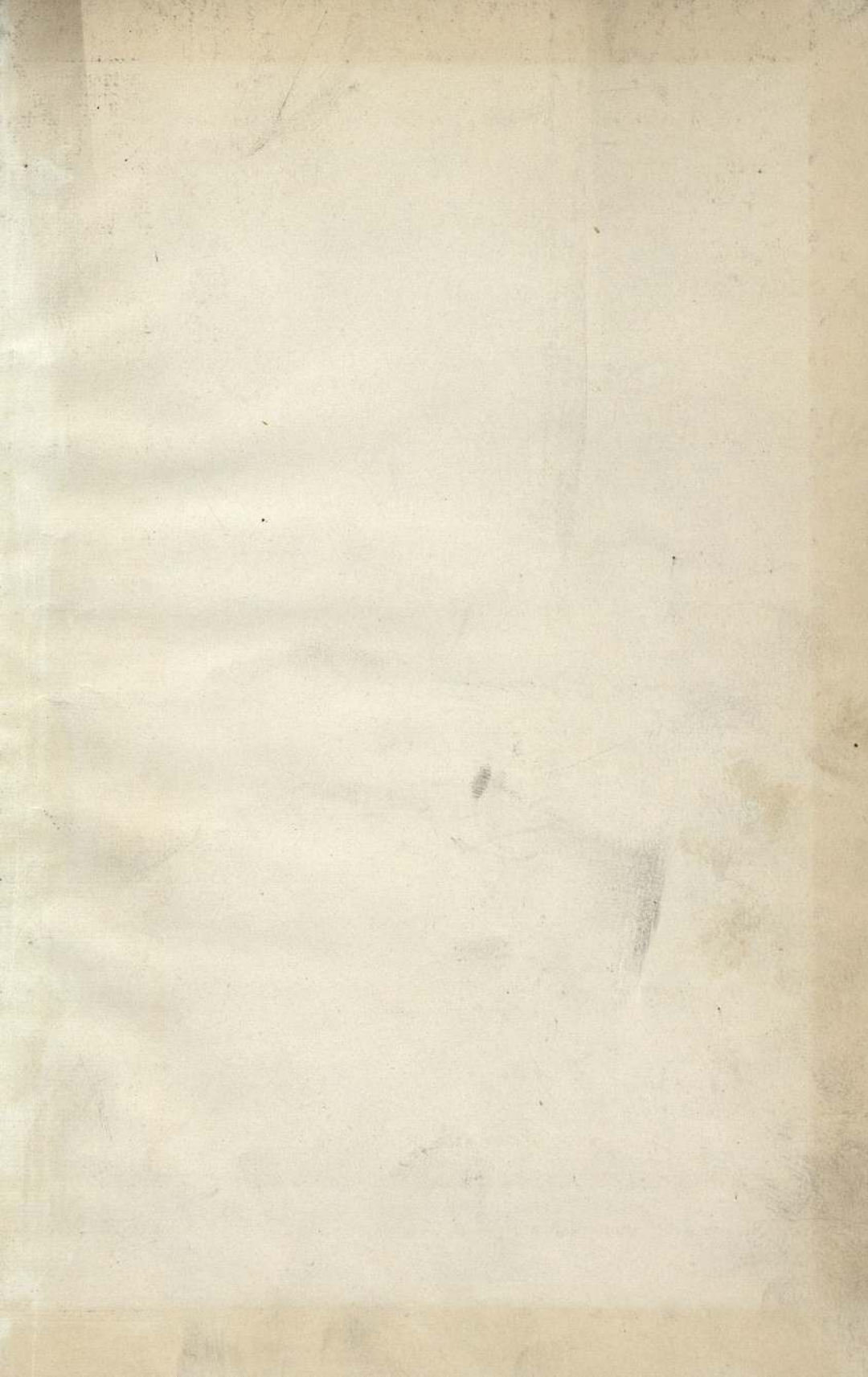


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Philippi, West Virginia.

School System Survey.

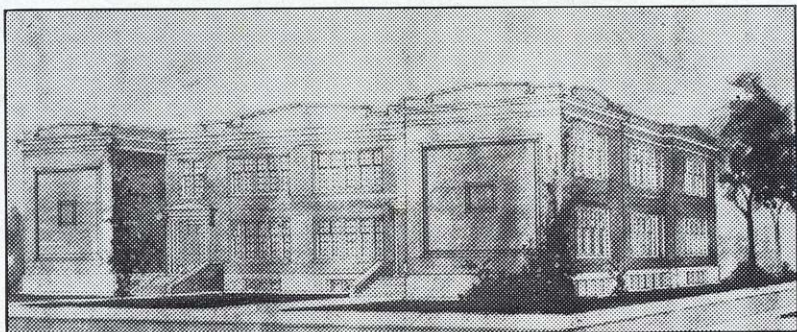
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EDUCATIONAL SURVEY
OF THE
PHILIPPI SCHOOL SYSTEM

BY THE
DEPARTMENT OF EDUCATION
WEST VIRGINIA UNIVERSITY
MORGANTOWN, W. VA.

PUBLISHED BY
BOARD OF EDUCATION
PHILIPPI, WEST VIRGINIA



NEW PUBLIC SCHOOL BUILDING, NOW IN CONSTRUCTION,
PHILIPPI, WEST VIRGINIA

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The present investigation was directed by Professor L. V. Cavins at the request of the Board of Education and the Superintendent of the Philippi Public Schools. It is typical of the kind of co-operation that the University is glad to render when consistent with other duties that devolve upon the members of the Department.

The University desires to take this opportunity to thank the various members of the classes in Education who have in any way assisted in scoring papers, checking up tabulations, and making graphs. Special appreciation is due to Mr. W. E. Buckley, President of the Education Club of West Virginia University, and Miss Thirza Clinton of Parkersburg, who assisted Professor Cavins in giving the tests and in making such investigations of local conditions as are herein contained. It acknowledges also the hearty cooperation of the various members of the Board of Education, the superintendent of schools, and the local teachers. Without such cooperation a survey of this type would not be possible.

The University desires to assist the several communities of the State in making the best possible educational provisions for their children. It is hoped that this report will be of direct value to the Philippi School System and incidentally of help to other school systems that may desire to make a similar investigation.

J. N. DEAHL.

THE CITY OF PHILIPPI

Philippi is a prosperous little city located in a typical farming and mining region in Barbour County. The population is in the neighborhood of 2,500. A stranger is at once impressed with the civic pride of the place. As one passes along Main Street he cannot fail to note the well kept pavements, sidewalks and store windows. The number of brick buildings, especially the substantial-looking bank buildings, and the court house, surrounded as it is by a beautiful lawn, indicate that Philippi is in the midst of a well-to-do community, alert to its commercial possibilities. The deposits of the three banks are \$1,350,000; \$1,100,000 and \$570,000 respectively. The county is said to be underlaid with three hundred and eighty square miles of merchantable coal. Surrounding the city is a farming district of unusual resources. Some of the characterizing features of the city are "The Philippi Blanket Factory", "The Bottling Works" and "Broaddus College".

Historically, Philippi is not without its landmarks of interest. June 3, 1861, the first inland battle of the Civil War, known as the "Battle of Philippi", was fought here. The Union troops making the attack upon the Confederates occupying the village arrived by rail at Grafton June 1st. After inspecting arms and supplying ammunition they marched from Grafton through a drizzling rain until they came to the brow of the hill, now the seat of Broaddus College. Here they planted their guns and opened fire. In the battle that followed the Confederates were driven from the village, leaving many prisoners and a few wounded soldiers. None were killed. Colonel Kelly was the only Federal soldier wounded. The covered bridge which spans the Tygarts Valley River was twice filled with straw to be burned, but was saved by importuning citizens. This bridge was built in 1852 and is still standing.

THE SCHOOL BUILDING

As one approaches and enters the school building he cannot help but wish that some of the civic and commercial pride had extended to this educational center. Unlike the more prosperous business houses, the school building is a patched-up combination of varying types of architecture. It apparently was built on the installment plan and added to only as direst necessity demanded. In spite of all the efforts that the teachers make to relieve the dreariness of the dark halls, stairways, dingy walls and ceilings, the building presents an unattractive appearance. The floors of the various parts of the building are not on the same level. There is but one entrance to the building. Double seats are to be found in many of the rooms. In many cases the ventilation is of necessity poor, the lighting and heating insufficient, and the class rooms woefully lacking in equipment.

Previous to the present survey a medical inspection of pupils revealed that a very large per cent of the pupils had adenoids. At the time of our investigation as high as ten or twelve pupils of a single room were absent due to contagious diseases. To what extent the building is responsible for the impaired health of the school children, it is difficult to say, but it is very likely that a new building, equipped with modern systems of heating, lighting and ventilating, such as the proposed building promises to be, will tend to eliminate some sources of ill-health. If, in addition to the new building, a rigid system of medical inspection and school nursing is instituted, we may reasonably expect that the irregular attendance due to contagious diseases will be materially reduced.

It must be said, to the credit of the educational leaders and in a very large degree to the Kiwanis Club, which enrolls some seventy-five members of the leading business men of Philippi, that they at last determined to take a hand in the struggle for better school facilities. They championed a campaign which resulted in the voting of \$90,000 worth of bonds for a new school building. And they may well point with pride to the fact that the beautiful building seen on page 2 of this bulletin is now in process of construction, with hopes of being completed for the fall term of school.

CHAPTER I.

THE CLASSIFICATION OF PUPILS

The first step in the investigation of the Philippi School was a study of the classification of the pupils. Two tables were made:

First: A table of the distribution of pupils by grade and age, usually known by school men as an Age-Grade-Table.

Second: A table of the distribution of pupils by mental age and grade. This table, the members of the staff making this survey have chosen to call a Mental Age-Grade-Table.

1. AGE-GRADE-TABLE

The first step in the construction of the Age-Grade-Table was to secure the name and age in months of each pupil in the respective grades. In collecting this data it was necessary in many cases for teachers, or reliable high school pupils, to go to the homes and get the exact date of birth from the parents. This was done in every case in which there was any doubt whatsoever. From this information the following table was pre-

AGE IN MONTHS	AGE GRADE TABLE - PHILIPPI PUBLIC SCHOOLS. 1921											
	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	
63-74	6											
75-86	27	5										
87-98	25	20	5									
99-110	11	16	13									
111-122	4	10	6	8	3	1						
123-134	5	5	3	15	12	4						
135-146		1	2	5	8	9	3					
147-158		2	3	6	6	9	11	1				
159-170		0	1	4	2	9	6	6	4			
171-182		1		1	1	5	8	11	5			
183-194					1	2	1	1	11	0	1	
195-206						1		2	1	4	4	
207-218								3		4	3	
ACCEL.	7	5	5	0	3	5	3	1	4	0	1	
NORMAL	27	20	13	8	12	9	11	6	5	0	4	
RET'D	45	35	15	31	18	26	15	17	12	8	3	
TOTAL	79	60	33	39	33	40	29	24	21	8	8	

pared. See Table No. 1. In this table, at the left hand side, we observe in the column headed "Age in Months" 63-74; 75-86; 87-98, etc. Along the top of the table we observe the grades indicated by 1st; 2nd; 3rd; etc. The numbers in squares indicate the number of pupils of a given age who are located in each grade. For example, in the column marked as 1st grade, in the first square opposite 63-74 we find the figure 6. This means that in the first grade there are 6 pupils whose ages fall between 63 and 74 months. In the square just below this, and opposite 75-86, we find the number 27, which means that in the first grade there are 27 pupils whose ages are between 75 and 86 months. You will observe that the lines enclosing this number, 27, are heavier than the others. This indicates that these pupils are normally classified. That is, at the time the survey was made, in March, the normal age for a first grade pupil is assumed to be between 75 and 86 months, i. e. between six years three months and seven years three months. In the same way in the next vertical column you will observe the square opposite 87-98 is marked by heavier lines. In other words a second grade pupil after March 1st is normally between the ages of seven years three months and eight years three months. Hence, throughout the table the numbers within the heavy lines indicate the number of pupils who may be said to be in the grades in which we would naturally expect to find them. The numbers occurring above the heavy lines indicate the number of pupils who are what we call accelerated, or farther ahead than we would expect them to be at their age. For instance, in the first grade we find 6 pupils who are between the ages of 63 and 74 months. These are one year accelerated. The age of one pupil is less than 63 months and for the convenience of making the table he is represented by number (1) in the small square. This pupil is two years accelerated. On the other hand, in the first space below the heavy lines we find 25 pupils who are between the ages of 87 and 98 months. These pupils are one year behind or what we call retarded for first year pupils. Continuing down the first grade column we find (11) who are retarded two years; (4) retarded three years; (5) retarded four years.

By studying the entire table in this manner we may easily

see just how many pupils are accelerated and how much, how many are retarded and how much. In other words, an Age-Grade-Table is an excellent index of the general efficiency of any school system. Glancing at a summary of these facts we find that we have 34 pupils who are accelerated, 115 who are normal, and 225 who are retarded. The fact that 225 pupils are behind is bad enough, but when we see that some of these pupils are from one to seven years behind where we would normally expect them to be, we cannot help but wonder what the causes are.

It would be difficult indeed to discover all of the causes which account for this sad condition. It is evident for some reason that these 225 pupils have from time to time failed to satisfy the standards which their teachers have set up for their promotion. Perhaps the first question that arises in connection with all school work is this: Is the mental capacity or native ability of the pupils of such low order as to prevent their doing normal work? This question has been attacked and answered by the study of the Mental Age-Grade-Table which will be taken up later. The second question that arises is: Have these pupils been in school all of the time? I regret to say that insufficient records prevented our making a complete study of this question. However, in several cases where the retardation was especially bad we found that pupils were out of school several months at a time. The truant officer stated that he had gone to the homes in many instances and was told that the pupils were sick. It is rather a delicate matter to question the parents' word and yet in looking at a school register where pupils of school age are absent over half of the time, one year after another, one finds it difficult to believe that the absences are in every instance due to illness.

We feel that here is perhaps one of the chief causes for so much retardation, and that it is a cause which can be removed, in part at least, by having a vigilant truant officer or school nurse, who will visit the homes of all pupils irregular in attendance and demand sufficient and satisfactory evidence, even to the extent of requiring a physician's statement, in doubtful cases. If all cases of real truancy are detected and reported

promptly to the Justice of the Peace, who in turn does his duty, the problem of irregular attendance will soon diminish. The matter of attendance is closely related to the school sentiment of a community. Irregular attendance bespeaks a lack of interest and a lack of appreciation of the value of an education on the part of parents. And frequently one of the best ways to encourage this is to let parents know that the State has a certain control over the education of their children which even they cannot treat lightly.

The other factors which enter into the problem of retardation are largely involved with the efficiency of the school itself. These are the buildings, equipment, number and character of teachers, and the course of study.

NUMBER OF TEACHERS

A glance at the Age-Grade-Table reveals that there are 79 pupils enrolled in the first grade. The room in which these pupils are taught will seat only about 45 or 50; consequently half of these pupils are required to come in the forenoon and half in the afternoon. This, to our minds, is the chief cause of the unusual amount of retardation in the first few grades. At best the school year is short enough—eight months—without having half day sessions. And every school man knows that no single teacher can adequately care for 79 primary pupils. The failures of succeeding generations will reveal the injustices done to these innocent children who have thus been denied the educational facilities in the way of commodious quarters and sufficient teachers. A child who has been retarded for this reason has a serious charge against his community and especially against those who are directly responsible for this neglect.

No doubt the new building, if sufficiently equipped with teachers and teaching aids, will do much to prevent further retardations. But the mistake should not be continued of limiting the equipment and failing to secure a sufficient number of teachers. The present enrollment would warrant two extra teachers in the primary grades; at least one more in the high

school; and in addition, an extra teacher should be provided who can combine the duties of school nurse and truant officer, and, in case of emergency, serve as a substitute.

2. MENTAL AGE-GRADE TABLE

As was stated in the preceding chapter, the first step in analyzing the causes of such a large per cent of retardation was to make a study of the general intelligence of the pupils. This was done by giving every pupil in school an intelligence test. In the first and second grades we used Pressey's Primer Scale; in the third grade Haggerty's Intelligence Test Delta I; in the fourth grade Pressey's Cross-Out Test; and in the remaining grades we used Otis' General Intelligence Test. All of these tests are group tests. They were given by members of the staff making the investigation. Upon the basis of the group tests certain pupils who made especially high or especially low scores were given an individual test. For this purpose Terman's Revision of the Binet-Simon Intelligence Test was used. Due to the fact that it takes from one to two hours to give this test to each individual only a limited number of these could be given in the week devoted to making the Survey. All students of the testing movement will be interested to note that the scores on the group tests were corroborated in every case by the individual test. The results of this investigation are indicated by the Mental Age-Grade Table found on the opposite page. This table requires considerable explanation. It will not be possible in this brief report to explain in detail all of the steps in making it. However, the following general steps were taken:

1. The test papers were graded and each one given its correct score.

2. By comparing these scores with the norms or the scores usually made by pupils of a given age or grade, we ascertained the number of pupils who made normal scores, those that made better than normal scores, and those that made less than normal scores. As in Table No. 1, the number making normal scores in the various grades is placed in heavily marked squares. Each test is accompanied by sheets giving the normal scores for

pupils in the various grades. We should state, however, that as a rule only the medians and twenty-five and seventy-five percentiles were given. It was necessary for the staff to figure out the limiting scores for the respective grades. (The mathematics of this process is too complicated to explain here.) You will ob-

Mental Age in Months	Mental Age Grade Table ~											Philippi Public Schools		1921
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	Total		
63-74	5	1											6	
75-86	13	3											16	
87-98	23	14	5		2	3	1	1					54	
99-110	10	18	10	6	7	4	2	0					57	
111-122		14	7	15	5	4	4	3					52	
123-134	1	2	3	10	9	10	3	2					40	
135-146		1		2	4	5	8	4					24	
147-158					1	4	3	3	1	1			13	
159-170					1	2	3	1	1	2			10	
171-182							1	1	2	0			4	
183-194							0	3	0	1			4	
195-206							1	2	1	1			5	
207-218							0	0	1	0			1	
219-230							1	2	11	2	5		21	
								1	2	0	4		7	
Ret'd	9	4	5	6	14	21	18	13	2	-3	0		318	
Normal	13	19	10	15	9	5	3	1	2	1	0			
Accel.	34	35	10	12	6	6	6	9	15	3	9			
Total	56	58	25	33	29	32	27	23	19	7	9			

serve in the left hand column of Table No. 2 the mental age in months that correspond to the respective grades. In the square opposite the ages 75 to 86 months are placed (13) pupils who made scores that pupils of that age would be expected to make. In other words, there were in the first grade 13 pupils whose mental age correspond to those of a normal first grade pupil. There are, as indicated by the table, (23) pupils in the first grade whose mental ages correspond to those of normal second grade pupils; (10) who are mentally capable of third grade work; and one with the mentality of a fifth grader. On the other hand there are (5) pupils who are one year below normal and (4) pupils who are two years below the normal first grader.

By a careful study of this table it may be seen that more than half of the pupils in the first grade have the mental capacity of second grade pupils or better; more than half of second grade pupils have the mental capacity of normal third grade children. This suggests that instead of being below grade mentally the majority of pupils in the first and second grades are considerably above grade mentally. Consequently, instead of explaining the retardation found in the previous table, it shows that the retardation must be due to other causes than the mentality of the pupils.

In the sixth, seventh and eighth grades, the mental age of the median or middle pupil is not up to the normal age. You will observe that in this table the accelerated pupils are in the spaces below the heavy squares and the mentally retarded are above. Note the range in mental ability of the pupils in the eighth grade; again note that there are 11 pupils in the ninth grade who are four years mentally above the average ninth grader. It is of interest to note that this class makes good scores on the educational tests.

The following table indicates the standard medians for the intelligence tests used in the various grades and the medians of the corresponding grades at Philippi. These medians have been reduced to the scale of the Otis norms.

**Table Showing Standard and Philippi Medians in the Intelligence Tests
Reduced to Otis Scale.**

Grades	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Standards	30	39	45	61	67	84	100	114	124	134	144
Philippi	35	44	48	61	67	73	85	101	140	126	154

In a study of the scores of the educational tests that follow, this Table should be taken into consideration. We should expect the ninth grade, for example, to exceed the educational standard; whereas, we would not expect the 6th, 7th and 8th grades to come up to the standards for these grades.

CHAPTER II.

RESULTS OF EDUCATIONAL TESTS

In studying the progress made in the various school subjects the following standard educational tests and scales were used:

1. Courtis Standard Research Tests in Arithmetic, Series B.
2. Monroe's Standardized Silent Reading Test.
3. Thorndike Visual Vocabulary Test.
4. Cavins Test in American Poetry.
5. Hudelson English Composition Scale.
6. Charters Diagnostic Language and Grammar Test.
7. Ayres Handwriting Scale (Gettysburg Edition).
8. Buckingham's Extension of Ayres Scale for Spelling.
9. Harlan American History Test.
10. Courtis Supervisory Tests in Geography.
11. Rugg & Clark First Year Algebra Test.

The advantage of using such tests and scales is due to the fact that they provide us with standards of achievement attained by other schools throughout the country. This enables us to compare the scores made by the school studied with standard scores. The tests were given in almost all cases by the members of the Survey Staff.

1. ARITHMETIC

In the study of the situation in Arithmetic the pupils of the fourth, fifth, sixth, seventh and eighth grades of Philippi were given Courtis Standard Research Test, Series B. This test is designed to test ability in the four fundamentals: Addition, Subtraction, Multiplication and Division. No test was used to detect the application of the various operations. The test includes twenty-four problems in each fundamental. The time allowed is as follows: Addition 8 minutes; Subtraction 4 minutes; Multiplication 6 minutes; Division 8 minutes.

The papers were scored according to the directions accom-

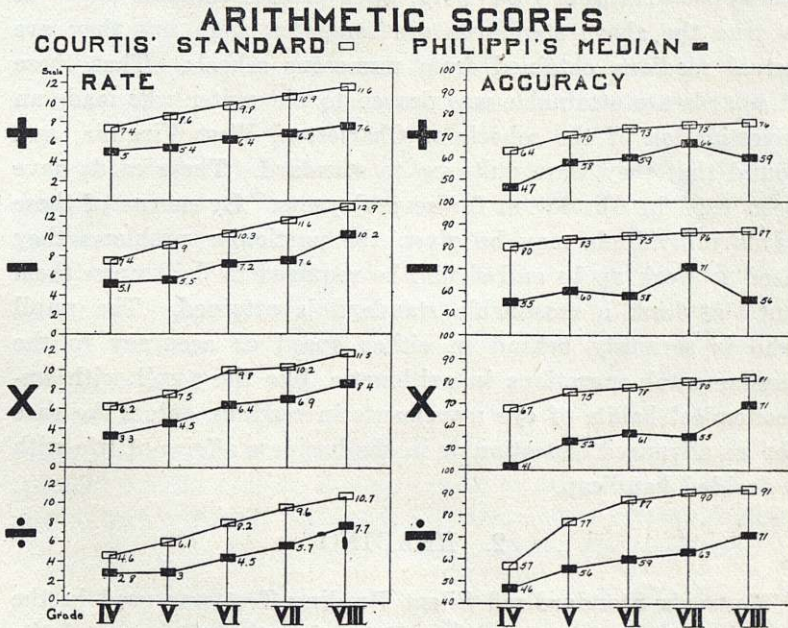
panying the tests except that no use was made of the efficiency score as computed by Courtis. The table which follows shows how Philippi stands with respect to the "General Standard" in each of the four fundamentals in both number of problems attempted, and the per cent of accuracy, or the number solved correctly.

Grades	Number of Problems Attempted					Percentage of Accuracy				
	IV	V	VI	VII	VIII	IV	V	VI	VII	VIII
	Addition									
Standard	7.4	8.6	9.8	10.9	11.6	64	70	73	75	76
Philippi	5.	5.4	6.4	6.7	7.6	47	58	59	66	59
	Subtraction									
Standard	7.4	9.	10.3	11.6	12.9	80	83	85	86	87
Philippi	5.1	5.6	7.2	7.6	10.2	55	60	58	71	56
	Multiplication									
Standard	6.2	7.5	9.8	10.2	11.5	67	75	78	80	81
Philippi	3.3	4.5	6.4	6.9	8.4	41	52	61	55	71
	Division									
Standard	4.6	6.1	8.2	9.6	10.7	57	71	87	90	91
Philippi	2.8	3.	4.5	5.8	7.8	46	56	59	63	71

The above table involves so many comparisons that it is difficult to see at a glance the specific situation. Consequently the graph on the opposite page has been prepared that one may see the relative position of the different scores. In this graph the upper line represents the standard, the lower one Philippi. Plainly speaking, here is a condition we would not expect to find in a school where as much time has been devoted to Arithmetic as the various study programs would indicate. The Philippi scores are consistently below standard in every fundamental, in each grade in both rate and accuracy. In fact there is very little variation. In every instance the pupils are handicapped in their start. In rate in no case does the eighth grade attain even a sixth grade standard. In general there is some

progress in each succeeding year, but the amount is not what it should be. We cannot say that emphasis has been laid on accuracy, for here we find the situation even worse than in the rate.

Considering the amount of time devoted to Arithmetic, there is doubtless lack of economy in the teaching of this subject. We would suggest that a further diagnosis be made by means of the Cleveland Survey Test. This test consists of four separate tests in addition, two in subtraction, three in multiplication, four in division and two in fractions. These tests are arranged in spiral order. Curtis, the author of this test, has analyzed the specific or elemental abilities in each of the four fundamental operations and has constructed tests which enable the teacher to analyze the difficulties. By means of these tests



a teacher can see whether the failure to achieve a set standard is due to lack of speed in performing "number combinations" in "bridging the tens", in "carrying", or in just which specific ability the weakness lies. This analytical test should be applied to at least the third and fourth grades. It may be that

the pupils have never been taught the most economical way of performing these operations and may have picked up awkward ways of doing them.

When the "quick of the ulcer" has been discovered, the teachers should first see that the pupils understand the best method of performing the specific types found in addition, subtraction, multiplication and division, by focusing attention upon that particular process. Secondly, they should provide for attentive repetition or drill. Thirdly, they should be vigilant to avoid any exceptions to the desired habit until the process becomes automatic.

Fortunately, practice cards which provide drill on these specific abilities are available. Studebaker cards and the Curtis Practice Cards, published by The World Book Company, Yonkers-on-Hudson, New York, have proven valuable aids. It is true the above standards are somewhat high but they are actual medians obtained from numerous schools. That these standards are attainable was proven to the writer who made an investigation of the schools of Charleston, West Virginia, and found that they were quite up to standard. These cards have been used in Charleston for several years. By means of these cards individuals may be given the particular problems they need to work up in and should be required to drill upon them until at least a reasonable standard is attained. The pupil who is seriously behind in either speed or accuracy in the fundamental operations in arithmetic, like the pupil with uneconomical habits of eye movements in reading, enters the race for an advanced education or in the business affairs of life with a decided handicap.

2. READING

Monroe's Standardized Silent Reading Test was used in the Philippi Survey as a means of studying the efficiency of the pupils in reading. This test consists of a number of short exercises intended to test the pupils' rate of reading and their ability to comprehend. The score value of each of these exercises as a test has been determined and placed beside the exercise. Each paper is given two scores: one on the rate and

one on the comprehension. The test is in three parts. Test I is intended for grades 3, 4 and 5; Test II for grades 6, 7 and 8; and Test III for high school pupils. In reading the Table we should bear in mind that the difficulty of the test material accounts for the seeming irregularity in the standard scores. The following table compares the median scores made by the Philippi pupils with the standard scores for the corresponding grades:

		Rate Scores									
		(Standards based on 130,000 scores)									
Grades		III	IV	V	VI	VII	VII	IX	X	XI	
Standard		52	70	87	90	100	106	83	85	90	
Philippi		37	59	77	114	93	92	79	85	87	
		Comprehension Scores									
Standard		6.8	12.7	17.8	18.5	22.8	26.	23	25.4	27.2	
Philippi		4.9	7.8	14.	22.	20.8	18.5	25	23.	37.	

At a glance at the above tables we can see the grades in which Philippi comes up to standard and the grades in which Philippi is below. The reader should bear in mind that the scores are medians, or the score of the middle pupil. In every grade there is a large range; some pupils are much above even the standard score and many far below. The individual scores in Reading, and in fact in every test, have been delivered to the various teachers so that they may know and can tell the pupils just where each one stands with respect to the standard set up for his grade. In this respect this survey is, or may be, of much more value than a Survey in which only the median scores are given. It enables a teacher to know where to throw her emphasis.

The outstanding feature of the condition in reading is the score of the pupils of the sixth grade. They are considerably above standard in both rate and comprehension. The tenth grade median is just even with the standard in rate but below in comprehension. The ninth and eleventh grades are slightly below in rate, but considerably above in comprehension. All of the other grades are below in both phases of reading, rate

and thought getting. However, except in the eighth grade, they are not behind more than one school grade.

From this study it may be seen that there is need of improvement in silent reading. Here, as in all other subjects, there is a great range of individual scores. The class instruction should be aimed at the middle 50% of the class. The lower 25% should be given individual attention. This individual attention may reveal certain bad habits, such as moving the lips, or regressive and slow eye movements. The teacher should make every effort to correct these faults and supply the proper perception and practice material to increase the rate and comprehension. A wise superintendent once told his teachers that he did not want them to teach the pupils reading for thirty minutes a day but to teach the pupil to read. No wiser counsel can be given. In general much supplementary material of a relatively easy and interesting character should be assigned. It is important that a rapid rate be secured and as early as possible. The pupil who can read at the rate of 300 words per minute has a tremendous lead over the one who reads 100 words or less, and this is only a reasonable attainment for upper grade pupils. In one of the intermediate grades the examiner noticed that practically two-thirds of the pupils were lip readers. This is the result usually of too much emphasis on oral reading. The examiners would recommend that the emphasis be transferred from oral to silent reading, especially above the fourth grade. Teachers should be equipped with all the supplementary aids for diagnosing the reading defects and with sufficient practice material to secure the proper training.

3. VISUAL VOCABULARY

The pupils' ability to recognize words in lists and to associate words with their correct meaning was measured by means of Thorndike's Visual Vocabulary Test. The test consists of twelve lists of ten words each. The lists gradually increase in difficulty. Values ranging from 4 to 10 are assigned to each list. Words are marked according to their meanings. For example the pupil is told to write the letter (W) under every word that means something about *war* or *fighting*; letter (B)

under every word that means something about *business* or *money*; etc.

The visual vocabulary test was given to every grade from the third to the eighth. A pupil is given credit for the lists of words upon which he recognizes eight or more out of ten. The value assigned to the most difficult list scored as correct in the pupil's score. The median of the individual scores is taken as the class score. The following table shows the scores made by Philippi as compared with the standard scores.

Grades	III	IV	V	VI	VII	VIII
Standard Medians	4.0	5.26	6.0	6.66	7.29	7.91
Philippi Medians	3.44	4.33	6.0	6.25	7.08	7.46

It may seem that all grades except the fifth are below standard, but in no case are they behind as much as a year. Compared with other tests the pupils of Philippi are better in their ability to recognize words than in other lines. It bespeaks considerable word drill. As the ability to recognize words is one of the main factors in reading, we may wonder a little that there was not a closer correlation between the two, and yet the correlation is fairly high.

4. AMERICAN POETRY

Cavins' Test in American Poetry was used as a means of testing the ability of pupils to read a poem and grasp its central thought. The test consists of giving the pupils eight poems with the direction to select from each some two to four lines that express the author's purpose in writing the poem. The following poems were used:

The Fable	Emerson
The Children's Hour.....	Longfellow
Landing of the Pilgrim Fathers.....	Hermans
In School Days.....	Whittier
To a Waterfowl.....	Bryant
The First Snowfall.....	Lowell
The Chambered Nautilus.....	Holmes
Thanatopsis	Bryant

By previous tests the author had ascertained the relative difficulties of these poems and had assigned a value to each. The pupil's score is the sum of the values of the poems which he has answered correctly. The poetry test was given from the 5th to the 11th grades inclusive. The following table shows the results:

Central Thought Test in American Poetry

Grades	V	VI	VII	VIII	IX	X	XI
Standards	49	53	63	71			
Philippi	53	47	53	55	81	83	86

The striking thing about the results of the poetry test is the lack of marked increase in the Philippi scores in going from the fifth to the eighth grade. The scores of the ninth, tenth and eleventh grades reveal marked progress. No standards are yet available for these grades. It is likely that the Philippi High School pupils would compare favorably were standards known. But from the fifth grade to the eighth grade there is little or no progress in the ability to interpret the poem as a whole. It leads one to question from what viewpoint literature is taught. The scores in the visual vocabulary test, in spelling, and even in formal grammar, suggest at least that emphasis has been placed upon the formal aspects of the study of literature rather than on the central thought side. In order to ascertain if this inference be true, a second test in poetry known as the "Question Test" was given. This test is a test on the same poems. This time the poems are accompanied by standardized questions, intended to discover the pupil's knowledge of the factual background, allusions, experience, diction, poetic structure, etc., involved in the poem. The following table reveals the results on the "Question Test":

Question Test in American Poetry

Grades	V	VI	VII	VIII	IX	X	XI
Standards	25	39	53	59			
Philippi	34	26	41	42	59	74	78

A study of the above table does not sustain the inference that literature had been studied from the standpoint of detailed information. Here again we find Philippi decidedly below standard in the sixth, seventh and eighth grades. As in the Central Thought Test, the fifth grade is well above standard; whereas, the sixth, seventh and eighth grades are below in both the Central Thought and the Question Test. It would seem from both aspects, central thought and knowledge of details, that the study of literature as such is being neglected in these grades. In the sixth grade "the alibi" might be the high score in reading, suggesting that the literature period had been devoted to reading, not an uncommon mistake; and in the eighth grade we might conclude that formal grammar had absorbed the time for literature. At any rate we find this grade above standard in grammar.

It is not until we come to the High School that we find evidence of very serious study of literature. Here the scores increase so rapidly that we may well conclude that the pupils are receiving special training in literature. This fact suggests that training in the interpretation of literature is possible, and is necessary if we would teach pupils to comprehend and by comprehending enjoy other material than the daily papers and the Saturday Evening Post. Note that by the tenth grade in both tests the results show that the teaching of literature in the High School is having its effect. This is not intended as any criticism of periodic reading material, but merely to point out that the art of interpreting literature is not to be acquired by promiscuous reading. The language of literature is technical. And our only hope of realizing upon this rich heritage is to train our pupils by methods of study peculiar to literature. This requires that literature be used as training material.

The scope of this report does not permit an extended discussion of these methods. But, in brief, pupils should be led to see the theme or purpose that the author wishes to impress upon the reader. They should be given various suggestions in observing the conventions of literature or ways in which the theme is embodied. If they can be led to see the analogy between their own lives and the experiences of the embodiment

or symbol of the poem, they will have little difficulty in grasping the central thought which is usually the point of poetic inspiration. The way in which the poet combines his purpose and the symbol or carriage of his thought, reveals his literary art. Whatever else may be gained if this is not seen and appreciated literature will yield neither profit nor pleasure.

5. HANDWRITING

A sample of handwriting was taken of each pupil from the second grade to the eleventh. Under uniform conditions and definite directions they were asked to write the first stanza of "Mary had a little Lamb." They were asked to write the stanza as many times as they could within three minutes, giving attention also to the quality.

Each paper was graded for quality by three judges according to Ayres Handwriting Scale, Gettysburg Edition. The median of these three scores was taken as the score for the paper, and the score of the median paper of each grade was taken as the median for that grade. The rate was ascertained by counting the number of words each pupil had written in the allotted three minutes. This number was divided by three to find the number of words written per minute. The median score in each grade was taken to represent the rate of that grade.

The following table and graph reveal the standing of the Philippi school with respect to handwriting:

SCORES IN HANDWRITING

Grades	Quality—Ayres Scale									
	II	III	IV	V	VI	VII	VIII	IX	X&XI	
Standards	38	42	46	50	54	58	62			
Philippi	30	31	30	40	39	41	44	47	40	
	Speed—Letters Per Minute									
	II	III	IV	V	VI	VII	VIII	IX	X&XI	
Standards	32	44	56	64	70	76	80			
Philippi	32	47	53	54	62	65	76	79	110	

The graph on the opposite page enables the reader to visualize the results presented by the table. Ayres does not pro-

vide a standard beyond the eighth grade, hence no comparison is possible in the high school. You will note that the tenth and eleventh grades are combined and represented by the median of the two grades.

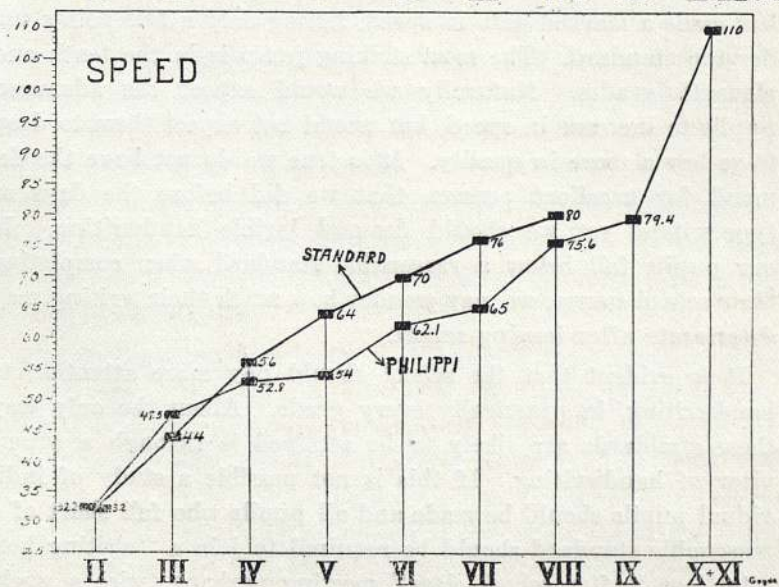
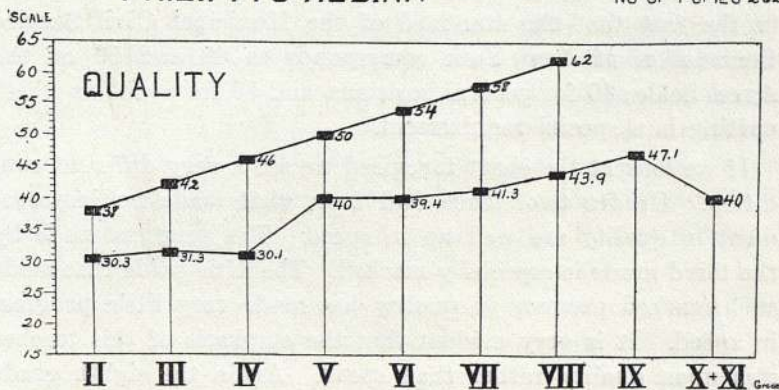
The outstanding feature of the handwriting situation is the exceedingly low standard attained by Philippi in quality.

HANDWRITING SCORES

AYRES' STANDARD =

PHILIPPI'S MEDIAN =

NO OF PUPILS 262



There seems to be no appreciable improvement in the second, third and fourth grades, all three being considerably below the second grade standard. The first and only notable improvement comes in the fifth grade. Here there is a gain of ten points in quality. The remaining grades make only a slight improvement up to the ninth. Here there is some improvement, but it is more than lost in the tenth and eleventh grades. It seems strange that these last two grades should have an average below the third grade standard. A glance at their scores in rate in part explains this. Some consolation may be sought perhaps in the fact that the standard of the Municipal Civil Service Commission of New York corresponds to 40 and 50 on the Ayres Scale; 40 for general positions, and 50 for positions where writing is a special requirement.

If we look at the chart for speed we see a very different condition. Grades two, three and four, that made no improvement in quality are well up in speed. The progress made by the third grade is especially marked. The fifth grade that made such marked progress in quality has made very little progress in speed. It is very evident that the emphasis of this teacher was upon quality rather than speed. Again the eighth grade has made a marked gain in speed, falling only a few points under the standard. The most striking jump is in the tenth and eleventh grades. Naturally we would expect the advanced pupils to increase in speed, but would not expect them to drop to so low a score in quality. It is true we do not have the demand for excellent penmen that we did before the days of typewriters, yet we should demand legible handwriting. If our pupils fall below a reasonable standard when completing their school course, we may wonder how much their writing may deteriorate after leaving school.

It is evident that the school should pay more attention to handwriting, in practically every grade. About the only way these standards are likely to be attained is through a supervisor of handwriting. If this is not possible a study of individual pupils should be made and all pupils who fall short of a reasonable standard should be required to join a "writing hospital" or "after school class" meeting perhaps twice a week.

At least for all pupils above the sixth grade we might set a minimum standard, say of 40, and require all pupils whose handwriting falls habitually below this standard to report to this special class. When once enrolled in the class a standard of not less than 60 in quality, writing at standard speed, should be required in order for a pupil to get excused. Such a system militates to increase care in handwriting. If it is understood that any teacher may assign pupils to this class when their writing falls below standard, pupils will take more pains.

Regardless of the system used, teachers should not rely on class drills in handwriting. Writing is largely a matter of individual instruction. Results come quickest by means of proper diagnosis of individual faults and special instructions as to how these faults may be remedied. "Freeman's Analytical Scale for Judging Handwriting" is an excellent aid to pupils in discovering their individual weaknesses. Houghton Mifflin & Co. publish this scale. All such aids should be supplemented however, by much individually directed practice.

6. SPELLING

The spelling ability of the pupils was studied by means of The Buckingham Extension of Ayres Spelling Scale. This scale is found in the text book for spelling that is adopted by the State. It contains one thousand words arranged in twenty-six columns. The words in each column are approximately of equal difficulty, according to 1,400,000 spellings by 70,000 pupils in 84 cities throughout the country. At the head of each list of words is the standard score made by each grade on that particular list.

The spelling test was given to all grades from the second to the eleventh. In all grades, except the eleventh, 25 words were selected from the respective columns in which the standard for the different grades was 84. The standard for the last grade was 92. No standards are available for the tenth and eleventh grades, but the examiner computed approximate standards from data contained in the scale. The following table shows the

comparison of standards with the median score made by Philippi:

Spelling—Ayres Scale										
Grades	II	III	IV	V	VI	VII	VIII	IX	X	XI
Standard	84	84	84	84	84	84	84	84	84	92
Philippi	72	96	84	84	80	88	72	88	84	88

The median for each of the second grade rooms was 72 or twelve points below standard. The third grade is apparently giving more attention to spelling. The seventh grade is four points above and the eighth grade twelve below. It is not easy to understand this fact. We would expect the eighth grade to continue a good standard if brought up in the previous grade. It may be that this particular grade was not brought up to standard while in the seventh. All other scores are about as we would expect. We may conclude that in general as a class exercise spelling was receiving its share of attention. A study of individual scores reveals, however, that many pupils are considerably below. As in handwriting, spelling should be handled by considerable individual instruction. Pupils should be taught to study for themselves the reasons for their habitual misspellings. It may be that they are trusting too much to the ear, or have not been trained to observe carefully. The spelling period may be spent in an over emphasis on rules. Teachers should study the spelling lesson with the pupil and point out the most economic ways of study, focusing the attention upon the word that the individual misses and learning why the word was missed. A "spelling hospital" such as was suggested in handwriting might be formed for the habitually poor spellers. Too much time should not be taken with the class as a whole. The futility of the spelling grind was pointed out by J. M. Rice years ago. It should not be allowed to take the time of other subjects, and especially other subjects should not be used as a means for teaching spelling.

7. COMPOSITION

In order to see how efficient the pupils of Philippi were in Composition they were asked to write for thirty minutes upon the same topic, viz: "An Exciting Incident." These compositions were read by eight members of Professor Hudelson's class in the University and scored by means of the Hudelson English Composition Scale. The median grade of the eight judges was taken as the score for each paper and the median paper of each school grade was taken as the Philippi score for that grade. The following table reveals the comparison:

Grades	VIII	IX	X	XI
Standards	5.3	5.5	5.9	6.3
Philippi	3.6	5.1	5.9	6.4

The writer is largely indebted to Professor Hudelson for the following interpretation:

In the eighth year Philippi is decidedly low in composition achievement, their median being exactly the standard for the fifth grade. The range in the eighth year is wide, running from 2.25 (third grade standard) to 6.0 (tenth grade standard). This renders suitable instruction to each pupil very difficult. The eighth grade pupils who rank above the ninth grade median may profitably be promoted to the ninth grade in composition, even at the expense of re-arranging the whole program, for it affects five pupils or one-fourth of the eighth grade.

The ninth grade although somewhat below standard shows a remarkable improvement over the eighth grade. Individual scores, however, reveal a rather wide range. Three pupils just fail to equal the fifth grade standard, while three surpass the tenth grade standard. These three should be promoted to the tenth grade, providing their scores on other subjects would warrant it. The lowest three should be given individual attention.

The tenth and eleventh grades are practically at standard. Individual scores show these grades to be more uniform. It speaks well for the instruction they have received since entering

high school. As in the case of literature, the teaching in the ninth and tenth grades is proving effective.

In general we may conclude that in case the composition score correlates with other scores, and with the teachers' ratings, several of the Philippi pupils need reclassifying. This year's seventh grade should be tested upon entering the eighth grade next year in order to locate the cause of the poor showing in the eighth and ninth grades. If the cause is found to be in the eighth and ninth years, the instruction in those grades should be improved. If future classes continue to enter high school retarded and yet achieve the standard before graduation, the teacher of composition in the high school is to be congratulated and encouraged, and should be rewarded for the splendid work accomplished. The composition of the grammar grades should be studied in the light of the scores made by these grades in the intelligence test and in other subjects.

8. LANGUAGE AND GRAMMAR

In measuring any form of mental functions, such as those involved in a school study, it is important to determine the essential factors in it. The two chief elements of usage are language and grammar. The test used to determine the above is Charters' Diagnostic Language and Grammar Test. It is composed of two parts, Verbs and Pronouns. There are forty sentences under each division. The language ability is tested by the pupil's ability to correct the forty sentences. The grammar ability is tested by the pupil's ability to give the rule involved in the correction. Hence, we have two scores under each part of speech; one for language, the other for grammar. This test was given only to the seventh and eighth grades. The following table shows the results:

	Seventh Grade				Eighth Grade			
	Verbs		Pronouns		Verbs		Pronouns	
	Language, Grammar	Language, Grammar	Language, Grammar	Language, Grammar	Language, Grammar	Language, Grammar	Language, Grammar	
Standard	27.6	7.8	24.5	8.0	32.8	15.0	29.5	17.5
Philippi	19.5	6.3	20.1	12.3	26.8	12.5	26.5	21.5

The above table is somewhat complicated and should be read with care. The chief function of the test is to show the teacher the points on which the pupils fail, so that each pupil in the class may receive special attention upon the points in which he is weak.

Looking at the class score in language first we find that both the seventh and eighth grades are considerably below in both verbs and pronouns. This rather corroborates the composition scores. The teachers have been supplied with individual scores and can see the pupils that need most study. In all cases the range is rather large, bespeaking an unclassified condition.

Looking next at the achievement in grammar we find a different situation. If we combine the scores in verbs and pronouns for grammar we find that Philippi exceeds the standard in both grades. Here is probably the secret for the low standard in language and composition. A detailed study of the papers reveals that the pupils are well up on the rules of grammar. That they know the rules in most cases is not to be disputed. Their records show that they do, but in many cases the rules given did not fit the particular case. This happened so many times that one is led to question the advisability of trying to teach the use of the English language by means of formal grammar. The fact that the Philippi pupils exceed the standard in grammar in spite of the misfits suggests at least that much time has been spent upon this subject. One would naturally conclude that language and composition, possibly literature,—for all these subjects are woefully below standard,—had been slighted that a higher attainment might be reached in grammar. Since good usage is the end of the study of grammar, we would recommend that only essentials in grammar be studied and these in direct relation to language and composition.

OTHER TESTS

Harlan's Test in American History was given in the 6th, 7th and 8th grades; Curtis' Supervisory Test in Geography was given in the 5th, 6th, 7th and 8th grades; and Rugg and Clark's First Year Algebra Test was given in the 9th grade. These papers were scored and returned to the respective teachers so that they might know the relative standing of the various pupils in these subjects, but as there was some difficulty in securing and understanding the standards the staff has not included a detailed study of the results.

CHAPTER III.

SUPERINTENDENT'S RECORDS

That the superintendent may have a condensed record of the present standing of the various grades in the various subjects the following table has been prepared. The advantage of such a record is that it enables the superintendent to have all of the information in form for ready comparison. In case he should desire to make another examination later he can then compare the results with the present record. In this table the names of the subjects are placed at the top and the number of the grades are put at the side. In the upper space opposite each grade in bold type we have S. M. which means Standard Median; in the lower space we find P. M. the Philippi Median.

COMPARISON OF PHILIPPI MEDIAN & STANDARD MEDIAN BY SUBJECTS

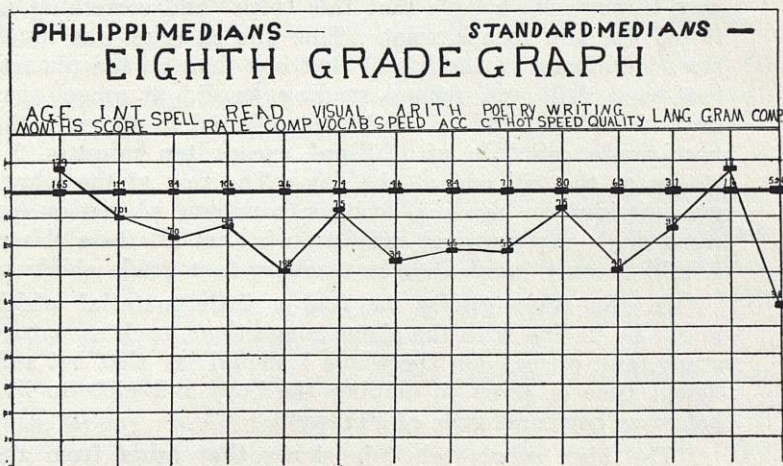
GRADE	AGE INT		SPELL		WRITING		READING		VISUAL		ARITH.		POETRY LANG.		GRAM. COMP.	
	MONTHS	SCORE			SPEED	QUALITY	RATE	COMP.	VOCAB.	SPEED	ACC.					
S. M.	81	30														
P. M.	98	35														
II	93	39	84	32	38											
	105	44	72	32	30											
III	105	45	84	44	42	52	6.8	4								
	116	48	96	47	31	37.1	4.8	3.44								
IV	117	61	84	56	46	70	12.7	5.25	25	64						
	135	61	84	59	30	58.5	7.7	4.33	17	47						
V	123	67	84	64	50	87	17.8	6.00	31	76	49					
	140	67	84	66	45	76.6	14	6.02	18	57	53					
VI	141	84	84	70	54	90	18.5	6.66	38	81	53					
	154	73	80	62	39	114	22	6.25	25	59	46					
VII	153	100	84	76	58	100	22.8	7.29	42	83	63	26	79			
	164	85	88	65	41	92.5	20.8	7.08	27	64	52	20	9			
VIII	165	114	84	80	62	106	26	7.91	46	84	71	31	16	5.26		
	179	101	72	75	44	92	18.5	7.46	34	65	55	26	18	3.06		
IX	177	124	84			83	23				78			5.22		
	183	140	88	79	47	78.5	25				88			5.1		
X	189	134	84			85	25.4				78			5.87		
	205	126	82	110	40	85	2.3				83			5.9		
XI	201	144	92			90	27.2				78			6.33		
	203	154	86	110	40	86.6	37				90			6.4		

The value of this investigation will depend largely upon the amount of study that the teachers, superintendent, board members and patrons of the school give to the above record. As an

aid in the interpretation of this record the medians of the eighth grade have been put in the form of a graph. Each teacher has been supplied with a similar graph for her grade. (See graph on opposite page.) This graph shows the relative position of Philippi medians in the various subjects with respect to the standards. A word of explanation in regard to the construction of this diagram is necessary. You will note that the various standards which appear on the heavy horizontal line are all reduced to the same scale. This standard line is on the tenth line from the bottom. It means that 165 months in chronological age is the normal for this grade, just as a score of 114 is normal in the intelligence test, 84 in spelling, 106 in rate of reading, 26 in comprehension, etc. The position of the Philippi Medians is determined by the fractional part of the ten spaces that these medians are of the standards. For example, the standard score in intelligence is 114; Philippi's score is 101; consequently the relative position is represented as $\frac{101}{114}$ of 10, or approximately 9. Hence we see that in intelligence the eighth grade pupils are about nine-tenths of this standard. As was said before, this should be taken into consideration in studying the scores in other subjects. That is, we should not be surprised should we find that this class was only nine-tenths of standard in the educational tests.

In looking at the relative position, however, we find that in most cases the grade is not up to the intelligence score. In visual vocabulary, speed in writing and in formal grammar they are above, but in spelling, rate in reading, comprehension in reading, speed in arithmetic, accuracy in arithmetic, poetry, quality in writing, language, and composition they are below. It is only when we come to study the attainment in all of the subjects together that we are able to get the general trend and see the general character and type of instruction emphasized. The comparatively high scores in vocabulary, writing and formal grammar, would indicate that emphasis had been laid on the formal aspects of the curriculum; whereas the especially low scores in comprehension in reading, arithmetic, central thought in poetry, language, and composition, indicate that what may be called the functional aspects of the curriculum

are not receiving the attention they should. A glance at the study programs reveal that much time is given to word drill and grammar. Emphasis on such isolated fragments of subject



matter, like too much rote memory of towns and cities in place geography, dates and battles in history, bones and muscles in physiology, incline pupils to see these bits of knowledge as ends in themselves and not as related to the processes as a whole, such as, the ability to comprehend the author's thought to interpret the facts of history that bring about feuds and race riots, and to learn and apply the laws of health to our own lives and community.

The study programs for the various grades were examined in detail by Dr. L. B. Hill of the Department of Education of West Virginia University. His comment follows:

“I have looked over the daily schedules of the teachers in the public schools of Philippi. My comments perhaps apply more to the course of study than to the daily schedules. However, the time allotments as usually found upon the teachers daily schedule reveal the content of the actual teaching.

“As I see it the main excuse for teaching is to help boys and girls to live better lives. This better living should refer primarily to the present and only secondarily to their future needs. The first grade children need teaching pri-

marily in stories, plays and games, handwork, and observation of nature and people. Just yesterday a boy of seven picked up a fishing worm and with a little encouragement discovered for himself that 'a pipe ran all the way through its body'; that this 'pipe' had something in it led the boy to ask what. This one exercise was much more significant in the life of that boy than all the phonetics, word drill and formal reading he did at school that day. I find nothing of the topics referred to above in the first grade schedule at Philippi except ten minutes for stories at the tail end of the day. The rest of the schedule provides for reading, writing, numbers, phonetics and word drill—my personal conviction is that all these things should be only incidentals in teaching first grade children.

"In the other grades we find a little material which might be in line with the above suggestions, such as nature study, and civics. On the whole I should say that not sufficient time is given to helping the boys and girls to live better as boys and girls of Philippi.

"The high school schedule shows that aside from the business subjects the program is of the traditional college preparatory type. More industrial activities should be introduced.

"For the grades I suggest the following as a type of schedule for 4th grade, to be modified to suit the grade."

(After Meriam) Grade 4

		Minutes	
9:00- 9:20	Geography	20	} Unite by correlation on certain days.
9:20- 9:48	History	28	
9:48-10:18	Hygiene-Physiology	3rd 30	} Unite by correlation on certain days.
10:18-10:30	Science	12	
10:30-10:45	Recess	15.	
10:45-11:17	Arithmetic	32.	
11:17-11:37	Language	20	} Unite by correlation on certain days.
11:37-11:57	Spelling	20	
Noon			
1:20- 1:36	Reference	16	} Content subjects come early in the day. Form subjects follow. Leisure subjects at close of day. This is not ideal but may be used as a beginning.
1:36- 1:54	Writing	18	
1:54- 2:28	Reading	18	
2:28- 2:53	Literature	25.	
2:53- 3:05	Art	12.	
3:05- 3:17	Music	12.	

RECLASSIFICATION

The most gratifying feature of the entire investigation to the members of the survey staff at least was the prompt action taken by the superintendent and teachers in reclassifying the school in the light of the facts ascertained. This was done with the utmost care and caution. The writer and teachers in charge made a very close study of the individual scores made in each subject and in the intelligence tests. In case a pupil was found mentally capable and well above the median for the next grade in all the educational tests, that pupil was promoted at once, April 11, to the next grade and given a chance to prove his ability to do the work of that grade.

At the end of the term the writer received a statement from each teacher in the system stating the number of pupils that had been thus promoted to her room and the number that were promoted again. In all 54 pupils were promoted April 11. Of this number 46 were promoted again at the end of the year. The following statement of a second grade teacher is typical of these reports. After giving the names of eight pupils received from the first grade this teacher adds:

“I have promoted all these children to the 3rd grade. The children seem interested and have been working very faithfully. They seem to be exceptionally bright. They are slow in their number work but I think they can easily make it up if helped at home. I think this has aroused a commendable spirit of competition. As Mr. Poling's little boy informed him that he intended to make those fellows 'hump' down there.”

It may be necessary for the teachers to give these pupils a little extra help here and there and indicate what they should study to bridge the gap, but usually the pupils of this type have the initiative and zeal to do the extra work by themselves.

SUMMARY OF RECOMMENDATIONS

The following recommendations are herewith submitted:

1. That the new school building be equipped with all the

supplemental aids to good teaching that are mentioned in the previous chapters.

2. That two extra teachers be employed in the first grade; one extra teacher be added in the high school; and one additional teacher who should combine the duties of school nurse, truant officer and, in cases of emergency, substitute teacher.

3. That the unit of promotion be the semester unit instead of the year. This will necessitate dividing the present classes into A and B sections. The individual scores of the present investigation should be used as a basis for this division.

4. That a system of records be instituted that will provide superintendent and teachers with a complete school census, including ages and residence of all children from one to twenty-one years of age. This will enable the school authorities to know how many beginning pupils to expect and provide for.

5. That parents be informed of the law regarding school attendance and given to understand that the law will be rigidly enforced.

6. That a system of periodic medical inspection be instituted.

7. That an adequate amount of physical education be provided to guarantee the physical development of all the pupils.

8. That the course of study be broadened to include training in industrial and agricultural activities. Philippi cannot serve her community without training leaders in these lines.

9. That the high school course be extended to four years and greatly diversified.

10. That teachers be encouraged to further their training, giving special emphasis to the professional side of it.

11. That all teachers of the first six grades shall have had at least two years of professional training beyond the high school.

12. That all teachers in the upper six grades shall have had four years of professional training beyond the high school.

13. That the superintendent be enabled to devote at least one-half of his time to supervision.

14. That the minimum salary for elementary school teachers be placed at \$125 per month; that the minimum salary for high school teachers be placed at \$150 per month; that in addition to these minimums teachers should be further rewarded for successful experience and special excellence in service.

15. That the length of the school year be placed at nine months instead of eight.

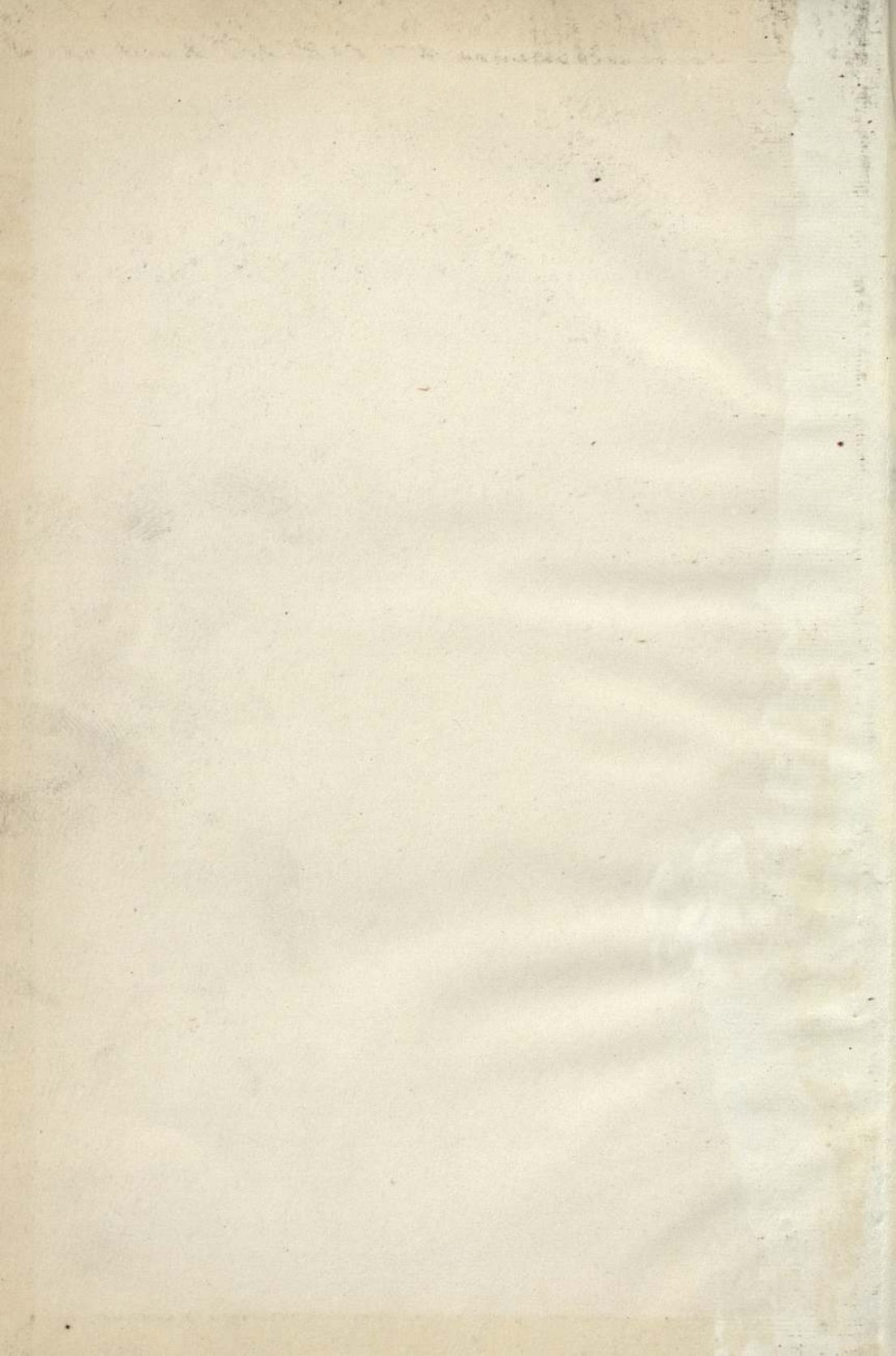
16. That the school building be used as a center of social and educational activities to the end that the community may realize that its hopes for future enjoyment and success lie in promoting the physical and spiritual growth of its boys and girls.

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