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PROBLEMS OF CONSOLIDATION WITH REFERENCE TO THE
YORK CONSOLIDATED DISTRICT, YORK COUNTY, SOUTH CAROLINA

by

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PROBLEMS OF CONSOLIDATION WITH REFERENCE TO THE
YORK CONSOLIDATED DISTRICT, YORK COUNTY, SOUTH CAROLINA

A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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August 1954

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CHAPTER I

INTRODUCTION

Equalization of educational opportunity for all children has been widely recognized in the United States as essential to the preservation of our democratic society. The elements necessary to the realization of this principle have been defined by Strayer and Haig as (1) the establishment of schools which will furnish a minimum educational program available to every child, (2) equalization of the burden of school support, and (3) provision of adequate supervision and control.¹ The close integration of these elements requires that they develop together; each is dependent on and modified by the effectiveness of the others.

An important movement for the enlargement or centralization of local units in the small-district states in order to meet the above ideals is known as the "consolidation of schools." By its means, several small districts are combined into one, with one board, one taxing area, and one area administrative head. Centralization equalizes advantages among children of the unit centralized; it is a great leveling agent, not by leveling down the high points, but

¹ G. D. Strayer and R. M. Haig, "The Financing of Education in the State of New York," The Report of the Educational Finance Inquiry Commission, Vol. I (New York: The Macmillan Company, 1923), p. 133.

by bringing up the low ones. Centralization saves energy and money, because it decreases the number of servants and fixes responsibility more closely. As a counterpoise to these immense advantages, the opponents of centralization cite several facts of merit: centralization ignores local needs; statewide laws regarding transportation would not be equally fair because of road conditions.²

The enthusiasm of the common man for education is an outstanding feature of the American mind. Our belief in education does not have to be forced by a hand a hundred miles away; education of the people is our great national religion, if we have one. Our individual faith in education is expressed in the interest with which the progress of our children is followed. Local pride may be aroused in more ways than one, but not more strongly in any manner than by the institution which stands closest to the life of the rising generation. That burning interest in popular education which actuated the Vanes, Bradfords, and other early settlers in their philanthropies for schools at their own doors, is tremendously potent today; it is a power for the development of public education which no school administrator is willing to spare at any price. Centralization may proceed along

² William A. Cook, Federal and State School Administration (New York: Thomas Y. Crowell Company, 1927), p. 176.

certain lines, but it must not reach a point at which the people will cease to think of the schools as theirs to support and plan for. Emulation between local areas is the most powerful string on which to pull for increased facilities; to spare it entirely would indeed be foolish.

Extreme advocates of centralization or consolidation are quite oblivious of the manner in which most improvements in education have come about--the trail is blazed here or there by a school which has the courage and direction to experiment wisely, to tread new paths, while its contemporaries talk discouragingly or disparagingly of the project. A highly centralized system decreases, and it may practically destroy, experimentation; the substitute it offers is mechanical routine. How can people be made alike and not be mechanized? The problem presents a paradox, because people cannot be made alike without becoming purely mechanical. Here lies another pit around which the forces of consolidation must steer with care.

The advantages of large and small districts should be considered only as they bring to realization the recognized characteristics of an efficient district. No two enumerations of these characteristics would follow exactly the same lines, but in the light of the preceding discussions the following are tentatively offered:

- (1) competent, non-political control,

- (2) permanent, professional supervision,
- (3) local interest and initiative,
- (4) economical consolidation and centralization,
- (5) uniformity of educational advantages.³

Before any move is made toward consolidation, these points must be considered; then, administrators, with the help of lay patrons, may formulate plans which give the desired results.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the administrative problems involved in consolidating the York, Sharon, and Hickory Grove High Schools of York County into one centralized school, and (2) to suggest methods whereby these problems may be solved.

Importance of the study. One of the most serious and perplexing problems in the provision of equality of educational opportunity in the state of South Carolina is that of providing an adequate educational program in rural areas. During the last decade great progress has been made in developing methods and techniques for financing an equalized education program. Great changes have taken place in the

³ Strayer and Haig, op. cit., p. 138.

life of rural South Carolina; modern machinery, modern household conveniences, and modern transportation and communication have transformed farm and village life. The small isolated individualistic groups of a few years ago are now integrated parts of society as a whole. Agriculture has been transformed from a simple economy to a specialized and commercialized industry. Automobiles, buses, motor trucks, and good roads have made what was formerly a day's journey in an ox-wagon a trip of a few minutes. The telephone, rural free delivery, and the radio provide new contacts and enlarged educational opportunities, which were impossible even a few years ago. New activities have changed attitudes of mind, social relations, and industrial relationships.

These changes, which have broadened horizons and increased group activities, have emphasized the need for an educational administrative unit larger than the old attendance area. They have increased the demands upon education and made necessary activities which can be carried on more effectively and economically in groups larger than those contained in the present attendance area. Rule has called attention to this problem as follows:

Adequate school opportunities cannot be made generally available; however, until our local unit of school administration is made sufficiently large to provide efficient professional leadership and a complete curriculum is offered.⁴

⁴ James N. Rule, "State Superintendent of Public Instruction," The Pennsylvania School Journal, 80:455-58, February, 1932.

Bobbitt, in discussing rural school administration, says: "The most complex and baffling problems are those that relate to the division of responsibilities among the several administrative units."⁵

The South Carolina Department of Education in its survey recommended that Hickory Grove, Sharon, and York Schools be consolidated into one district, and that the three high schools within the district be consolidated into one centralized school at York. The administrative control of the district has been completed with a district board of seven members--five from York, and one each from Hickory Grove and Sharon attendance areas; a district superintendent has also been appointed. Within the next year the consolidation of the high schools will probably be effected; thus certain administrative problems must be studied and met.

II. DEFINITIONS OF TERMS USED

Consolidation. The combining of several small school districts into one, with one board, one taxing area, and one administrative head is called consolidation.

Transportation. The term "transportation" was used to refer to the transporting of students from home to school

⁵ Franklin Bobbitt, Principles of Organization and Administration (Boston: Houghton Mifflin Company, 1919), p. 23.

and from school to home.

Human relations. The relationship between the several groups of students when brought together is termed human relations.

Discipline. Discipline refers to the treatment of the individual student while at school and under the control of school authorities.

Curriculum. The total school program is called the curriculum.

Public relations. The relationship between the school administration and its patrons is termed public relations.

Guidance. Guidance is the directive function, or the role of the administration, in the process of changes which take place and the result of which is called education.

III. METHOD OF PROCEDURE AND SOURCES OF DATA

Sources of data. Data for this study were secured from recent studies, periodical articles, pamphlets, personal interviews with county superintendents, district superintendents, supervising principals, and the State Superintendent of Education in South Carolina.

Treatment of the data. A thorough analysis was made

of the literature in the field. Other results in the program, indirectly related to the subject, and visits to twenty schools for observational purposes, were made in an effort to secure pertinent information.

Method of procedure. After selection and review of the literature, the writer held personal interviews with thirty-two administrators who had had experience in the field; a survey of the problems they had encountered during the consolidation period was made.

Selection of the problems to be studied. Because of the wide scope of this field of research, the writer selected sixty-seven schools in North and South Carolina which had completed their programs of consolidation.

Personal interviews and interviews recorded. The data were supplemented by additional information secured during personal interviews with twenty-two administrators and lay patrons of the school.

To keep expense at a minimum, and to avoid irritating the administrators, a questionnaire was mimeographed for recording information.⁶ One hundred copies of the questionnaire were mailed; sixty-seven of this one hundred were returned. The explanation for the large percentage of

⁶ See Appendix A.

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returned questionnaires is that the writer was in a conference with forty-two administrators in July, and the response from this group was almost one hundred per cent.



CHAPTER II

TRANSPORTATION

Certain problems connected with consolidation of districts come as inevitably as day follows night. Parents of today seem to be unwilling for their children to have to walk the distances which they themselves trod. This has been partly because of a desire to have the child escape exposure to the elements and partly because of a fear of sex perverts who might be encountered on the roads.¹ Transportation of pupils has thus become a problem in many districts in which distances from school are not excessive as judged by standards of a generation ago. It is, of course, a very necessary consideration in all consolidated districts.

The problem of transportation in the district will be an important one and will vary considerably in each of the three communities concerned in the York Consolidated District. The transportation of many children over county roads necessitates a program under which all regular work can be completed and all classes dismissed at the same time in the afternoon. Such a program means longer days for small children, which calls for special care and attention to the recreation of these children. With the school bus has come

¹ William A. Cook, Federal and State School Administration (New York: Thomas Y. Crowell Co., 1927), p. 204.

a host of new problems which clamor for solution: How many buses, what routes should be made, student drivers or adult drivers, insurance for buses, the bus mechanic, extra trips, drivers' pay, discipline of riders, length of routes, and a host of other problems present themselves.²

Driving a bus is, in most cases, but a part-time job. According to the writer's findings, the average time a driver works per day is about three hours; if the three high schools are consolidated into one, the average time will be increased by approximately fifteen minutes per day. The pay received by part-time drivers within the district was \$35.00 per month for students and \$65.00 per month for adults. The student drivers were given a bonus of \$35.00 if they had received no red marks during the year. Within the writer's school, where seven buses were operated, all student drivers were eligible for the bonus. This was typical throughout the district, and it is the general belief of the district superintendent that students are satisfactory and have done a better job than former adult drivers.

The writer studied the present routes of the York, Hickory Grove, and Sharon Schools in order to determine the average daily mileage of the bus routes; tentative bus routes were also established, with the aid of the district superintendent. It was found that by re-routing the buses, the

² See Table I, p. 12.

TABLE I
AVERAGE DISTANCE TRAVELED BY
SCHOOL BUSES IN THE YORK DISTRICT

	No. of Buses	Present aver- age miles per day	Estimated mileage per day after consolidation
York	15	28	28
Hickory Grove	7	28.8	35.5
Sharon	5	29.3	32.6

increase in daily mileage per driver would be approximately six miles, or a total of one hundred and sixty-two miles for all buses.

The question of discipline always arises when speaking of student drivers; the writer found this to be no problem within his district. The drivers were told in the presence of the school students to report to the administration any infraction of school bus rules. Punishment or correction for the offense was dealt with entirely by the principal; however, school patrol and student council members might be used.³ The writer found that, in addition to the ways mentioned, one small rural school had a teacher riding the bus. The possibility that this was due to "hometown" personnel is evident. Two schools show that the lunchroom supervisor rode a bus and helped in maintaining order. All senior high schools except one used bus drivers for disciplinary purposes; elementary and junior high schools used safety patrols to some extent. Among the combination schools the practices varied. The State of South Carolina Highway Commission gave courses for student drivers, and only those who successfully completed the course were allowed to drive.⁴ There were

³ See Table II, p. 14.

⁴ In 1951 the state of South Carolina took over the control of school buses from the districts, and at the same time began a testing program for student drivers.

TABLE II
FORM OF SCHOOL BUS DISCIPLINE

Type	Senior H.S.	Junior H.S.	Elem.	Comb.	Total
Bus driver only	6	5	13	19	43
Driver with Safety Patrol	0	3	5	5	13
Driver with Student Council	1	1	0	6	8
Driver with teacher	0	0	0	1	1
Driver with other	0	0	0	2	2

twenty-four student drivers within the district during the 1953-54 school term; twelve of these were seniors, but there are adequate qualified drivers to take their places.

The problem of a qualified bus mechanic will be considerably more complex when consolidation takes place. Hickory Grove and Sharon were serviced by one mechanic; if two buses from each school were to go into York, the mechanic there would have a tremendous load to carry. The present buses are too old to undertake the extra mileage that some would be forced to make.

The state of South Carolina carries liability insurance on all of the buses within the state; however, the driver may be charged with neglect of duty because of the conditions that prevailed at the time of an accident.

The bus schedule and re-routing of buses would present one of the major problems.⁵ The only way that any idea as to the timing of a trip is to go over the route with the driver before the regular trips begin. A list of pupils who will be riding each bus should be taken so that stops can be made as nearly as they can be foreseen. A tentative time allotment can then be mimeographed and given to the pupils. Changes usually must be made a few days after school begins, when the

⁵ A survey of forty-seven schools showed that each school was faced with the problem of re-routing buses so that routes will not over-lap.

shortcomings of the first schedule have become apparent. Parents seem to get peculiar ideas about the amount of bus service to which they are entitled. The writer has noted that some parents feel that their children should not be required to take a step beyond the front gate. No executive wants children to walk more than a few blocks to catch a bus, if it can be prevented; but, it is reasonable to ask children living a block or two apart to get on the bus at some common point.

The number of trips to be made per bus depends entirely on such factors as length of trips, the number of buses, and the school schedule. Parents resent having their children leave home too early in the morning and return late in the afternoon. As a rule, the writer would state that no pupil should be required to leave home more than an hour before the starting time of school or arrive back in the afternoon more than an hour after classes have closed for the day. If more than one trip is made, there is the problem of what to do with pupils who arrive at school early and those who must remain in the building for some time after school has closed.⁶ Among the schools surveyed, thirty-six had a supervised activity program. This practice follows the pattern used in the writer's school, which has proved very popular with the students. One consolidated school with

⁶ See Table III, p. 17.

TABLE III
ACTIVITY PRACTICES FOR BUS STUDENTS

Practice	Senior H.S.	Junior H.S.	Elem.	Comb.	Total
Study hall	0	2	0	13	15
Supervised activity program	7	5	15	9	36
None	0	2	3	11	16
Other	0	0	0	1	1

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grades one through twelve provided a flower garden project for those pupils in the elementary grades. Students cannot be allowed to roam the halls aimlessly, or required to wait outdoors during inclement weather; in fact, the only satisfactory arrangement which the writer could find was to organize a sports program for all those who were inclined toward this type of recreation, and to open the study hall for those not interested in games. Teachers would have to be put in charge of such a program. This would be an additional demand on the already overcrowded day of the teachers; however, if extra pay for this type of work were given, the writer found that the majority of the faculty would not be unfavorable to the practice. The board of education would have to pass a rule as to the minimum distance from school that a child must live in order to be entitled to transportation. The writer has found that the accepted practice within the district is that any student living beyond a radius of one mile of a school is eligible for transportation.⁷ Needless to say, it is unwise to overload a bus by packing in so many children that the driver may be unable to see well enough to operate his controls efficiently, or so that there is danger of children being pushed into a seat or other object when a curve is rounded or a sudden stop is made. Unless at

⁷ Sixty-seven schools in the writer's survey stated that they transport pupils who live beyond a radius of one mile.

least two additional buses are secured, the undesirable situation described above will result, if the three high schools within York Consolidated District No. 1 are brought together in one high school building.⁸

Regulations concerning the operation of buses are formulated by the county superintendent. At the present, a school bus in South Carolina may be used for school activities other than transporting students to and from school; this is allowable, however, only with the written permission of the county superintendent and the payment of fifteen cents per mile for each mile that the bus is driven. It is suggested that the district buy an activity bus after consolidation has been completed. The estimated pupil load is based on the enrollment of the schools, and the fact that the present buses from York travel routes that would be traveled by Hickory Grove and Sharon buses if consolidation is effected and the high school located in York. No school in the York District uses buses for transporting students home who become ill at school. The survey shows that only three schools use such transportation.

⁸ See Table IV, p. 20.

TABLE IV
STUDENT LOAD AND CURRICULAR USE OF SCHOOL BUSES

School	No. Buses	Certified Drivers	Present average pupil load	Estimated aver. pupil load after consolidation	Use bus for curricular activities	Use bus to take sick students home
Hickory Grove	7	12	35	42	Yes	No
Sharon	5	6	30	35	Yes	No
York	15	22	38	35	No	No

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CHAPTER III

PUBLIC RELATIONS

During the past five years the reorganization of school districts in South Carolina has been completed.¹ In the study of how and why consolidation was brought into reality, the writer found that fifty-six schools out of the sixty-seven reporting showed that consolidation was due directly to state control measures and recommendations. Two high schools were consolidated by popular vote, and nine by a public relations program and the approval of the State Department of Education. This reorganization has brought about profound changes in our school system and new responsibilities to the boards responsible for administering the new districts. As a result of this reorganization, we are now in position to proceed with the development of a greatly improved school system. It cannot be too strongly emphasized that this fundamental change has been an administrative as well as a legal necessity. During this same period, surveys have been made in all the districts that have requested them, and as a result school boards have assembled information and recommendations made by objectively minded committees from outside the county to help them determine their building programs.

¹ See Table V, p. 22.

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TABLE V
METHODS USED IN EFFECTING CONSOLIDATION

Type	Senior H.S.	Junior H.S.	Elem.	Comb.	Total
Popular vote	2	0	0	0	2
Public relations program	1	8	0	0	9
State control	4	1	18	33	56

The survey report is a recommendation to local boards and should not be interpreted as presenting the only possible plan or plans for reorganization of district facilities. Due to the fact that the districts of the county system requested the survey, it is reasonable to assume that public sentiment favored such a step, and that, in so far as is practical, the findings should be adhered to.

Public relations are extremely important, but public opinion cannot always be counted on to react in certain defined lines. Shortly after the recommendations were made, a certain element from the Hickory Grove and Sharon School areas made requests of the district board.² These requests were made after a school assembly was held in each school and certain members of the administration had influenced the emotions of the students. It is the belief of the writer that the information gained was due directly to the students' reactions and not to the unbiased opinions of the school patrons. There is no mistake, however, in the fact that there is a problem of public relations that must receive considerable attention before the three groups will become adjusted. The writer is doubtful, though, that the majority of the people in the district will ever have an active part in school activities of any type; there are too many people whose primary

² See Appendix B.

interests are elsewhere, but the need for informing the public in regard to school policies, practices, and results is with us indefinitely.

One's product has to be good or it is useless to try to make the public believe in it; therefore, the first requirement in public relations is a good school. The public wishes to exercise close control of the employment of school personnel; if consolidation were to take place, this evil would be limited by the elimination of the two small communities which place great demands on the school personnel.

The dominant fear of many of the school patrons is that consolidation will bring about an increase in school costs with a resultant raise in taxes.³ When the three communities were brought together under one administration, the taxes were raised; therefore, it seems reasonable to expect no change if the three high schools were brought together. It is never best to try to "pull the wool" over the eyes of the people; but it is sensible to point out that better educational services will more than compensate for the amount of financial sacrifices.

It is true that a new building for the junior high school will be a necessity because it is plain mathematics that one building can be built at less expense than the

³ Forty-seven schools showed an increase in taxes following consolidation.

process of renovating two buildings plus an entirely new one. If Hickory Grove and Sharon were allowed to consolidate for an attendance area, the construction and landscaping of a new building would be prevalent. To quote the survey team which made the survey of York County, which points out the above statement:

A great deal of thought was given to the possibility of recommending a high school at York and another one in the Sharon-Hickory Grove area. The evidence was conclusive that the criteria could not be met and still operate separate high schools at Hickory Grove and at Sharon, even with grades 7-12 considered as the high school grades for these schools.

Three factors in the main caused the committee to shy away from a recommendation for a high school in the Sharon-Hickory Grove area:

1. The uncertainty of the continuation of the forty-five children from Cherokee County, since there was no outright consolidation between the two counties.
2. Neither the Sharon nor Hickory Grove plants would be adequate without such additional building.⁴
3. If neither the Sharon nor Hickory Grove plant is currently adequate, it would seem an unwise expenditure to choose a new site and build a completely new building in this area in view of the adequate and modern high school plant available at York.

⁴ Sharon and Hickory Grove plants are constructed so that it would be difficult to add additional space without undue cost.

If the junior high school were the only building recommended, the writer feels that the people of the district would cooperate fully; however, the survey committee also recommended that in addition to this building, an administrative building and site be constructed at an approximate cost of \$40,000, and a new elementary school, costing approximately \$240,000. They also recommended an all-weather parking lot at York, which would cost an additional \$10,000. Certainly, there will be a problem of getting public approval when a new building within the Sharon-Hickory Grove area would cost no more. The only thing that will lead the people of Sharon and Hickory Grove to consent to the consolidation of all high school students in York is to prove to them that their children may be benefitted enough to warrant such a move and the possible addition of more taxes.

It is the belief of the writer that the unfavorable public opinion regarding consolidation within the district is due directly to the unwarranted tactics of the former superintendent of the York City Schools. This superintendent used his position and facilities to greatly influence the survey committee. It is a known fact that the superintendent had a direct hand in recommending that all new construction be within the city of York. Such tactics certainly are not conducive to favorable public relations, and the present administration will need all the tools at its command

to erase this ill feeling toward his office and toward consolidation as a whole.

There are several means whereby good relations may be restored. The Parent-Teacher Association, the local newspaper, and the school newspaper may be means of informing the lay people of the advantages of consolidation.⁵ The following suggestions are offered for organizing the various groups mentioned into a good functioning public relations program.

THE PARENT-TEACHER ASSOCIATION

A recent publication of the National Education Association contains the following excellent analysis of the basic knowledge which a citizen should have about schools:

The purpose and place of education--He should appreciate that there is no other agency in society ready and qualified to take children at an early age and develop them into good citizens.

The plan of control of education--The citizen should know that there are ways to make his own wishes and viewpoints known to the board without arousing destructive or unnecessary controversy.

The cost of public education--The citizen should know what his total tax bill is for schools. He should know

⁵ See Table VI, p. 28.

TABLE VI
MEANS USED TO ESTABLISH PUBLIC RELATIONS

Means	Senior H.S.	Junior H.S.	Elem.	Comb.	Total
P. T. A.	7	6	15	27	55
School newspaper	7	4	3	31	45
Local newspaper	7	7	12	25	51
Other (radio, etc.)	7	2	1	17	27

the salaries of the school personnel within the district.

The objectives of the school--The citizen should know that the primary purpose of the school is to develop good citizens.⁶

York and Hickory Grove have organized Parent-Teacher Associations at present, but Sharon does not. The attitude toward consolidation within the district is causing discontent in the different communities; the patrons request information on the proposed steps to be taken such as when, how, and why can't Hickory Grove and Sharon consolidate in one school, thereby not increasing the distance appreciably that the children must ride a bus.

It is the belief of the writer that the district administration feels that the patrons of Hickory Grove and Sharon Schools are not qualified to offer leadership in the movement to consolidate the three high schools. The problems involved do require adequate leadership from the lay people and also a clear definition of objectives, as well as the advantages that will be realized under the present plan of consolidation. The Parent-Teacher Association, if sought, will provide some adequate solutions to these problems.

The problems which Parent-Teacher Associations face cannot be adequately met by the casual thought of the mediocre;

⁶ J. J. Jones, "Organize for Better Public Relations," Phi Delta Kappan, 34:167, February, 1953.

there must be constructive leadership. While a large amount of specialized training, such as we expect from a teacher, is not necessary, some special knowledge is important. Those who direct parent-teacher work should understand something of our modern theory of education, know what the local school is undertaking, see clearly the legitimate objectives of associations, and know how to make those objectives effective. They should certainly be familiar with the history, principles, and policies of the National Congress and of the state branches. In each of the communities of the York Consolidated District, there are parents with the ability to be successful leaders. A few not only have the necessary native endowments, but are also equipped with some specialized knowledge required. For example, in the Hickory Grove area, there are several parents who have been teachers or are now following the profession; they have much of the specialized knowledge needed to understand the function of education, and the place of the school, the home, and other special environments in realizing that function.

During the reorganization and consolidation of the schools within the district, the superintendent should realize this vast source of public interest and meet with each organization frequently to explain and discuss the objectives which his office has in regard to the district high school. An example of the importance of the attitudes taken by parents

is brought clearly by the following example.

In the writer's school the old shrubbery was cut down for the purpose of re-landscaping the grounds. Realizing that talk was rising within the community, the writer went before the Parent-Teacher Association and outlined his program for the beautification of the grounds. The backing of the organization was secured to the extent that they raised money to help carry out the project, and the talk soon ceased to be unfavorable. Now the patrons realize that this was a step forward in the beautification of the entire community.

The district administrator must realize that if he is to secure the approval and backing of the local communities, he must recognize these groups and show them that the program which his office advocates is sound and is for the betterment of the school district as a whole and not just one particular area. No effort has been made by the district superintendent to come to the writer's school during a meeting; in fact, the lay people of the community, as well as the staff, feel that we are being neglected. Of course, no one advocates that the Parent-Teacher Association control the school policies entirely, but it is a proven fact that the influence that this group of patrons carries certainly demands the respect of the administration.

It is difficult to set down specific rules to follow in the organization of a Parent-Teacher Association; however,

the following suggestions may prove to be helpful:

1. First of all, one must have a good product; in other words, your school must be good.
2. Show the people that their constructive help is essential.
3. Plan good programs; use children when possible.
4. Let the patrons know what the school is doing.
5. Show the patrons that a broad program of curricular activities will be available after consolidation, and the children's experience will be broadened and enriched.

THE SCHOOL PAPER

There are two main purposes in having a school newspaper. The first one is the betterment of relations with the public, and the second is the value derived by the students themselves, or, in other words, educational worth. Although the educational value of the school paper is very large, we are primarily concerned here with the first consideration.

Moehlman has said:

The superintendent may quickly ask: 'What is the place of the school paper in a public relations problem?' In respect to the amount of material in a single issue it is quite restricted, but in respect to continuous and constant publicity the school paper offers one of the most excellent possibilities.⁷

⁷ Arthur Moehlman, Public School Relations (Chicago: Rand McNally Company, 1925), p. 48.

Another comment which bears out the importance of the school paper states: "The obligation of the faculty to supply patrons with information they crave about school affairs almost demands such a publication."⁸

A school paper should be for the whole institution, not for any one group. Primarily, the control should be in the hands of the pupils; far too frequently the school paper is dominated by the administration and thereby loses its educational value. It would be a wise policy for the district superintendent to include an editorial in each edition of the respective school papers. No effort has been made to utilize this valuable aid by the present administration; in fact, the attitude has been that of a non-committal one, with no attempt to foster relations between the three communities. This sit back and "look after York" policy has and is continuing to cause considerable criticism within the attendance areas of Hickory Grove and Sharon. The writer's own school issues a weekly news bulletin to its patrons, and an invitation has been extended to the district office to make contributions, but none have been forthcoming.

⁸ Elmer T. Wiles, "Abstract of Studies in the Field of Extra-Curricular Activities," Education News Bulletin of Western States Teachers College (Kalamazoo: College Press, 1953), p. 109.

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Within the district there is one weekly newspaper, and within the county, an afternoon daily paper. Both of these papers are operated by public-spirited citizens who are glad to print anything regarding the school that has news value. On numerous occasions the editors of the two papers have called the writer's office to receive information which should have been released through the district superintendent's office.

Parents like to see their children's names in the paper and will usually subscribe to the paper if there is a possibility of observing such names in black and white. It is essential that administrators recognize this vast medium of creating favorable public relations.

CHAPTER IV

GUIDANCE

It is necessary only to call to mind the demands of life to see the need for guidance. A child needs guidance in his home relationships, in connection with his relations with children and adults outside the home, in reference to caring for his body, in learning to play with others, and in amusing himself. When he goes to school, a new set of relationships must be established. In consolidation, the student must establish a second set of relations with other students. He needs guidance in becoming a worthy school citizen and in choosing recreation and leisure time pursuits. Later he will require guidance in the choice of an educational career, in the choice of a vocation, in the acceptance of ethical standards, and probably in the choice of a husband or wife.

The need for guidance has always been present; children are no longer prepared by native endowment to choose what is best for themselves and find a useful place in the school group of which they are a part. Natural desires and impulses are not a satisfactory basis for choice; therefore, the necessities of the district itself force us to the conclusion that guidance is for the individual and it also benefits and protects the district as a whole.

Each year many students start the year with their own

ideas, fears, problems, skills, abilities, limitations, and resentments. It is our task to make the most of his abilities, develop new skills, aid them in the solutions of their problems, help them to overcome their fears and resentments, and sometimes to redirect their ideas. This is the aim of education. Guidance is a program of services which seek to further these aims. Its purpose is to improve the adjustment of the individuals for whom it was organized. A program in a school should be intended for every pupil in the school and should also be a direct help to the staff, community, and other agencies. It should serve the pupil when he first enters the school and be of assistance to him during his entire school experience.¹ The primary goal of the guidance program should be preventive maintenance by helping the child remove minor obstacles before they create major problems. In the high school, because of the close association with the teacher and because of the responsibility which a given teacher must assume for the growth of a given group, a major portion of the guidance services must be administered by the classroom teacher. It is necessary, however, to have trained assistance for remedial or therapeutic work which is beyond the training, qualifications, or time of the classroom teacher; and it is also necessary to have co-ordination of the

¹ George E. Myers, Principles and Techniques of Vocational Guidance (New York: McGraw-Hill Book Co., 1941), p. 4.

schoolwide program.

Two district schools already provide many of the aspects of the guidance program. It is from these that the organization of a formal program should begin; however, in the three high schools within the district, only one is large enough to employ a full-time guidance director, and this is not done. Guidance services should not be thought of as something new or something added, but rather as a change in activities to make the teachers' efforts more meaningful to the student. From the previous programs, one should identify the guidance activities and then proceed slowly from that point in building a more complete program.

The following eight obligations seem to be basic to any guidance program:

1. To collect all the significant information about an individual which will be of assistance in furthering his adjustment in the new school.
2. To interpret that information to the individual and members of his family whenever such information is needed in order to reach a more objective solution to problems.
3. To furnish to the individual such information that is not given in the conventional education system and which will make his next steps more realistic and meaningful.

4. To interpret the information to the individual or his family so that a maximum of benefit from the information may be expected.
5. To assist the individual in a complete analysis of all factors which will be helpful to him in his adjustment to his environment.
6. To alter the environment of the individual, whenever possible, so as to enhance the speed of adjustment.
7. To aid the individual in adjusting to the post-school situation.
8. To follow up the individual after he leaves the school in order to evaluate his adjustment and to obtain information which may be used to alter and improve the school environment.²

To meet these obligations the following services seem most desirable for a program of guidance services: a pupil inventory service concerned with a careful and systematic study of each individual in terms of the information collected; an informational service with occupational, education, and orientation phases; a counseling service so that every individual of the school has an opportunity to discuss his problems on an individual basis; a placement service; and a follow-up service concerned with problems, successes, failures

² "Teaching and Guidance Can Be Mixed," The Clearing House, 23:69, March, 1951.

and suggestions of the individuals after they are in a new situation. Small high schools do not have the finances to promote such a service to their students, but this would be no problem if the three schools of our district would come together because the combined wealth of the three communities, based on present tax levels, is sufficient to cover such cost.

The major purposes of collecting information are to aid in the recognition of the individual as an individual so that he will be taught as an individual, to determine behavior patterns and clues to the causes of such behavior, to help the individual look at himself in a more objective light by the interpretation of the information to him, and to provide a more meaningful environment for the individual pupil by the interpretation of the information to the parents and teachers of an individual. The material which is collected should be objective, distinctive, and cumulative. It should cover the following eight areas of information: personal identification, pre-school experiences, home environment, health of the pupil, school history, aptitudes, out-of-school activities, and plans and interests.

The number of tools and techniques to be used for the collecting of information seems to be almost unlimited, but the following have been used most extensively:

1. The questionnaire--it may be designed for the parent

or the pupil. Its reliability is often questioned and the accuracy of answers would be improved if it were used during an interview with the parent or pupil. It should be integrated with the cumulative folder.

2. The autobiography provides a short and informal form for the reporting of significant episodes, either complimentary or uncomplimentary, about all pupils. It is to be used soon after the incident by the actual observer. A single report may be of little value, but several reports studied together may provide much meaningful information.
3. Sociometric testing provides information about an individual's relationships with others.³

The students of Hickory Grove and Sharon have affected the thinking of their parents so that their feelings toward the York School are strained. The writer has had to cease athletic relations with York High School because of instances of misbehavior by students and parents of both schools at the games. When the schools are brought together, Hickory Grove and Sharon will be in the minority; a few students will push themselves in the groups already established at York, but others will become confused and disinterested. Because of the above fact, a strong guidance program must be set into

³ Clifford E. Erickson and Glen E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Co., 1947), p. 15.

operation by the district superintendent. At the present time, no program for student guidance has been proposed by the administration. The present inadequate program is sponsored by the individual schools.

It is apparent that children being forced to move from one school to another will carry a feeling toward his former associates with him. If conflict is to be avoided, something must be done on a district basis. Suggestions for fostering student relations follow:

1. Plan social activities that will include students from all schools before consolidation is effected.
2. Have a visitation day when students will visit in the other schools of the district.
3. Further consolidate athletic activities--at present Hickory Grove and Sharon play football together, and this has proven to be one of the best pupil relation programs.
4. Secure the services of a professional guidance director and let him work with the three high schools.⁴

⁴ A survey of fifty schools who had completed consolidation showed that pre-consolidation activities and services are desirable.

CHAPTER V

CURRICULUM

The curriculum is defined by educational theorists as all the experiences of the learner that are under the control of the school. The dynamic nature of our society guarantees that the organization of the curriculum is a perennial problem. A quotation points up the dilemma created:

Greeting his pupils, the master asked: 'What would you learn of me?' And the reply came: 'How shall we care for our bodies?' 'How shall we rear our children?' 'How shall we work together?' 'How shall we live with our fellowman?' 'How shall we play?' 'For what ends shall we live?' And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things.¹

Krug lists five reasons for continuous curriculum planning:

1. Lack of people who can effectively solve the problems of human relations.
2. Help human beings achieve greater success in living with themselves.
3. To realize more fully the promises and possibilities of democracy.
4. To develop more active and interested participation in local affairs.

¹ Edward A. Krug, Curriculum Planning (New York: Harper and Brothers Publishers, 1950), p. 14.

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5. Establishing permanent peace among the nations of the world.²

These are among the five reasons why all students should be subjected to meet their present and future needs. During the past two decades curriculum construction in the local schools by teachers, principals, supervisors, and central office staff has progressed steadily. Specialists may be employed as consultants, but the major responsibility must fall on the local school officials. In some cities full-time directors of curriculum are employed to work with teacher committees in the construction and revision of curriculum materials. This practice implies what is now generally accepted--that curriculum revision is a continual process and one which proceeds on many fronts at the same time. The preparation of curriculum materials by committees of teachers under the direction of local school officers, stimulated by attendance at summer sessions or workshops, has become a generally accepted pattern.

In preparing a course of study, the small committee that actually does the writing and editorial work should have access to the scientific studies bearing on the problem. One of the problems that always presents difficulties is what to include. Since human knowledge is so great, some

² Ibid., p. 2.

choice must be made. Wherever scientific evidence exists which shows the value of material or method, the evidence should be utilized.

Four bases of selection have been suggested: (1) significance to an organized field of knowledge, (2) significance to an understanding of contemporary life, (3) adult use, and (4) child interest and use. To determine the last two bases, many research studies have been made. The specialists are most helpful in evaluating these and in helping to choose proper materials. The York District is financially qualified to secure the services of a specialist in this field and should do so before any consolidation is attempted; consequently, a course of study may be developed to fit the imperative needs of the pupils.

Table VII shows the desired and suggested program for the consolidated high school of district one. The justification of each course is based on the environment and trend of employment within the area.

The administrative consolidation of the three schools brought about several changes in the curriculum, which gave the students an opportunity of a broader program of studies, as well as richer experiences in all forms of extra-curricular activities. An increase in driver training courses, including both behind-the-wheel training and classroom instruction, physical education, health and safety programs,

TABLE VII
SUGGESTED COURSE OF STUDY¹⁸

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
REQUIRED			
English I Social Studies I ¹ Algebra I or General Math I Physical Ed. I	English II Biology Physical Ed. II	English III American History Physical Ed. III or Band ²	English IV Physical Ed. IV or Band ²
ELECTIVES			
(1)	(2)	(2)	(3)
Home Ec. I Agriculture I General Bus. Reading ¹ Band I Music	World History Algebra I Algebra II Gen. Business Typing I Home Ec. II Agri. II French I Spanish I Reading Band I or II Music	Journalism Chemistry Physics Geometry French II Spanish II Agri. III Home Ec. III Bookkeeping Geography Music D. Occupations ³ Office Practice ⁴	Government Chemistry Physics Psychology Bookkeeping Home Ec. III Agri. III Dramatics Trig. and/or Solid Geometry Music D. Occupations ³ Office Practice ⁴

¹Students may substitute Reading for Social Studies.

²In junior year Band may be substituted for Physical Ed.

³Must have permission of principal.

⁴Prerequisite for Office Practice is 30 W.P.M. in Typing.

¹⁸This schedule of courses is based on the schedule of the high school in Boone, North Carolina, which is under the direction and supervision of Appalachian State Teachers College.

and other studies was evident.

Prior to consolidation, the individual districts were too small to offer adequate courses in science and physical education because of a very limited budget. Under the district plan, more funds have been available for expanding the curriculum.



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CHAPTER VI

FINANCE

According to a state survey made of the district on July 1, 1952, the total indebtedness was \$630,000.00, with an assessed valuation of \$2,445,126.00. Of this amount \$777,090.00 was available from the State Educational Finance Commission. In checking the school records at Hickory Grove, Sharon and York, it was found that seventy-five per cent of district indebtedness was due to the York School.

Mr. John A. Marion, Chairman of the board of trustees for the district, states that the district had to operate on a limited budget for the past year because of the above indebtedness. Included in the budget were eight special teachers for the York School, one for the Sharon School-- this teacher not on district funds, while Hickory Grove did not have an additional teacher. During the 1952-53 school term, Hickory Grove had one district paid teacher; but after the administrative consolidation took place, this teacher was dismissed, while all were retained at York. The people of the two communities, Hickory Grove and Sharon, are not satisfied with increased taxes when such inequalities exist.

There is at present a district supplement of \$300.00 to classroom teachers; administrative personnel receive from

\$4000 to \$5500 annual salary, which of course includes state aid. The coach at York receives more supplement than do the coaches at Hickory Grove and Sharon combined. The need for a more equitable distribution in the supplement is thus apparent.

The Hickory Grove and Sharon buildings need redecorating; this expense is not necessary at York because the building is only two years old. It is believed that the district budget should be made adequate to take care of building upkeep at the three schools. The writer, in an interview with district committee members, was told that the property assessment was not high enough to keep the three high schools operating or to consolidate Sharon and Hickory Grove. It is the writer's opinion that the county should have been made into one district system, rather than the four separate districts. By doing this, all schools in the county would have equal financial resources; this is not true at present, because of the concentration of industry in the Rock Hill-Fort Mill area.

The writer found that taxes were increased in all districts when consolidation was effected.¹ There were no figures to show how much increase took place, but in the York District, the increase was from twenty-two mills to forty-

¹ The writer surveyed sixty-seven schools, and the results showed that taxes were increased after consolidation in all instances; however, there was an increase in curricular supplies also.

seven mills. Because of industrial development in certain areas, it is reasonable to assume that the increase was not nearly so large elsewhere.

CHAPTER VII

FACULTY

The faculty of the three high schools compares favorably with those of any other school within the state. The merits and deficiencies can best be described by discussing each school individually.

HICKORY GROVE: The faculty, with the exception of one member, is very cooperative; this member is qualified professionally, but is a "hometown" teacher whose father spent twenty-seven years on the local committee before consolidation was effected. The third and fifth grade teachers do not have their degrees but are completing the requirements for a B. S. degree during the 1954 summer school. The high school faculty show more advanced study; two members will receive their M. A. degree this year, while another lacks only his thesis. The vocational teachers are exceptionally strong. Several leading universities and colleges are represented.

SHARON: Only one member holds the M. A. degree, while another, the home economics teachers, is working toward that goal. All teachers are college graduates, and several colleges are represented.

YORK: The district superintendent has his office in

the high school building; he holds a B. S. degree, with the only additional credit being that which is required to keep his certificate in force. There are eight teachers who hold M. A. degrees among the faculty.

The average experience of district teachers is eleven years. No screening of faculty members is employed except that the board checks their training.

According to a survey conducted by the writer in schools where consolidation was complete, thirty-two institutions screened their prospective teachers according to training, years' experience, and general background.¹ The explanation for the general background lies in the fact that teachers who had experience comparable to those of a given community tend to understand the problems of the students to a greater degree. The district offers no tenure plan; however, according to the writer's survey, only one school offered tenure for teachers. In most cases, thirty-nine of the schools surveyed, teachers were retained within the district when practical, while the others were given aid in securing new positions. Eight schools dismissed the personnel who were not wanted in the consolidated system; while another school asked all teachers to resign and then make

¹

See Table VIII, p. 52.

TABLE VIII

METHODS USED IN THE RETENTION OF TEACHERS
AT THE TIME OF CONSOLIDATION

Method	Senior H.S.	Junior H.S.	Elem.	Comb.	Total
Retained with- in the dis- trict	4	3	12	20	39
Given aid in finding other employment	0	2	12	5	19
Dismissed	0	0	3	5	8
Screened for position	3	1	5	4	13

new applications should they desire to remain within the system. This type of screening is, in the opinion of the writer, desirable. The writer offers the following suggestions in securing the faculty for high schools when they are consolidated:

1. All teachers to hold a bachelor's degree from an accredited teachers college.
2. Secure as many with advanced professional degrees as possible.
3. Departmentalize the curriculum so that all teachers may be in their field of specialization.
4. If possible, secure faculty personnel with either an agrarian or textile background--that is, who have lived or worked in this type community so as to understand better pupil problems.
5. Have a minimum salary of \$3600.00 with a maximum of \$6000.00.
6. District Superintendent to hold a doctoral degree and all principals a master's degree in education.²

² These recommendations are based on the National Educational Association's recommendations and a study of the district wealth.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

The people of York Consolidated District Number One are anxious to provide educational opportunities which will meet the needs of child, youth, and adult. Parents, teachers, and pupils have expressed their opinions as to what they consider the educational needs. According to their statements, the school should provide an environment and an instructional program that

- (1) maintains or improves mental and physical health;
- (2) teaches the fundamentals of learning and of communication;
- (3) increases the love of the beautiful and the desire and skills to increase beauty;
- (4) contributes to civic competence in a democratic society;
- (5) trains for economic and vocational efficiency;
- (6) emphasizes personal living, character, and realization of highest personal possibilities.¹

The study and evaluation of the school program of the York Consolidated District, indicating to what extent the program is meeting the needs of child, youth, and adult, and

¹ Twenty-one persons interviewed from the Hickory Grove School mentioned these statements most frequently.

making recommendations for changes, will, in the opinion of the writer, result in a school program that will meet these needs in a more adequate manner.

A comparison between the number of children enrolled in the high schools and the approximate number of children of high school age indicates that there is now a large group not in school; attendance as well as enrollment is poor.² The low average attendance is due to two factors: (1) no specific attendance laws or enforcement of attendance within the county, and (2) Hickory Grove and Sharon communities are predominantly rural, and students are kept at home to work on the farms.

The State Board of Education is to be congratulated for having established high school graduation regulations that are among the most liberal in the United States.³ Absence of hampering regulations is very beneficial; however, only when local planning is good is this true. There appears to be no underlying philosophy in the educational program and little cooperative study by the faculty and students of objectives.

An effective program of secondary education must

² See Table IX, p. 56.

³ John E. Brewton, Public Schools of South Carolina: A Digest of the Report of the South Carolina Educational Survey Committee (Nashville: George Peabody College, 1948), p. 38.

TABLE IX

DISTRICT ENROLLMENT AND AVERAGE DAILY ATTENDANCE

School	Enrollment	Average Daily Attendance
York	565	478.9
Hickory Grove	196	156.3
Sharon	178	129.6

maintain a proper balance between those basic areas which every student should be required to study and those electives necessary to meet unique needs of individuals. A single core curriculum with electives is a more economical way to provide such a balance than the parallel development of such programs as college preparatory, commercial, and general, because the core curriculum with electives will provide for those fields. The two small high schools find it almost impossible to offer a broad program, but together they would constitute a school of approximately 350 to 400 students and could offer such a curriculum.

In all the schools the methods of teaching have tended to make students passive receivers of information. "Lock-step" instruction is the typical pattern. The students of the eleventh and twelfth grades are as dependent on the teachers as pupils in the seventh and eighth grades; only one or two instances were observed in which the teachers used methods which encourage growth in student competencies in areas other than the command of the fundamental processes.

Recommendations. The writer of this thesis recommends the following:

1. The continuance of the high schools at Hickory Grove and Sharon should be discouraged. These students should be put together in one high school with an

enrollment of approximately three hundred and seventy-five. The writer realizes that a school with fewer than three hundred students does not have the bases upon which a sound and broad program of education can be established.

2. York High School should remain as presently organized.
3. A compulsory attendance law with strict enforcement provisions should be enacted. This law should provide for the employment of a professional school social worker to replace the outmoded "truant officer" as the representative of the school in the enforcement of compulsory attendance.
4. The district superintendent should engage in a careful study of the comparative value of two high schools within the district, taking into consideration such things as transportation, needs of the student, and available facilities at the schools of Hickory Grove and Sharon. After this study he should take a definite stand and remain constant in this stand, which is not the present practice.
5. Professional school personnel, under the leadership of the district superintendent and school principals, should use democratic procedure in the development of the philosophy, objectives, and programs in the schools.

6. Existing school plants should be modified, utilized, and maintained in a manner that reflects adherence to the philosophy and program of education desired by the entire district and not by one group; the development of the plant should adjust to the program rather than the program adjust to the plant.
7. Provide adequate guidance and counseling service within the district. The staff of the office of district superintendent should include a guidance consultant.
8. In order to improve the quality of leadership within the district, the superintendent should hold a doctoral degree, preferably in educational administration.
9. The administrative assistants or supervising principals should hold an M. A. degree.
10. A district supplement of at least one hundred dollars per month, distributed according to experience and certificate, should be adopted. As previously stated, the salary range should be between \$3600 and \$6000.
11. Sick and professional leave should be established with a minimum of fifteen days per year and cumulative up to ninety days.
12. A program of screening new teachers coming into the district for the first time should be established, along with a tenure practice.

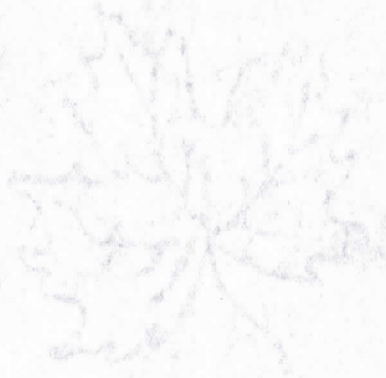
The bases for the above recommendations are self-evident; only one might need any explanation. The recommendation for the consolidation of the Hickory Grove and Sharon High Schools is based on two major factors:

1. Taking the students to York from these schools would be an addition of twenty-five miles round trip for most students. Since a large group now have to travel thirty miles round trip, it is felt that this is too great a distance.
2. The students at Hickory Grove and Sharon come from homes where farming is the chief occupation, while York is a textile town; therefore, the two groups have very little economical bases for being together, especially since York would have to build and additional building to accommodate the increased enrollment if consolidation is effected.

In the event that the operation of two high schools in the district would be considered uneconomical, an alternate solution to the consolidation problem would be the erection of a senior high school plant (grades 10-12), which would be centrally located according to the number of pupil miles traveled per day. A careful study of distribution of the pupil population of the district and of the trends in school population would be necessary. Probably the location would be in the vicinity of the York-Sharon sub-district

line. Such a location would tend to equalize the hardships resulting from consolidation. Since all three schools have bus facilities sufficient for the transporting of the entire senior high school enrollment, no additional buses would be required.

With the erection of such a high school plant, it would be advisable to eliminate departmentalization of the ninth grade, with the possible exception of mathematics. The elimination of departmentalization in the ninth grade would be a logical step in building readiness for the acceptance of a core curriculum in the senior high school. Under this alternate plan, the services of the vocational departments would be more readily available to the rural population than it would should the school be located in York. A larger tract of land more consistent with current recommendations for high schools would be available, and the purchase price would be considerably less. If the school were located outside of York, the rural population would be more apt to accept it as a district school, instead of feeling that it is York's school.



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APPENDIXES



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SECTION ON CONTENT

APPENDIX A

QUESTIONNAIRE USED IN SURVEY

No. of students _____ No. of teachers _____

Organization plan: Sr. H. S. _____; Jr. H. S. _____; Elem. _____; Comb. _____

1. What provisions do you make for students who must come early and remain late because of bus schedule?

Study hall _____, activity program _____, none _____, other _____.

2. How far should a student live from school in order to be eligible to ride a bus?

One-half mile _____, one mile _____, other _____.

3. What form of discipline is used on the bus?

Bus driver _____, school patron _____, student council _____ other _____.

4. Has distance or time been increased by bus re-routing?
yes no

5. Do you have adequate facilities for servicing buses?
yes no

6. Are maintenance shops available so as to reduce delay to a minimum in the school program when bus failures occur?
yes no

7. What provisions are made for taking students home who become ill at school? Bus _____, special school car _____ other _____

8. What type of maintenance supply system is used?

District _____, County _____, Other _____.

9. Do you have a planned program of human relations for the various groups of students brought together?
yes no

10. Have you been able to enlist the co-operation of the patrons of the schools consolidated?
yes no

11. Do you have a program of orientation and guidance to aid students in adjusting to the new situation?
yes no

12. Was consolidation effected by:

Popular vote _____, public relations program _____, other _____.

APPENDIX A (continued)

13. What system is in effect for the selection of district committee members?
Popular vote_____, appointed by county board_____, other_____.
14. What provisions are made for a favorable public relations program?
P. T. A._____, school newspaper_____, local newspaper_____, other_____.
15. Does the curriculum take into consideration the students who have been transferred?
_____ yes _____ no
16. What changes were necessary in the daily schedule after consolidation was completed?
Shortened_____, lengthened_____, no change_____.
17. What type or types of curriculum is/are offered?
College preparatory_____, commercial_____, vocational_____, other_____.
18. Were taxes raised at the time of consolidation?
_____ yes _____ no
19. Is budget adequate for curriculum supplies?
_____ yes _____ no
20. Is budget adequate for landscaping of grounds?
_____ yes _____ no
21. Is budget adequate for curricular activities?
_____ yes _____ no
22. What provisions were made for teachers in the schools which were consolidated and are to be consolidated?
Dismissed_____, retained within the district_____, given aid in finding other positions_____.
23. Is screening of teachers coming into the district for the first time on the basis of student problems and needs?
_____ yes _____ no
24. Were new buildings constructed to provide for consolidation?
_____ yes _____ no
25. What were the criteria for the selection of the building site?
center of attendance area_____, geographical center_____, other_____.
26. Please list the five most important problems faced during the consolidation period.

CORTON CONTENT

APPENDIX B

Through a complete agreement of the combined boards (Trustees of Hickory Grove and Sharon) the following facts are being presented to the York Consolidated School District, showing why we wish to concur in some of the suggestions of the recent survey and to ask for some drastic changes.

We are willing to go along with the survey up to the point of transporting all high school students from Hickory Grove and Sharon to York.

We are asking for a Consolidated Hickory Grove and Sharon High School, to be part of the York Consolidated District.

Our request is:

1. Erect a suitable high school building, to be located centrally between the present schools; and, put our present high school buildings in condition (as the survey board recommends) to take care of our elementary school needs.
2. Repair and renovate our present school buildings, both high school and elementary, in both towns to take care of all our needs under the consolidation through the following plan:
 - (a) Keep all elementary school children in their present location.
 - (b) Combine the two high schools, using the building at one point for a senior high school and at the other for a junior high school.

Now, we wish to register at least a few of our objections to the plan suggested by the survey:

1. The additional cost and inconvenience of the mileage added under such a plan. Some of our students would have to ride approximately 65 miles per day. Numbers of them must meet the bus now at 6:30 o'clock in the morning and get home at 4:30 in the afternoon. Twenty-six miles added (round trip from Hickory Grove to York) will mean at least another hour on the bus every day and in bad weather even more.
2. We would not only lose for our communities the pride and feeling of security which a high school assures, but we will lose many of the services of which we are so proud--services which have become a part of our public life and convenience. We have at both these schools agriculture and home economics programs second to none. We have canneries, work shops, seed cleaning plants, freezer locker plants, and many others. All of these we will lose under the suggested change because it takes well-prepared agriculture and home economics teachers to carry on this work.

APPENDIX B (continued)

March 3, 1953

To the members of the
York Consolidated Board of Trustees

Gentlemen:

The Boards of Trustees of Sharon and Hickory Grove held their second joint meeting on Thursday night, February 19. At that time the group voted unanimously to ask for the first proposal submitted to you in our previous letter--that is, the plan asking for a Consolidated High School building as nearly half-way between the towns of Hickory Grove and Sharon as possible.

A few weeks ago all of the students of the Hickory Grove schools took home to their parents a bulletin asking them to state their preference regarding a Consolidated High School and sending their children to York to high school. In the Hickory Grove High School eighty (80) voted for a Consolidated School, while none voted to go to York High School. In the Hickory Grove Grammar School, one hundred seventy (170) patrons voted for the Consolidated School, while eight (8) voted to go to York.

In the Sunnyside area of Cherokee County, eleven (11) patrons stated that they would prefer the proposed Consolidated School, while nine (9) said they would prefer Gaffney High School.

A survey was also made in the Sharon Schools and we have a report that ninety-nine (99) voted for the Consolidated High School, while seventeen (17) voted to go to school in York.

It is possible that we may be able to secure a desirable site of ten to fifteen acres on which to construct this proposed building between Sharon and Hickory Grove, near highway 211.

Yours very truly,

M. L. Crawford, Supt.
HICKORY GROVE PUBLIC SCHOOLS

cc: Mr. Joe Parker, Supt.
Sharon Public Schools
Sharon, South Carolina

APPENDIX C

PUPIL QUESTIONNAIRE

DATE _____

A. Personal Data

1. _____ Date of Birth _____
Name in full (last name first)
2. Home Address _____
3. Telephone No. _____
4. Of what church are you a member? _____
5. Are you (_____) (_____) (_____) in church?
very active active not active

B. Family Data

1. Name of parent or guardian? _____
2. Mother living? _____ Father living? _____ Do they live together? _____
3. Where does your mother work? _____
4. Where does your father work? _____
5. Did your mother graduate from high school? _____ From college? _____
If not, what was the last grade completed? _____
6. Did your father graduate from high school? _____ From college? _____
If not, what was the last grade completed? _____
7. How many older brothers do you have? _____ Older sisters? _____
8. How many younger brothers do you have? _____ Younger sisters? _____
9. How many children are living in the home? _____
10. Are there any other relatives living in your home? _____
If so, who? _____
11. Do you have a step-father? _____ Step-mother? _____
12. Is your family income of your home high? _____ Average? _____
Low? _____
13. How many times have you moved to new communities? _____
14. Do your parents own their home? _____ Rent? _____

APPENDIX C (continued)

C. Interests and Activities

1. Do you belong to any school organizations? _____
Name them _____
2. Have you held any school, class, or club offices? _____
Name them _____
3. In what sports do you participate? _____
4. What hobbies or special talents do you have? _____
5. What books have you read in the past thirty days? _____

D. Educational Data

1. What subjects do you like best? 1st _____ 2nd _____
2. What subjects do you like least? 1st _____ 2nd _____
3. Do you plan to go to college? _____
4. What schools outside this community have you attended?

E. Vocational Data

1. Do you work for pay after school or on Saturdays? _____
If so, what type work? _____
2. Have you worked for pay during any summer? _____
What did you do? _____
3. Do you help to support your family? _____
4. What occupation do you plan to follow in the future? _____
_____ Second choice _____