and Teachers of the United States in Cities of 2500 to 5000 Population.

The purpose of this table is to inform the public of local salary conditions in comparison to state and national. Though the variations do not show any reasons for their differences, it is left to the reader to draw his own conclusions. For those who believe in a limited wage for teachers, it shows that we have not exceeded a median program either in the state or in the nation, and for those who desire a better wage for our teachers it will justify

the proposed increase in the budget. The figures are obtained from the National Educational Journal for May, 1935. Report prepared by the Research Division of the N. E. A.

Table 12. Showing Osborne Teachers' Salaries Compared with Median of Kansas and United States.

High School Teachers 1934-35 Reports 1936-37 Proposed		
Osborne Average	\$ 944.00	\$1085.00
Kansas Median	1137.00	
United States Median	1260.00	
Elementary Teachers		
Osborne Average	720.00	801.00
Kansas Median	846.00	
United States Median	961.00	

Table 13. Report of Receipts and Expenditures of Osborne City Schools
1935-1936

Balance in hands of treasurer, June 1, 1935.....	\$ 37,105.96
Receipts for year:	
Receipts from County Treasurer from taxes:	
General	\$ 13,225.39
Bond	13,776.65
Repair	2,164.59
Playground	219.74
	<u>\$59,384.35</u>
Amount received from State and County School Funds:	
State	\$15.20
Barnes	<u>15,349.78</u>
	15,661.98
All other sources:	
Interest on deposits	34.47
Manual Training	160.18
Insurance claim	675.63
Received from federal govern- ment for Vocational wages	516.00
Hunter tuition	70.50
Voc. Ag. supplies sold	18.46
N.Y.A. warrants written and returned to district	876.30
Net receipts.....	1,751.79
	<u>46,798.13</u>
	\$ 88,908.09

Expenses:

- Expenses of general control
- Expenses in connection with business of district,
cost of board records, legal service, auditing, etc. \$ 35.00

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2. Cost of instruction:	
a. Salaries of teachers and principals. b. cost of teaching supplies and tuition.....	24,866.31
3. Cost of operation of school:	
Cost of janitor services, fuel, light, water telephone, etc.....	7,183.71
4. Cost of maintenance of school plant:	
Cost of repair of buildings, repair and replacement of equipment and insurance.....	2,214.24
5. New outlays:	
Cost of new lands, buildings, new equipment.....	1,720.15
6. Cost of debt service:	
All amounts paid as principal and interest on bonds and all borrowed money.....	13,056.80
7. Miscellaneous expenses.....	1,115.42
8. Total amount paid out for school purposes (as per Table 14.....)	\$49,551.63

RECEIPTS
 49,551.63
 \$49,551.63

BALANCE IN HANDS OF TREASURER JUNE 1, 1936.....

Table 14. Expenditures, 1935-1936

Teachers' Salaries.....	\$ 22,388.00
Manual Training Supplies.....	429.99
Vocational Homemaking Supplies.....	120.87
Office Supplies.....	416.51
Grade Supplies.....	215.87
Music.....	487.75
Other Instructional Costs.....	324.78
Janitor Wages.....	1,997.50
Labor.....	1,140.55
Fuel.....	1,483.61
Light.....	622.45
Water.....	215.42
Telephone.....	79.74
Janitor Supplies.....	544.47
Other costs of Operation.....	623.56
Repairs.....	1,597.86
Taxes.....	369.58
Insurance.....	8.76
Other Maintenance Costs.....	223.04
High School Furniture.....	424.47
Grade Furniture.....	9.04
Grade Library.....	186.76
H.S. Library.....	127.68
Supplementary Books.....	36.94
Home Economics Apparatus.....	46.58
Manual Training Apparatus.....	16.99
Playground Apparatus.....	36.94
Athletic Field.....	87.32
Bonds.....	8,000.00
Interest.....	3,056.80
Miscellaneous.....	1,150.42
Vocational Agriculture.....	<u>1,098.61</u>
Total.....	\$ 49,551.63

Table 15. Per Pupil Cost

Grade School

Total cost of operating Osborne Grade School for 1935-36 (Exclusive of bonds and interest).....		\$ 13,667.42
Total Enrolment	375	
Cost per pupil per year	\$36.64	
Cost per pupil per month	4.07	
Cost per pupil per day	.207	

High School

Total cost of operating Osborne High School for 1935-36 (Exclusive of bonds and interest).....		\$ 22,827.41
Total Enrolment	261	
Cost per pupil per year	\$87.46	
Cost per pupil per month	9.72	
Cost per pupil per day	.486	

Table 16. Treasurer, Board of Education

Treasurer's Balance May 29, 1935, Farmers Bank..	\$18,843.90
Treasurer's Balance May 29, 1935, First State...	18,260.06
Total Treasurer's Balance May 29, 1935.....	<u>\$37,103.96</u>

<u>Deposits:</u>	Farmers Nat. Bank...\$28,778.64	
	First State Bank....	24,019.49
	Total Deposits.....	<u>\$48,798.13</u>
Total Balance and Deposits.....		<u>46,798.13</u>
		<u>\$83,902.09</u>

<u>Disbursements:</u>	Farmers Nat. Bank..	\$24,639.75	
	First State Bank...	24,911.88	
	Total Disbursements	<u>\$49,551.63</u>	49,551.63
Treasurer's Balance May 27, 1936.....			<u>\$34,350.46</u>

<u>Outstanding Warrants:</u>	Farmers Nat. Bank...	000.00	
	First State Bank... \$	220.00	220.00
Depository Balances May 27, 1936			<u>\$34,570.46</u>

Farmers Nat. Bank Balance.....	\$16,982.79
First State Bank Balance.....	17,587.67
Total.....	<u>\$34,570.46</u>
Total Depository Balance May 27, 1936.....	<u>\$34,570.46</u>

Table 17. School Activities Account

	Dr.	Cr.
Bank Balance May 27, 1936.....	\$397.75	
Athletics.....		\$ 41.26
Sophomore Class, 1936-37.....		12.50
Junior Class, 1936-37.....		15.69
Senior Class, 1936-37.....		37.29
Girls' Athletic Association.....		1.65
Girl Reserves.....		53.63
Hi-Y.....		15.67
School Enterprize.....		87.17
O.H.S. Alumni Association.....		41.84
Boy Scouts.....		15.37
Girl Scouts.....		67.13
Grade Athletics.....		4.60
Future Farmers Association.....		3.95
	\$397.75	\$397.75

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Memorandum for Cut-off:

Farmers Bank:	Last Deposit May 26.....	\$ 5,554.15
	Last Check No. 7617.....	10,533.55
First State:	Last Deposit May 26.....	8,142.31
	Last Check No. 8786.....	9.10
School Activ.:	Last Deposit May 23.....	75.48
	Last Check No. 2561.....	0.50

Table 18. School Banker Account

Bank Balance May 29, 1935.....	\$	355.00
Deposits.....		3,411.02
		<u>3,766.02</u>
	Total.....	\$ 3,368.27
Warrants Issued.....	\$	397.75
School Banker's Balance May 27, 1936.....		<u>122.28</u>
Plus Outstanding Warrants.....		\$ 520.03
Bank Balance May 27, 1936.....	\$	520.03
Farmers National Bank Balance May 25, 1936	\$	520.03

Outstanding Warrants:

No.	2523	\$	1.26
	2534		1.50
	2543		11.50
	2548		24.00
	2550		5.65
	2553		2.52
	2557		5.00
	2558		4.75
	2559		.80
	2560		65.80
	2561		.50
Total Outstanding Warrants		\$	<u>122.28</u>

Board of Education

- George A. Woolley, President..Term expires Aug. 1, 1937
- A. G. Hardman.....Term expires Aug. 1, 1937
- O. D. Gregory.....Term expires Aug. 1, 1937
- Loren Wolfe, Secretary.....Term expires Aug. 1, 1939
- John Van Seyoe.....Term expires Aug. 1, 1939
- Ray Tindal.....Term expires Aug. 1, 1939
- C. O. Robertson, Treasurer....Term expires Aug. 1, 1939

Committees of Board.

- Auditing...Van Seyoe, Wolfe, Tindal.
- Finance....Gregory, Wolfe, Tindal.
- Purchasing.....Wolfe, Hardman, VanSeyoe.
- Building and Grounds...Tindal, Gregory, Hardman.

The Board of Education has complete control of all school affairs and properties. Final authority rests with its members. They meet in regular session on the first Monday night of each month at eight o'clock. Any one who may care to meet with the board concerning any business matter may get permission to do so by calling President George Woolley. All bills on the board must be presented to the superintendent not later than the last of the month.

Extra-Curricular Activities

The extra-curricular activities of the high school include every activity in which pupils participate except those classroom subjects which require a regular school recitation period. A pupil may graduate without participation in any of the extra-curricular activities, but in order to encourage a wider interest and better appreciation of pupil participation and self-expression, the activities are evaluated and credit is given toward graduation to the extent of one unit.

Credit is given according to the following table and in keeping with these regulations. A pupil must be regular in attendance. In debates and oratory he must have participated in at least one inter-school contest. All pupils must be approved by the instructor in charge.

Athletics.....	Baseball.....	1/8
	Basketball.....	1/8
	Football.....	1/8
	Gym class (entire year).....	1/4
	Wrestling and Boxing.....	1/4
Church Attendance.....	40 or more attendance slips..	1/4
Forensics.....	Debate.....	1/4
	Oratory.....	1/4
High School Banker....	(entire year).....	1/2
Librarian.....	(entire year).....	1/2
Music.....	Band.....	1/4
	Orchestra.....	1/4
	Boys' Glee Club.....	1/4
	Girls' Glee Club.....	1/4

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Instrumental...not to exceed 1/2
unit per school year.

Office Practice.....(entire year..... 1/2

Athletics.

Athletics serve a three-fold purpose in the school program. They are a means of developing mind and muscle, and in so doing become a health measure. They serve as an incentive to better classroom work, and as such keep many boys in school. They furnish a recreation program for the patrons that cannot be duplicated in the smaller communities. Unless an athletic program can accomplish in some measure these purposes, it would be questionable if its continuance would be justified. Participation in all sports should develop cooperation, honesty, unselfishness, and other similar traits. Every boy who enters a game is urged to do his best, but recognition of that best is given whether or not he wins the game.

The past year Osborne won six football games, tied two games and lost two games. The team developed one of the best passing machines ever seen on a high school squad. One of the losses and one tied game can easily be attributed to frozen or muddy fields. Osborne netted a total score of one hundred eighteen points against their opponents fifty-eight.

In the sport of basketball the Osborne team showed its greatest ability, winning fourteen games and losing five. Two of the games lost were in the state tournament and against two teams, both of which went to the semi-finals. The season's score totaled six hundred thirteen points against the opponents four hundred forty-nine.

This was the first season for quite some time that the school chose to play basketball instead of having a track team. On account of weather conditions and the other activities of late spring, and also because of the difficulty of scheduling games with schools near Osborne, only a few games were played and with very little enthusiasm on the part of the student body. However, since baseball is an international sport of such universal interest, it seems well to include it in the school athletics.

Any boy who is unable to participate in the competitive athletics can participate in the intramural program, which is under the direction of the coach and held during the noon hour and in the evening. There is also an organized gym class where boys may get needed physical training. Many schools require two years of Gymnasium

class work of all boys not enrolled in competitive sports, but because of a crowded schedule and so many rural pupils Osborne has never made such a requirement.

Church Attendance.

The city of Osborne has a fine group of progressive churches. Education owes its beginning to the churches, and the churches are still one of the rich sources of education. Therefore, the schools gladly endorse the work of the churches.

The school is entirely impartial in its interests in the churches. We want all pupils, no matter what race, color or creed, to feel that the faculty of the Osborne city schools encourage them in their particular religious faith. He who has no such anchor as a deep religious conviction is in a worse plight than a ship lost at sea. The schools are non-sectarian and teach no creed, but an educated mind unaccompanied by a consecrated soul has the possibilities of being society's greatest menace. Therefore, we encourage all students and patrons to be faithful to some religious belief. Therefore, the school offers one-fourth unit of credit to any pupil having attended at least forty religious services during the school

year. As evidence of such attendance, church credit slips are given to any pastor serving in this community to pass out to the students attending his services. The pupil must then write on the slip the date, the title of the service, the name of the church, and sign his name to the slip.

At the end of the school year fifty-two awards were given for church attendance. Of these fifty-two awards eight were given to students who had won them for the fourth consecutive year, ten were given to students who had won them for the third year, ten were given to students who had won them for the second year, and twenty-four were given to students who had won them for the first year. These awards are in the form of a felt O. H. S. monogram and are marked to indicate the number of years and also the number of slips presented. For the second year a small gold service star is added, and another star for each additional year. If a pupil presents sixty slips, a chevron is added, for eighty slips, two chevrons, and for one hundred slips, three chevrons.

Experiences.

Aside from the public speaking class, but through that department, has developed a program of debate and oratory. We have not always had the school represented in oratory, but have had a debate team for a number of years. However, we are glad to announce that a student, Chester Leason, now in Bethany College, Lindsborg, has recently won honors in the state, interstate, and national oratorical contests.

During the past debate season, the debate squad has entered into four practice debates with the following results:

Downs, non-decision.

Kensington, Osborne negative team won,

Osborne affirmative team lost.

Lebanon, Osborne negative team won,

Osborne affirmative team lost.

In addition to these four practice debates, the teams participated in three tournaments, Lebanon, Beloit, Harlan, Downs Kensington, Belleville, Lincoln, and

Osborne entered the tournament at Lebanon. Osborne emerged victorious with Lebanon a very small margin behind.

The second tournament was held at Beloit, in which contest Lebanon, Lincoln, Beloit, and Osborne entered. Lebanon won first place with Osborne and Beloit tying for second place.

The last tournament was the district tournament at Hays. Six schools were entered in this contest -- Hays, Wakeeney, Lincoln, St. Joseph's College Academy, Horton, and Osborne. At the close of the tournament Wakeeney ranked first with sixteen points. Osborne and Lincoln tied for second place with fifteen points each, and Hays came next with fourteen points. The first affirmative team was composed of Regena Hoagland and Margaret Ethel Demman; the first negative team was composed of Jack Adams and Joe Heizer.

In a dramatic way pupils were permitted to try out for the all school play, and seniors tried out for the senior play. Many other opportunities were afforded the students in chapel programs where one act plays, declamations,

readings, pageants, pantomimes, and musical numbers were sponsored by faculty members.

Girl Reserves and Hi-Y.

These organizations are very much alive to activities designed to help boys and girls live ideal lives. Their program is very broad and includes many different lines of interest. These organizations meet three Thursdays of each month at ten minutes after three o'clock. Each year the organizations send delegates to local conferences where they meet with the leaders of the schools and youth organizations of the surrounding territory. This year Eugene Woolley was elected to represent Central Kansas for the Hi-Y Clubs at Berea, Kentucky. The Girl Reserves organization is sending five girls to Camp Wood some time in July. These girls will receive instructions in leading programs for their local clubs and at the same time will have the opportunity of directed athletics for girls in a strictly girl's camp.

Music.

Under the direction of the music department pupils are permitted to enter classes for instruction in many of the instruments of the band and orchestra, and as soon as they

advance enough to read the simplest of music, they are permitted to join the junior band.

During the past year the school band has consisted of twelve grade pupils and thirty-four high school pupils. The orchestra consisted of ten grade and thirty high school pupils, with an exclusive grade orchestra of twenty-five members. The girls' glee club consisted of thirty members, and the boys' glee club was composed of thirty-five. Other smaller groups included girls' quartette and double quartette, string trio, and brass quintet, to which may be added the vocal and instrumental solo work.

At the Hays Music Festival were given the following honors:

Arlene Sollenberger, Clarinet solo.....excellent.
 Dorothy VanGundy, Piano solo.....very good.
 Ruth Nye, Soprano solo.....very good.
 Boys' Glee Club, Chorus.....very good.
 Girls' quartette.....very good.

Students are selected to assist in the keeping of the library according to their aptitude and vacant periods in which they may serve as librarians. This practice has enabled several girls to obtain assistant librarian positions in college whereby they have been able to defray much of

80

their school expenses.

Parent-Teacher Association

There is no parent-teacher association in the Osborne schools. So great has been the enthusiasm for the work done by this organization in other communities that the question of its value and advisability of attempting to organize a unit presents itself here. At previous times an organization has been attempted but failed to attract the patrons and teachers sufficiently to continue functioning. Whether the patrons are satisfied to let the faculty dictate the means of cooperation and settlement of the normal problems of their children, or whether the duties of a community too highly organized in social and religious clubs can afford to have an educational club, the work of such a club would be highly valuable if conscientiously performed.

If a sufficiently large number of patrons should express their desire and interest, the faculty would be glad to offer its cooperation in perfecting the organization.

CONCLUSIONS

Public education is a result of the recognition that to educate the entire citizenry would contribute to the general welfare of a commonwealth under a democratic form of government. It is the right of every citizen in such a commonwealth to know just how the public money is being used and what is being accomplished with it.

In their zeal to conduct their institutions as economically as possible, many administrators have been unable to make public reports of their schools or have used that avenue for the reduction of school expenses. Some superintendents have made their reports nothing but a book of tabular facts and figures that the purpose of reporting is lost, because no one will take the trouble to decipher the meaning and interpret the correct conclusions.

The writer has been convinced that it is possible to make a report which will be short and concise enough as well as complete and interesting enough to attract and hold the attention of those for whom it is intended.

Judging from the costs of stencils and paper, such a report can be made at a nominal expenditure of from ten to fifteen dollars annually and distributed to at least three hundred patrons. The mimeograph machine is the best means of printing because it is cheaper than the print shop, and

the copies are more easily prepared and read than those of the hectograph or ditto machines.

Such reporting will prompt the keeping of much data pertinent to the measuring of the accomplishments of the schools which would otherwise be neglected.

It is very evident that most superintendents use their local newspapers for bringing reports to the public, and this is a very good means of informing the patrons. However, this means in a small community lacks the force of a summarized statement of the achievements of the entire school and its individual pupils.

Although the writer has acquired a great deal of information concerning the technique of school reporting which cannot be conveyed in this account, school administrators would be greatly benefited by a thorough study of Clark (1) and by using his criticisms in making their annual or periodical reports.

FINIS

ACKNOWLEDGEMENT

The writer takes this opportunity of extending his sincere thanks and appreciation to C. V. Williams, Ph. D., professor of vocational education, for his patient advise and criticisms in making this study, to W. E. Sheffer, Ph. D., for valuable information, and to L. H. Brewster, superintendent of schools at Osborne, Kansas, for his interest and assistance in gathering material.

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