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Accreditation of Public Schools

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1950

ACCREDITATION OF PUBLIC SCHOOLS

BY

CLARENCE E. HODGES

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

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Approved:

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PREFACE

This study is an endeavor to show the necessity of a dynamic accrediting program and to familiarize not only the administrators, but everyone else with such a program. Many administrators believe that only by tentation will we be able to perfect our accrediting system. Such a belief has its significance, but much trial and error could be eliminated if during a probationary period everyone involved would acquaint himself with the problems and purposes of accreditation. This study also recommends a new Kentucky high school accrediting form to replace the present one. As an outcome of this study a new form is being submitted for consideration.

I wish to express my sincere appreciation to Dr. W. M. Willey of the Education Department of the Western Kentucky State College for the inspiration and aid which he has given me. I am indebted to my major Professor, Dr. Bert R. Smith of the Education Department of the Western Kentucky State College for careful supervision and criticism he has given me while this study was being prepared. I am grateful to Dr. Lee Francis Jones, Head of the Education Department of Western Kentucky State College for his interest and suggestions.

I also wish to thank Mark Godman of the Kentucky State Department of Education for his interest and materials supplied. Acknowledgements are also due the superintendent of public instructions of the many states who supplied amounts of material, including state accrediting forms used in this study.

CHAPTER I

INTRODUCTION

It is the aim of this study to show the need of a dynamic accrediting program for the education systems. It is further hoped that this endeavor may furnish a basis for plans that will result in a superior type of accreditation by familiarizing superintendents, principals, teachers, and citizens with the methods, problems, and questions involved in state and regional accreditation programs. It is also hoped that this study will assist the Kentucky State Department of Education in their quest of a more comprehensive and desirable state high school accrediting form.

It is the purpose of this chapter to treat briefly the following topics:

- I. Statement of problems
- II. Scope of study
- III. Sources of data
- IV. Technique of treatment
- V. Previous studies of similar nature

Statement of problems.- The problems of this thesis are three-fold:

1. To familiarize administrators and citizens with the problems and needs of accreditation to the extent that these problems become axiomatic,
2. To determine who does the accreditation and how comprehensively is it done,
3. To revise the present state form used for accreditation of Kentucky schools by comparison with other state-accrediting forms.

Scope of the study.- This study as originally planned was to include a discussion of all forty-eight states' accrediting forms and the criteria used by the six regional association for accreditation. Since only thirty-nine of the forty-eight states complied with the author's request for state-accrediting forms, it was impossible to compile a national average accrediting form. This, however, does not effect the value of the study, as a higher percentage of returns was received than is usually received from such a request. For example, the Research Committee of the Kentucky Education Association in its 1928-1929 study of the county superintendents received only seventy replies from one hundred-twenty requests.¹

The similarity of the criteria of the six regional associations resulted in directing the author's attention mostly to the criteria of the Southern Association. To illustrate the vastness of accreditation, these are some of the items that the accrediting program should cover:

1. Support
2. Selective, admission to professional curriculum
3. Guidance, functional, and cultural general education need

¹ Research Committee of the Kentucky Education Association for 1928-1929, County School Administration in Kentucky.

- 4. Preparation in teaching fields
- 5. In-service and graduate programs of advanced professional education and training
- 6. Laboratory schools
- 7. Libraries
- 8. Clinical facilities
- 9. Internships
- 10. Supervision of student teaching
- 11. Relationship of the program of studies to educational jobs
- 12. Scholarship standard
- 13. Institutional climate for teacher education
- 14. Local school problems
- 15. Resources for advanced training of school practitioners and for research and college teaching.²

Source of data.-- The criteria, forms, and information used in this investigation were obtained from the Superintendents of Public Instruction of thirty-nine states and the directors of the regional associations directly by correspondence. Additional information was secured by interviewing persons involved professionally with accreditation and reading of speeches made regarding accreditation.

Technique of treatment.-- The technique of treatment is both comparative and statistical. The present Kentucky form for accrediting schools is compared with the accrediting forms of other states. The accrediting form which is the outcome of this thesis is also compared with other states accrediting forms.

² W. E. Peif, "What Better Accreditation Means," NEA Journal, March, 1950.

The statistical technique is used in this thesis to illustrate the conditions of schools and number of accredited schools in Kentucky. In showing the extent of accredited schools in Kentucky it is hoped that the need of a dynamic accrediting program may be given in emphatic and unequivocal terms.

Previous studies of similar nature.-- There have been very few studies of a similar nature to this thesis. The results of a concentrated search for studies similar in nature to this study proved negative.

However, the Committee on Standards of the Southern Association is conducting an investigation on rewriting the standards of the associations. This committee decided upon these things at their first meeting.³

(a) Prepared a statement of the purpose of the project:

"The purpose of this project is to promote improvement of education in southern schools. One of the means for the accomplishment of this purpose is the development and application of standards and accrediting procedures that will be effective in providing an adequate program of education; that will help school people and the public generally to understand more clearly the purposes and policies of accrediting agencies; and that will grow out of the thinking and experiencing of these most concerned with the secondary education. To insure this, it will be essential to have the widest possible participation in the preparation of the revised standards. One of the chief purposes of the revision will be to give recognition to a broader and more functional education that will meet human needs in health, personality, and social development."

(b) Prepared a list of guiding principles.

(c) Developed tentative procedures for getting the project started.

It was agreed that:

(1) The secretary secure and make available to members of the Committee

³ Progress Report of the Committee on Standards, Proceedings of the fifty-third Annual Meeting of the Southern Associations of Colleges and Secondary Schools (St. Petersburg, Florida: St. Petersburg Printing Co. Inc., 1948), p. 109.

on Standards and interested groups.

(a) Copies of standards of all regional accrediting agencies:

(b) Copies of standards of the accrediting agencies of each member state:

(c) Other pertinent historical and source material.

(2) It shall be the responsibility of the members of the committee to publicize the report of the conference in their respective states and to secure suggestions and criticisms from member schools and non-member schools as a basis for the preparation of the future agenda.

(3) Each member of the Committee on Standards to get the groups with which he makes contact to assist in discovering weaknesses in present standards and the reasons why they need revision and in determining ways in which accrediting agencies may be used for school improvement.

(4) The materials developed at the conference should be submitted to member schools for further suggestions and criticism.⁴

⁴
Ibid., p. 111.

CHAPTER II

GENERAL AND HISTORICAL INFORMATION ON ACCREDITATION

Americans like extremes, or at least they seem to swing from one extreme to the other with the greatest of ease. Education in this country was for many years narrow, rigid, and largely church-controlled. Of late years with the widespread, even though waning, influence of the "Progressives," the tendency has been to swing to the other extreme. The laissez faire attitude is so rampant in many schools and with some self-styled educational leaders that about all standards of order and achievement have been thrown to the wind. The idea or trend appears to be that of letting children do whatever appeals to them at the moment. The more able pupils are not held up to their best performance; they are allowed to develop habits of indolence and unconcern. The others or ones that are not capable are moved along, although they constitute only a small per cent and receive a high school diploma on the basis of attendance for twelve years. To the state accrediting and regional accrediting agencies we entrust the duty of preventing the deceiving of parents, communities, and pupils.

This chapter will deal with the following topics:

1. Early history of accreditation
2. Evolution of accreditation
3. Organization of regional accrediting agencies
4. Cooperative study of secondary schools
5. Vastness of accreditation

Early History of Accreditation

Because of the limited curriculum and the scarcity of students, an accrediting system or method was not needed during the initial introduction

of education in the United States. The establishing of free public schools and the increased demand of the people for more education made necessary some regulations governing the type of students and extent of their training prior to entry into higher education (universities). This move was later to culminate in what is referred to as accreditation or standardization.

The development of standardization of secondary schools had its beginning in Michigan and was a slow process. In the early stages of standardization it was referred to as inspection and was conducted in the following manner. A representative of the University of Michigan visited the schools and examined a few pupils in each school in special subjects. If the pupils' responses were reasonably satisfying to the university professors doing the examining, the school was given the diploma status. That is, it was accredited. There were no standards or criteria of efficiency then except those existing in the minds of visiting professors. In order to illustrate this inquest system, the following case is quoted from a speech given by Dr. Ray Lyman Wilbur, Chancellor of Stanford University, at the North Central Association meeting in Chicago, two decades ago:

"When I think of the work that has been done in connection with accrediting schools and the function played by your association here, I am reminded of my own experience when the first one of the accrediting professors from the state institution came to the high school where I hoped to graduate. Like all high school boys, I did a good deal more thinking than teachers thought I did. I began to inquire with the rest as to what kind of a professor this was. We found out that he was interested in Bullfinch's mythology. If there were one thing that did not interest me it was the family affairs of the Greek gods and goddesses. It always seemed to me that they were a little uneven in the things they did, not worthy of copying, and I had a feeling that I had better let them alone. But here was a man coming from a great university who seemed to think this was important, so I thought it was too.

"I got Bullfinch's mythology down and crammed away on it for a couple of nights until I could tell the family tree of most of these various gods and goddesses and run up the limbs

and drop on the ground anytime I wanted to. Sure enough, the first test we were given was something about that particular topic, and I was the first one called upon. I succeeded so well in my answers that I attracted the attention of the examiner and he kept me going fifteen minutes. He tested me rather thoroughly and came to the conclusion that this was an admirable high school, and he knew exactly what they were doing and they were put on the accredited list."¹

Today instead of testing a boy's memory for facts in mythology of Latin or Greek or in any other subject, the specialists today in the field of accreditation are interested in the total school organization and the efficiency with which citizens in a democracy are being developed.

Evolution of Accreditation

As has previously been stated, accreditation started as a function of the higher institution of education. The University of Michigan led the way by installing an inspection system of the secondary schools with a view to determining eligibility for approval.² The origin of this system may be traced to a resolution adopted by the faculty of the University of Michigan in 1871 and confirmed the following year by the Board of Regents. The primary purpose of this inspection was to determine the ability of schools to prepare their graduates to undertake the first year of work in the institution of higher learning. Prior to this time students desiring entrance into the university were required to pass certain stiff entrance examinations. This new accrediting plan or inspection system revolutionized the old system and was referred to as the "Diploma Plan."

This new system spread rapidly to other state universities, and some of them adopted a similar system. As the state departments of education grew,

¹

George E. Carrothers, University of Michigan Official Publication, "Accreditation 1871-1949," Ann Arbor, Michigan, Published by the University, 1949.

²

Edmonson, Roemer, Bacon, The Administration of the Modern Secondary School. p. 497.

some aided the universities in their standardizing duties; other state departments resented this action on the part of the state university and transferred the full responsibility of standardizing the secondary schools to the state department. The early move of the universities stimulated the state department of education to take active measures in accrediting schools. The preceding statement is substantiated by the action in 1823 of Indiana State Department of Education.

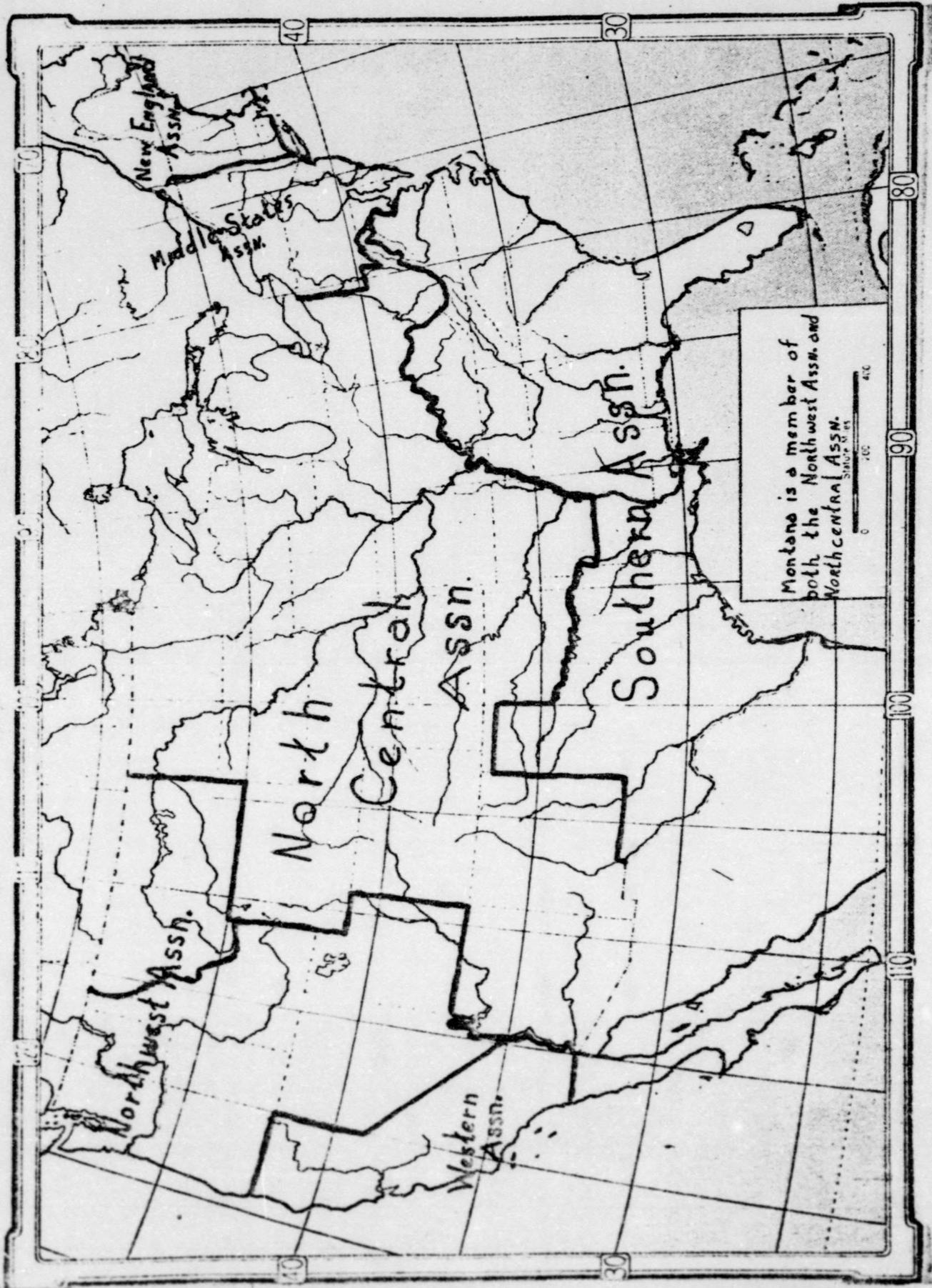
The department of education established an accrediting system for public high schools. Pupils graduated from an accredited school were permitted to enter Indiana University without an entrance examination. This progressive step was soon followed by other states. The influence of the states in accreditation spread to the extent that today most of the state departments of education are responsible for accrediting high schools in their respective states.

Fortunately, there is a dynamic program being carried on all over the United States to improve education by standardization. The main objective seems to be participation on behalf of everyone. One thing is certain: without unity and cooperation, we face hurdles that may not be overcome.

Organization of Regional Accrediting Agencies

Because of the enormous job of accrediting secondary schools and the need for unity in accrediting secondary schools the United States was divided into six regional associations. The associations are quasi-organizations. These associations in order of founding are: the New England Association of Colleges and Secondary Schools, the Middle States Association of Colleges and Secondary Schools, The North Central Association

³
Ibid., p. 496.



of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, and the Western Association of Colleges and Secondary Schools.⁴

In 1885 the first regional association, the New England Association of Colleges and Secondary Schools, was organized. This association included the following states: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, and Rhode Island. This association is the only one that does not enforce standards for secondary schools and higher institutions. It acts as a standardizing agency only through its discussion of various problems in the field of higher and secondary education.

The organization of the Middle States Association of Colleges and Secondary Schools, composed of the following states: New York, Pennsylvania, Delaware, New Jersey, and Maryland, was completed in 1892. The association followed the example of the New England Association in emphasizing importance of conferences as a means of improving school standards. However, in 1926 the association took steps to establish standards and classify secondary schools. In 1928, the first list of accredited schools was issued.

The largest of the regional association, the North Central Association of Colleges and Secondary Schools, was organized in 1894 at a meeting of the Michigan Schoolmasters' Club as a result of a resolution submitted by a principal of a private secondary school.⁵ This resolution requested the presidents of the University of Chicago, University of Michigan, and Northwestern University to call a conference to consider ways and means of

⁴ Ward G. Reeder, Public School Administration, p. 160.

⁵ op. cit., Carrothers.

establishing closer and more harmonious cooperation and more effective articulation between the secondary schools and the institutions of higher education in the north central states.⁶ Twenty states make up this association; these states are: Ohio, Michigan, Indiana, Wisconsin, Illinois, Iowa, Missouri, Arkansas, Oklahoma, Kansas, Nebraska, North Dakota, South Dakota, Wyoming, Colorado, New Mexico, Arizona, West Virginia, and Montana.

The North Central Association was the first to set up standards as a basis for approval of high schools. These standards, adopted in 1905, have served as a guiding example of the other standardizing agencies in the United States. More is written concerning the North Central Association because of its size and progressiveness. The Southern Association of Colleges and Secondary Schools was organized in 1895 at Atlanta, Georgia, at the meeting of delegates from a number of Southern colleges and universities. The purpose of the meeting, as stated, was:

1. To organize Southern schools and colleges for cooperation and mutual assistance;
2. To elevate the standards of scholarship and to effect uniformity of entrance requirements;
3. To develop preparatory schools and cut off work from the colleges.

The Southern Association of Colleges and Secondary Schools has eleven states as its representatives; they are: Kentucky, Virginia, Tennessee, North Carolina, Georgia, Alabama, Mississippi, Florida, Louisiana, and Texas. SOUTH CAROLINA

The Northwest Association of Secondary and Higher Schools, organized in 1918, is composed of the states of Washington, Oregon, Nevada, Utah,

⁶
Ibid., p. 33.

Idaho, and Montana and is the sister organization to the Western Association, established in 1930 and represented only by the state of California.

Cooperative Study of Secondary Schools

The Cooperative Study of Secondary Schools is the direct result of the combined effort of all regional associations to establish a unified acceptable set of standards for secondary schools. The Cooperative Study of Secondary School Standards had its inception in a series of suggestions and proposals between February, 1928, and August, 1933. The study made its first appearance in the form of a resolution which was passed unanimously in February, 1932, at the meeting of the National Association of Officers of Regional Associations. This proposal was not accepted by all the associations but certainly stimulated interest regarding the subject. A conference of representatives of the Commissions of Secondary Schools of the North Central, Southern, and Middle States Associations was held at Chicago on July 3, 1933. As a direct result of this meeting the United States Commissioner of Education called a conference of representatives of several regional associations to meet in Washington the following August 18 and 19.

The members of this conference formed a proposal for a "Cooperative Study of Secondary School Standards and Accrediting Procedures" and outlined a plan of organization. All six regional associations eventually accepted this proposal and appointed their representatives to the general and executive committees. The first meeting of the executive committee was held in November, 1933. During this meeting the committee expressed the purposes of the study as:

1. What are the characteristics of a good secondary school?
2. What practicable means and methods may be employed to evaluate

the effectiveness of a school in terms of its objectives?

3. By what means and processes does a good school develop into a better one?
4. How can regional associations stimulate secondary schools to continuous growth?

In order that these questions might be answered, an extensive study was made of the existing information and preparation made for experimental try-out. This study evolved around four phases; these are:

1. Formulation and development of the criteria
2. A period of experimentation for the application of the criteria
3. Analysis and evaluation of the experimental data, followed by the preparation of a report containing recommendations which might serve as a basis for the programs of the several regional associations, adapting the results to its own peculiar needs and conditions.
4. Interpretation and demonstration of the materials and procedures recommended by the Cooperative Study to the educational public, and assistance to state and regional officials in inauguration of new programs involving the use of this material.

The General Committee which headed this study consisted of twenty-one representatives of six cooperating associations and six advisory members representing such offices and organizations as the National Education Association, the United States Office of Education, the National Committee on Research in Secondary Education, and the American Council of Education.

7
Cooperative Study of Secondary School Standards, How to Evaluate A Secondary School, 1940, p. 2.

The Executive Committee composed of nine members was in charge of the general program.

The preliminary activities of this study started in August, 1933, in securing financial aid. Financial assistance was provided by the cooperating regional associations and partly by a national foundation. The total cost of the study to July 1, 1939, was approximately \$200,000.⁸ An additional appropriation permitted securing the services of four field men in 1938-39, which at that time was the climax to the study.

Vastness of Accreditation

It is the contention of the author that the layman considers accreditation as an instrument concerning only the professional educators. Those that consider accreditation merely a method of inspection think educators often employ underhand tactics in manipulating school funds. Thus it is obvious that evidence is certainly sufficient to substantiate the claim that the main trouble with accreditation is the lack of information people have concerning the subject.

The vastness of accreditation should be compared to space, for both go on and on indefinitely. Accreditation is concerned with all phases of education either directly or indirectly. Some of the topics covered in accrediting a school are:

1. Pupil activity
2. Guidance service
3. Pupil population and the school community
4. Library service
5. Instruction

⁸

Ibid., p. 4.

6. School plant
7. School staff
8. Curriculum and courses of study
9. Outcomes

All these topics and various others are covered in detail by the evaluative criteria used in accrediting schools in all of the accrediting Associations of Colleges and Secondary Schools. These topics are headed individually by a statement of guiding principles, similar to the one which follows. This statement heads the division of pupil activity in the Evaluative Criteria of the Southern Association:

"Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing line, educationally, between the usual classroom activities and those activities sometimes called "extra-curricular activities" which commonly permit more freedom and are more largely initiated and directed by the pupils themselves. There is need for pupil participation and expression in experience which are more essentially like out-of-school and daily life experience than are the usual classroom procedures. The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general character, so similar to life outside the classroom that a maximum carry-over may be expected. Under competent guidance pupils should share responsibility for the selection, organization, and evaluation of such activities and of their probable outcomes. In all such activities the development of leadership ability in pupils should be one objective. Opportunities for exercising leadership should therefore be abundantly provided."

It is obvious that with the above instruction a definite purpose and goals may be organized for the ones to evaluate a school system.

9
Cooperative Study of Secondary School Standards, "Evaluative Criteria," (Washington, D. C., Cooperative Study Publication, 1938), p. 4.

TABLE I
THE SOUTHERN ASSOCIATION SUMMARY OF APPROVED SECONDARY SCHOOLS—PUBLIC, 1948-49

State	Total 1947-48	Number Schools Added	No. Schools Dropped, Discontinued, Reorganized, or Not Reporting	Number Schools Advised	Number Schools Warned	Total 1948-49
Alabama	64	2	0	32	21	66
Florida	99	5	0	48	12	104
Georgia	132	6	0	85	31	138
Kentucky	97	0	1	76	40	96
Louisiana	140	2	2	62	32	140
Mississippi	85	0	0	50	20	85
North Carolina	57	6	0	6	23	63
South Carolina	52	0	0	11	4	52
Tennessee	86	0	1	28	30	85
Texas	256	2	6	44	26	252
Virginia	70	0	0	30	8	70
Extra-Territorial	0	0	0	0	0	0
TOTAL	1,138	23	10	472	247	1,151

CHAPTER III

GENERAL INFORMATION ON HOW TO EVALUATE A SECONDARY SCHOOL

The two preceding chapters attempted to acquaint the reader with some historical data of accreditation. It is the primary purpose of the author in this chapter to familiarize everyone, with the technical side of accreditation. With an ingratiating manner, the author was able to obtain some vital information from the accrediting officials of Southern Associations of Colleges and Secondary Schools.

Some of the technical sides of evaluation to be discussed in this chapter are:

1. Rating and scoring in the Southern Association
2. Instruction for computing school scores
3. The Alpha, Beta, and Gamma Scales
4. Instruction and suggestion for schools
5. Instructions for visiting committees

Rating and Scoring in the Southern Association

In evaluating the various divisions included in the criteria of the Southern Association of Colleges and Secondary Schools the philosophy and objectives of the school should be kept in mind.

Evaluations are made on the basis of personal observation and judgment, in light of available evidence, using a five-point rating scale as follows:

(Note: The figures are to be regarded merely as symbols, not mathematical quantities.)

5. Highly satisfactory or practically perfect; the provisions or conditions are present and functioning almost perfect.
4. Very good; distinctly above average; the provisions or conditions

are present and functioning very well.

3. Average; the provisions or conditions are present and functioning fairly well.
 2. Poor; distinctly below average; the provisions or conditions are present in an inadequate amount or, if present, are functioning poorly.
 1. Very poor; the provisions or conditions, although needed, are very poorly met or not present at all.
- N. Does not apply.

Also provided in the criteria is a space under Comments to make notations of compensating features or particular shortcomings, explanations, justifications of evaluations, or other pertinent matters.

Persons conducting the evaluation should not choose the highest of two possible evaluations when in doubt. Unless definite evidence is available to warrant a superior rating, one lower rating should be administered.

Instructions for Computing School Scores

After a set of Evaluative Criteria has been completely filled out for a school, it contains 462 evaluations of various aspects of the school as a whole, 20 evaluations of each staff member, and some quantitative data are to be combined into 110 primary and 9 summary scores on various phases of the school. These scores are then to be plotted on the individual thermometers of Educational Temperatures. Of these 110 primary scores, 93 are based on evaluations of the school as a whole, five are based on quantitative data for the school as a whole, twelve are based on the evaluations and quantitative data furnished for individual staff members.

Once the evaluations have been made and checked, the entire process becomes simple.

If computation of scores is deferred until all the original evaluations have been checked by the visiting committee, much unnecessary work could be avoided. The necessary steps in computation of scores are as follows:

1. Computing data in Section M for individual staff members
2. Transferring data for individual staff members to Sections H and J
3. Deriving scores in computation forms
4. Computing primary scores in summary forms
5. Computing summary scores in summary forms ¹

In certain sections of the Evaluative Criteria there are forms, each of which is headed "Computation Form" in which quantitative data are to be summarized or in which summaries of material transferred from Section M are to be made.

All quotients in this form and in other forms should be carried to one decimal place, unless clearly indicated otherwise in the form itself. In accomplishing this, three rules should be followed:

1. When the figure in the second decimal place is less than five, it should be dropped; thus, 2.34 should be recorded as 2.3, 4.32, as 4.3 and 1.11 as 1.1.
2. When the figure in the second decimal is more than five, the previous digit should be raised by one; thus 2.36 should be recorded as 2.4, 4.37 as 4.4, and 1.19 as 1.2.
3. When the figure in the second decimal place is exactly five, it should be dropped or the previous digit should be raised by one, whichever is necessary to make the figure in the first decimal place become an even figure; thus 2.35 should be recorded as 2.4, 2.45

¹

Cooperative Study of Secondary School Standards, How to Evaluate a Secondary School. (Washington, D.C.: Cooperative Study, Publication, 1940), p. 16.

as 2.4, 1.75 ad 1.8, 3.55 as 3.6 and 4.95 as 5.0

The computation of scores on the supplementary studies—pupil judgment, parent judgment, and non-college success—necessitates special instructions for each. Those who wish to use these studies in their own schools may obtain copies of the necessary forms and instruction for using and computing them by writing to the Cooperative Study of Secondary School Standards.²

The Alpha, Beta, and Gamma Scales

It was apparent in the beginning of cooperative study that the new materials and methods to be recommended for use would be more extensive and more time-consuming than the old standards had been. The new materials and methods were to be more valid and more qualitative than the older ones, and they were to emphasize stimulation as well as accreditation. The new methods should stress expert judgment more than quantitative data. It was also necessary to keep the material short enough that its use in secondary schools would be practical.

In order to meet these two requirements, three different scales have been developed for evaluating a school; these are:

1. An extensive scale, summarized in 110 educational thermometers, showing enough details to be of stimulative value to the school itself.
2. Brief scale, represented in 25 thermometers, sufficiently extensive to give a reasonably accurate picture of the main aspects of the school.
3. Intermediate scale, represented by 50 thermometers, having some of the characteristics of the previous mentioned scales.

²

Ibid., p. 87.

EXAMPLE OF COMPUTATION FORM

for the

EVALUATIVE CRITERIA

EVALUATION (A)	Number of EVALUATIONS (B)	Product of Columns A and B (C)
<u>5</u>	<u>4</u>	<u>20</u>
<u>4</u>	<u>11</u>	<u>44</u>
<u>3</u>	<u>16</u>	<u>48</u>
<u>2</u>	<u>7</u>	<u>14</u>
<u>1</u>	<u>2</u>	<u>2</u>
TOTALS:	<u>40</u>	<u>128</u>
		<u>3.2</u>
N		School Score

The educational thermometers are simply a convenient device for exhibiting evaluative measures graphically. These scales are referred to as,

1. Alpha Scale
2. Beta Scale
3. Gamma Scale

COMPOSITION OF THE ALPHA, BETA, AND GAMMA SCALES

AREA	Number of Thermometers		
	Alpha Scale	Beta Scale	Gamma Scale
Curriculum and Courses of Study	19	8	3
Pupil Activity Program	13	5	2
Library Service	11	7	3
Guidance Service	7	3	2
Instruction	6	3	2
Outcomes	18	7	2
School Staff	18	9	6
School Plant	11	4	3
School Administration	7	4	2
	110	50	25

Instruction and Suggestion for Schools

The steps and procedures for evaluating a school that would assist the school in preparing for evaluation are numerous. First of all the school should select which of the three scales is to be used and which, if any, of the supplementary studies are to be carried out in the evaluation.

The following materials are considered necessary for evaluation of schools. Quantities depend on the size of the school and purpose of evaluation. Every school should have at least one copy of How to Evaluate a Secondary School, which sells for \$1.25 a copy. One copy of the "Data for Individual Staff Members," for each member of your staff at a cost of \$1.05 each is also necessary. At least three copies of the "Evaluative Criteria" are necessary; many schools desire a copy for each faculty member. The cost is \$1.00 per copy. If your school is to be visited by a committee, a copy of "Educational Temperatures" will be necessary. These wall charts, 17" by 22", sell at \$2.00 per set.

Schools which desire to use any of the supplementary studies will need one or more of the blanks listed below:

Cards for parent judgment study, \$1.00 per hundred
Forms for pupil judgment study, \$1.50 per hundred
Forms for non-college success study, \$3.00 per hundred.

According to the Cooperative Study the first major step is that of familiarization of staff with the "Evaluative Criteria." An intensive self-evaluation program should be conducted.

Evaluation should be a cooperative undertaking; it should be a democratic procedure. Individual evaluation certainly has its place, but evaluation by a group or by an entire staff working together will have a greater educational value and will yield more dependable results. It is often stated that cooperation in any task brings to it a diversity of

viewpoint, a greater appreciation of values, and a broader understanding. Many schools organize their staff into committees to assure a complete study of the criteria. It is best to assign a different section every year to members of your staff in order that they will have a better understanding of the program. The administrative head of the school should be responsible for checking all the blanks, including those for individual teachers, for completeness, and for consistency of interpretation.

In conducting a study and evaluation of a school one should keep in mind the flexibility of the program and the time allotment. No school should be expected to conform to all of the suggestions of the criteria. Because of the flexibility of the "Evaluative Criteria" it has not seemed advisable to provide separate criteria of large schools, small schools, medium-sized schools, and private schools. To account for this difference, the symbol meaning "does not apply" is furnished and should not be counted in final summarizations. After the school has completed a thorough evaluation of itself to the best of its ability, it is desirable to have the school visited, studied, and evaluated by a competent outside committee. This committee should consist of at least three members and be increased according to the size of the school system. For a school of over 1000 pupils, the committee may well consist of ten or more members. This committee should represent a wide variety of educational interest and experience, such as college professors, city and county superintendents, high school principals, administrative heads of private schools, supervisory offices, classroom teachers, librarians, and representatives of state departments of education. The chairman of such a committee should be, though not always, the state director of secondary education or representative of the state accrediting committee.

Instructions for Visiting Committees

The size and composition of the visiting committee were discussed in the previous paragraph. In the next few paragraphs the author will attempt to outline a few suggestions for the visiting committee. These suggestions are based on the experience of field representatives of the Cooperative Study in evaluation of the 200 schools in 1936-37 and in further extension programs in thirty-seven states in 1938-39.³

One of the first steps of a visiting committee should be a preliminary conference, at which the principal of the school to be evaluated, as well as all members of the visiting committee, should be present. This conference should be held the evening preceding the actual beginning of the evaluation.

Consideration should be given to the following at this preliminary conference: (1) "Philosophy and Objectives," "Pupil Population and School Community," (2) Organization of the visiting committee into working units, (3) Familiarization of committee members with layout of school plant, and (4) Discovery by conference of any peculiar problems of the school which may require special attention. Also at this conference the chairman should assign the various members with different duties and responsibilities in connection with evaluation. It is customary for the chairman to assign certain departments to each member; they in turn visit the class meetings and will evaluate the curriculum and outcomes of their department. They shall also be assigned one or more of the special areas for evaluations.⁴

³
Ibid., p. 46.

⁴
Cooperative Study of Secondary School Standards, "Evaluative Criteria," (Washington, D.C. Cooperative Study publication, 1938), p. 10.

Other conferences should be held to discuss the problems and progress of the committees and to make arrangements for conducting conferences with various students. During these student conferences questions such as the following may be used to start the discussion, but an attempt should be made to have the conference develop informally rather than along a predetermined path:

1. What has your education in this school done for you?
2. What do you like best about school?
3. What changes would you make in this school if you had the opportunity?

Committee members should be very careful not to reveal the source of any information given in confidence.

The check-list items should be reviewed by the sub-committee responsible for the preliminary study of each area. A schedule should be made the first day for a final report of the sub-committee to the whole committee for final consideration and evaluation. After all the evaluations have been reviewed, the chairman should arrange for a conference with the administrative head of the school and any other person the head of the school may wish to have present to hear an oral report. The chairman should give a summary of the strong and weak points which have been discussed in visiting committee meetings.

CHAPTER IV
STATE ACCREDITATION

The author trusts that after the perspicuous explanation, the problems of accreditation should be easier solved. Certainly the problems of accreditation are more evident than at the beginning of this thesis. If any portion of the people become acquainted or interested with accreditation as a result of this study the author shall consider this study as highly successful.

When one looks at a state accreditation form he does not see an universal accepted form but instead he sees 48 different forms. The author shall attempt to verify the precedent statements in this concluding chapter.

It is the purpose of this chapter to treat briefly the following topics:

1. General information on state accrediting forms.
2. Kentucky state accrediting form.
3. Recommended annual high school report form.

General Information on State Accrediting Forms

After examining many different state accrediting forms the author has found the following to be true. The forms range in length from two pages to twelve pages, not counting the additional pages required by larger high schools, for evaluating members of their staff. Instructions, questions, regulations and blanks constitute the accrediting forms.

The following is an illustration of the type of statement made on the various state forms.

1. Name of superintendent and his salary.
2. Type of certificate held and number of years in present position.

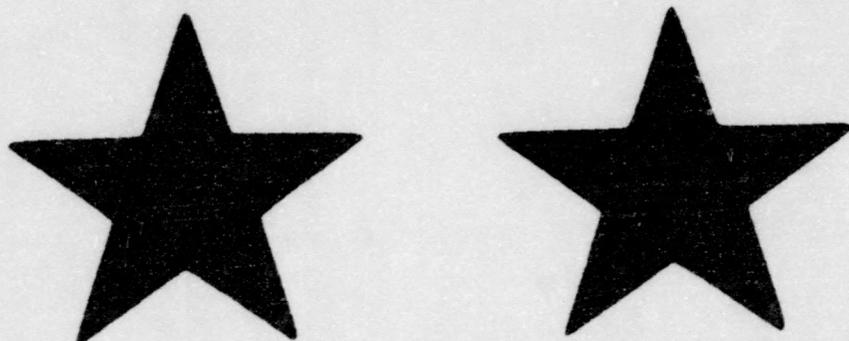
3. Name of principal and his salary.
4. Type of certificate held and number of years in present position.
5. Board of education (give name of each member).
6. Size of classes and enrollment.
7. Number of high school teachers and average salary paid to teachers.
8. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus and methods of cleaning shall be such to insure hygienic conditions for both pupils and teachers.

The previous statements constitute only a small sampling of the accrediting forms but should give a brief outline of the type of questions used.

All states are making some progress in improving their accrediting program. The author considers the accrediting form used by the state of Pennsylvania as being one of the most outstanding; for this reason a copy of the Pennsylvania accrediting form has been inserted. In the state of Louisiana, a new standard requires all secondary schools to prepare as part of their annual report a statement indicating efforts of the faculty directed toward improvement of instruction.¹

¹
G. W. Ford, Report of the Commission on Secondary Schools, The Southern Association Quarterly, Vol. XII, No. I, p. 174.

CORRECTION



***PRECEDING IMAGE HAS BEEN
REFILMED
TO ASSURE LEGIBILITY OR TO
CORRECT A POSSIBLE ERROR***

Dark

Documents

- May not
film well -

Filmed as
Received

Kentucky State Accrediting Form

The Kentucky accrediting form compared with the accrediting form of other states is inferior in some ways and superior in others. The main fault seems to be that of organization and lack of coverage. Because of this weakness the Kentucky form is not entirely valid. The Kentucky Department of Education is conducting a continuous investigation into the realm of evaluation and is making continuous improvements. Kentucky has realized that the secondary schools must assume the responsibility for continued evaluation of their own program.

The state department of education has recommended that each school study the needs of the pupil population and of the community which it serves. The school should formulate a statement of its philosophy which shall be consistent with the needs of the pupils and of the community, the needs and characteristics of youth and the adult population of the community. The school should also continuously re-examine, re-state, and modify its philosophy in the light of changes in pupil and community needs.

The statement that no high school shall be accredited when the elementary school program within the supporting area is not of equal quality is one of the most promising statements in Kentucky's new program.

As to the length of the term, one hundred and seventy-five (175) days of instruction shall be the minimum length of the term for an accredited high school. This specification is exclusive of all holidays and shall be rigidly enforced. The only exception to this requirement may be made only in case an administrative school unit is levying the maximum tax permitted by law and is unable to maintain all of its schools through a term of nine (9) months, in which case it must maintain all of its schools, high school

and elementary, for a uniform term of not less than eight (8) months.

Much progress is being made in the keeping of records and reports. At the present a permanent record for each pupil shall be kept for the entire time spent in high school. This record shall show the grades by subjects, credits given, and attendance for each semester or part of semester attended by each pupil. These records should be kept on forms approved by the State Supervisors. Complete records of the entire district shall be kept in the office of the superintendent in a fireproof vault, safe, or cabinet.

The principal of an accredited high school shall devote a large portion of his time to supervision. He should spend a part of each school day in visiting classes, and in promoting activities which are designed to improve the instructional program. In order that he may do this work effectively, no principal of an accredited high school will be permitted to teach more than twenty periods per week. In order to check on this the principal must file each year as a part of the school's annual report a statement of the principal's supervisory program.

Kentucky evaluates its schools as either "A" or "B" class schools. The "A" class schools must have four-year high schools (grades 9-12) and three-year senior high schools (grades 10-12) shall employ at least five full-time teachers and have a bona fide enrollment of not fewer than one hundred (100) pupils. The six-year high school shall employ at least seven full-time teachers, and have a bona fide enrollment of at least one hundred and fifty (150) pupils, one hundred (100) of whom shall be enrolled in grades 9, 10, 11, and 12.

The "B" class high school must be a four-year high school and employ at least three (3) full-time teachers. They must also have a bona fide

enrollment of not fewer than sixty pupils. The six-year high schools shall employ at least four (4) full-time teachers, and have a bona fide enrollment of not fewer than eighty-five (85) pupils, sixty (60) of whom shall be enrolled in grades 9, 10, 11, and 12.

To show the progress and growth of education in Kentucky a chart showing the number of accredited schools in Kentucky yearly since 1909 has been included in this chapter. Also a Kentucky state accrediting form is included, to acquaint those persons not familiar with the Kentucky Accrediting Form.

KENTUCKY HIGH SCHOOLS ACCREDITED THROUGH GRADE TWELVE BY THE STATE DEPARTMENT
OF EDUCATION
1909-1949

School Year	Public White High Schools	Public Colored High Schools	Private High Schools	Totals
1909-10	54	No report		
1910-11	69	No report	29	83
1911-12	85	No report	32	101
1912-13	100	No report	33	118
1913-14	123	No report	34	134
1914-15	134	No report	38	162
1915-16	149	No report	41	175
1916-17	171	No report	45	194
1917-18	185	No report	50	221
1918-19	201	No report	52	237
1919-20	220	No report	52	252
1920-21	225	No report	55	275
1921-22	228	No report	57	282
1922-23	263	No report	55	283
1923-24	286	7	61	331
1924-25	311	8	69	363
1925-26	342	11	68	390
1926-27	382	14	73	429
1927-28	415	14	80	476
1928-29	457	13	83	511
1929-30	491	16	87	560
1930-31	522	18	89	598
1931-32	527	26	91	639
1932-33	539	34	84	645
1933-34	535	35	83	648
1934-35	529	34	82	651
1935-36	559	34	84	647
1936-37	558	51	77	687
1937-38	546	54	78	690
1938-39	543	56	75	677
1939-40	529	60	73	676
1940-41	516	59	73	661
1941-42	510	61	73	661
1942-43	500	56	72	649
1943-44	494	54	70	636
1944-45	494	55	70	626
1945-46	487	56	69	618
1946-47	463	55	70	616
1947-48	464	55	71	613
1948-49	463	55	72	590
		54	71	590
			72	589

DEPARTMENT OF PUBLIC INSTRUCTION
Frankfort, Kentucky

White _____
Colored _____

ANNUAL HIGH SCHOOL REPORT

Date _____ Classification _____ (Do not write here)
 Official Name of School _____ County _____ Post Office _____
 Principal _____ Superintendent _____ Type of School _____
 (County, Independent, Private)

IMPORTANT: This report must be received before October 10 by the Superintendent of Public Instruction, Frankfort, Kentucky. If it is not received, the high school will not be accredited.

1. HIGH SCHOOL REGISTRATION				2. LAST YEAR'S GRADUATES*				3. LABORATORY EQUIPMENT*		
Grades	Boys	Girls	Total	Distribution	Boys	Girls	Total	Subjects	Value Added This Year	Total Value
7th°				College or University				Agriculture		
				Schools for Nurses				Home Economics		
8th°				Commercial Schools				Commercial		
				Store or Office				Industrial Arts		
9th				Farming				Trades Courses		
				Factory or Trades				Art		
10th				Other Employment				Music		
				At Home				Physical Education		
11th				Unknown				General Science		
				Total				Biology		
12th								Physics		
Total								Chemistry		
								Total		

* Record if in high school organization.

* Include both February and June graduates.

* Do not include furniture.

4. LABORATORY FACILITIES

- (1) For how many pupils is table space provided in the science laboratory? _____
- (2) Are your laboratories supplied with running water? _____ Gas? _____ Electricity? _____
- (3) Are chemicals and apparatus stored separately? _____
- (4) Are the science tables of proper type? _____
- (5) Are the cases in your laboratories ample for keeping all apparatus in good order? _____
- (6) Can these cases be locked? _____

5. THE LIBRARY

- (1) Name of librarian _____
- (2) Semester hours of training in library science... Institutions: _____ Dates: _____
- (3) Librarian devotes full-time _____ (or) part-time _____ to the library.
- (4) Periods devoted to classroom teaching _____
- (5) Number of periods in school day _____
- (6) Is library open and available for use throughout entire school day under supervision? _____
- (7) Are systematic lessons in use of library given? By whom? _____ Which grades? _____
- (8) Number of pupil assistants in library? _____
- (9) Which grades are served by the library? _____
- (10) Current year's appropriation by local board of education for high school library books, periodicals, other printed materials, supplies _____
- (11) Amount spent last year for library materials: From local board of education funds _____ From other sources _____
- (12) Does librarian make periodic report to the administration covering status and needs of the library? _____
- (13) Number of books in library _____
- (14) Number purchased since last report _____
- (15) Number lost and discarded since last report _____

- (16) Library regularly subscribes to _____ magazines; _____ newspapers _____
- (17) Does library own the latest edition and supplements of STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES? _____
- (18) Who selects the library materials? _____
- (19) Does the library maintain a vertical file of current non-book printed materials? _____
- (20) Location of library: separate room; study hall; classroom; elsewhere. (Underline answer) _____
- (21) Check the up-to-date records the library maintains: Accession record _____; card shelf-list _____; circulation record _____; record of book collection by classes showing additions, discards, and losses _____; author, title and subject catalog _____

6. QUESTIONS

- (1) How many days in session during year? _____
- (2) How many pupils have five credit-unit loads? _____
- (3) Did all these pupils make better than class average record last year? _____
- (4) Do any have more than five-unit loads? _____
- (5) What is the high school pupil-teacher ratio? (Number of pupils divided by number of teachers) _____
- (6) Has the water supply been tested this year? _____
- (7) Do all high school students have health records? _____
- (8) Is physical education required of all students? _____
- (9) Is a course in basic health required of all students? _____
- (10) Are the required maps for American and World History provided? _____
- (11) Are permanent records kept in duplicate? _____
- (12) Is one kept at the school? _____
- (13) Is the other kept by the superintendent? _____
- (14) Are records adequately protected from fire and unauthorized entries? _____

Daily Schedule of High School Recitations

In larger schools, use additional blanks furnished by the Department.
 Include specifically all duties of each teacher, such as library, study hall, extra-curricular activities, office duties, etc.

Time	Name of Teacher Class No.	Name of Teacher Class No.	Name of Teacher Class No.	Name of Teacher Class No.	Name of Teacher Class No.	Name of Teacher Class No.	Name of Teacher Class No.	Name of Teacher Class No.	Name of Teacher Class No.
_____ to _____	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects
_____ to _____									
_____ to _____									
_____ to _____									
_____ to _____									
_____ to _____									
_____ to _____									
_____ to _____									
_____ to _____									
_____ to _____									

SIZES OF CLASSES OR SECTIONS

Number of Pupils in Class	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	Over 35	Total Number of Classes
Number of Classes									

Number of minutes per week devoted to Physics for one unit of credit.....

Vocational Agriculture..... Home Economics..... Shop Work..... Typewriting..... Biology..... Chemistry..... Art..... Bookkeeping.....

Recommended Annual High School Report Form

The accrediting form which emerged as a result of this study is a combination of the desirable characteristics of various state accrediting forms. The Kentucky form for listing of the teaching staff has been maintained without revision. The needs of the schools, students, teachers, communities, and department of education have been kept in mind. This form is by no means perfect or beyond criticism but the author hopes it is at least a step in the right direction in reorganizing the Kentucky accrediting form. Through this minute study and others to come, Kentucky we hope, shall climb the educational ladder to its rightful place among the leaders. The following annual report form for high schools is submitted.

White _____
Colored _____

ANNUAL REPORT FOR HIGH SCHOOLS

NAME OF SCHOOL _____ P. O. ADDRESS _____

COUNTY _____ Total Days in School Year _____ Date of Report _____

Principal _____ Superintendent _____ Type of School _____
(County, Independent, Private)

IMPORTANT: This report must be received before October 10 by the Superintendent of Public Instruction, Frankfort, Kentucky. If it is not received, the high school will not be accredited. Classification _____

I. GENERAL INFORMATION:

Enrollment of the High School

Grade	Boys	Girls	Total
7 th			
8 th			
9			
10			
11			
12			
Total			

* Record if in high school organization.

II. INFORMATION REGARDING LAST GRADUATING CLASS

	In Higher Institutions		In Gainful Occupations	
	Boys	Girls	Boys	Girls
State University			Trades	
Agricultural College			Farming	
Teachers College			Business	
Other Colleges			Teaching	
Dental Schools			At Home	
Commercial Schools			Unknown	
Junior College in the County			Nursing	
Junior College in Other Counties				

Number of students graduated from your high school last spring:
Boys _____ Girls _____ Total _____

III. RECORDS

- Are school records kept in fireproof safe or vault? _____
- Are all professional staff members legally certified? _____
- Is an official transcript of each teacher's college preparation kept on file in the principal's office? _____
(By an official transcript is meant the institutional credit records signed by the registering officer of the higher institution certifying the credits.)
- Have these official records been used as a basis for reporting on teacher training in this report? _____
- Are official minutes of board of education on file in the office of the administrative head of the school? _____
- Is a board of education financial accounting system kept in office of the administrative head of the system? _____

IV. PUPIL LOAD

- Number of pupils carrying for credit: _____
- Fewer than four units _____ four units _____
- More than four but fewer than five units _____
- Five units _____ More than five units _____
- Explain clearly the basis on which pupils are permitted to carry toward graduation as many as five units _____

V. LABORATORIES

Subject and Department	Cost of Equip. added since last report	Cost of equipment now available
General Agriculture		
Biology		
Commerce		
Music		
Chemistry		
General Science		
Physics		
Home Econ.		
Ind. Arts		
Physical Education		
Others		
Total		

* Do not include libraries

VI. Health and Physical Education

- Has your physical fitness program been adapted to present-day needs? _____
- Is adequate equipment provided? _____
- Are shower and locker facilities adequate? _____
- Number of periods devoted to physical fitness program each week:

Grades	Boys	Girls
Ninth		
Tenth		
Eleventh		
Twelfth		
- Is health instruction included in the physical fitness program? _____
- Are high school students given medical examinations? _____
- Are health records kept for each student? _____
- In the grades _____ In the high school _____

VII. LIBRARIES

- Are the library facilities adequate to the needs of instruction? _____
- Are the libraries catalogued? _____
- Are the required number of abridged dictionaries furnished for elementary and high schools? _____

- Are the required number of standard sets of encyclopedias furnished for the elementary and high school departments? _____
- Are three up-to-date sets of supplementary readers furnished for each of the first six grades in the elementary schools? _____
- No. of volumes in elementary and junior high school libraries _____
- Total amount spent for elementary and junior high school libraries last year _____
- Amount spent per elementary and junior high school pupil for library last year _____
- No. of volumes in high school library, exclusive of texts _____
- Total amount spent for high school library last year _____
- Amount spent per high school pupil last year for library _____
- Location of library, Check:
 - () in separate room. () in _____
- Seating capacity _____
- No. of hours open per day _____
- Total No. of non-fiction books purchased last year _____
- How many semester hours of library training has library _____

PROGRAM OF STUDIES

Give Program of Studies as Adopted by Your Board of Education

See "Manual of Organization and Administration for High Schools" for the program approved by the State Board of Education for schools of this type.

SEVENTH GRADE (If in H. S. Org.)				EIGHTH GRADE (If in H. S. Org.)				NINTH GRADE			
Subjects (Star Electives)	No. Rec. a Wk.	No. Wks. in Course	Units	Subjects (Star Electives)	No. Rec. a Wk.	No. Wks. in Course	Units	Subjects (Star Electives)	No. Rec. a Wk.	No. Wks. in Course	Units
			Not given in this grade				Not given in this grade				
TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
Subjects (Star Electives)	No. Rec. a Wk.	No. Wks. in Course	Units	Subjects (Star Electives)	No. Rec. a Wk.	No. Wks. in Course	Units	Subjects (Star Electives)	No. Rec. a Wk.	No. Wks. in Course	Units

No credits should be accepted at any school or certified from it other than as authorized by accreditation, and not more than four units for each approved year of contributory schools.

Is this school a member of the Kentucky Association of Colleges and Secondary Schools?.....

Signed:

Approved:

Principal

Superintendent

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