



8-1939

A General Educational Survey of Alpine Institute and Community

James Benton Cantrell
University of Tennessee - Knoxville

Follow this and additional works at: https://trace.tennessee.edu/utk_gradthes



Part of the [Education Commons](#)

Recommended Citation

Cantrell, James Benton, "A General Educational Survey of Alpine Institute and Community. " Master's Thesis, University of Tennessee, 1939.
https://trace.tennessee.edu/utk_gradthes/2518

This Thesis is brought to you for free and open access by the Graduate School at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Masters Theses by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

To the Graduate Council:

I am submitting herewith a thesis written by James Benton Cantrell entitled "A General Educational Survey of Alpine Institute and Community." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.

B. O. Quaggau, Major Professor

We have read this thesis and recommend its acceptance:

Josh Daunt, Adair Phillips, W. B. Jones, Jr.

Accepted for the Council:

Carolyn R. Hodges

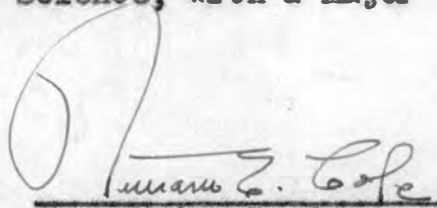
Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)


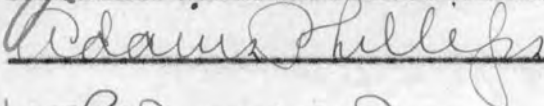
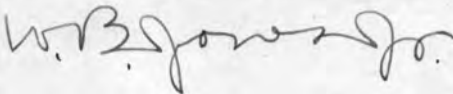
July 28, 1939

To the Committee on Graduate Study:

I am submitting to you a thesis written by James Benton Cantrell entitled "A General Educational Survey of Alpine Institute and Community". I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.


Major Professor
Acting Max Prof. E. O. Duggan

We have read this thesis
and recommend its acceptance:

Accepted for the Committee


Dean of the Graduate School

A GENERAL EDUCATIONAL SURVEY
OF ALPINE INSTITUTE AND COMMUNITY

A THESIS

Submitted to
the Committee on Graduate Study
of
The University of Tennessee.
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by

James Benton Cantrell

August, 1939

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Purpose	1
The problem	2
Procedure	3
Sources of data	3
Scope of study	5
II. NATURE OF THE ALPINE SCHOOL AND COMMUNITY . . .	8
Location	8
History and trends	10
Racial composition	12
Age levels	13
Educational status and attitude	15
Present school	26
Equipment	27
Industries and occupations	33
Status of social and cultural institutions . .	34
Homes	34
Churches	37
Schools	43
III. THE GENERAL ADMINISTRATIVE ORGANIZATION	51
Committee of administration	51
Local board	51
Composition of committee	52
Function of committee	52

15 Dec 34 SLB.90

	111
CHAPTER	PAGE
Teacher qualifications	53
Curriculum requirements	55
Financial management	56
Sources of income	56
Expenditures	57
Accounting	59
Purchasing supplies	59
Relative costs of maintenance	60
Instructional costs	60
Relations maintained among agencies	61
IV. THE TEACHING STAFF	66
Qualifications	66
Educational qualifications	66
Personal qualifications	67
Methods of appointment	69
Salary schedule	70
Methods used to stimulate improvement	72
Staff meetings	73
Associations	74
Schools and conferences	74
Supervision	75
Nature of organization and cooperation among teachers	75
V. INTERNAL ORGANIZATION OF THE SCHOOL	77
Four-year high school	77
Description of courses taught	77

CHAPTER

PAGE

Special rooms	85
Facilities for special types of work	88
Attendance records	90
System of grading and promotion	94
Marking	94
Promotion	95
Means of educational guidance	96
VI. PROGRAM OF STUDIES AND THE EFFICIENCY OF TEACHING	98
Analysis of curriculum in relation to com- unity needs	98
Relative time, cost, and emphasis for subjects	101
Attainment as measured by standard tests	104
Type, spirit, and efficiency of classroom instruction	113
Differentiation of program to meet individual differences and group needs	113
Efficiency of supervision	115
VII. EXTRA-CURRICULAR SCHOOL LIFE	116
General community of the school	116
Teacher pupil relation	116
Discipline	117
Social life of the school	120
Literary, dramatic, music, and departmental clubs	124
School publications	127
Athletics	128

CHAPTER	PAGE
Religion and moral status	129
Opportunities and practices in training for personality, leadership, and civic efficiency .	129
VIII. SCHOOL AND COMMUNITY RELATIONS	133
Community educational attitude	133
Community activities carried by school	134
Open nights	136
Singing and music	136
Recreation	137
Health	138
Social status of teachers	139
Cooperation of social institutions with the school	139
IX. RECOMMENDATIONS	141
Curricula	141
Extended use of library	144
Extended use of shop	145
Extended use of gymnasium	145
School and classroom equipment	145
Economic	146
Policy relative to dormitories	147
Administration and instruction	147
Attendance	147

LIST OF TABLES

TABLE		PAGE
I.	Frequency Table Showing the Ages of All Members of Ninety-six Families Represented in School . .	13
II.	Frequency Table Showing the Ages in Christ Church Parish, Alpine	14
III.	Table Summarizing Elementary School Data	46
IV.	Table Showing Data for the Twenty-seven Schools in the Survey	47
V.	Table Showing Kinds of Certificates Held by the Teachers in the Elementary Schools	48
VI.	Amount of Training for the Elementary Teachers . .	48
VII.	Experience of the Elementary Teachers	49
VIII.	Monthly Salary of the Elementary Teachers	49
IX.	Sources and Amounts of Income for Year 1938-39 . .	57
X.	Salary Schedule for Teachers in Alpine Institute for Year 1938-39	71
XI.	Monthly Salary Paid to the Teachers in the Four High Schools in Overton County	71
XII.	Summary of Attendance and Enrollment	92
XIII.	Table Comparing Attendance of Boarding Pupils With Day Pupils	93
XIV.	Occupations of Alpine Graduates 1924-1939	99
XV.	Occupations of Parents of Pupils in the High School for 1938-39	101

TABLE	PAGE
XVI. The Distribution of Time Among Subjects Offered .	102
XVII. Table Showing Instructional Costs in Various Fields of Instruction 1938-39	103
XVIII. Test Results in the Senior Class of Alpine for the Year 1936.	104
XIX. Grouped Frequency of the Classes in School for I. Q., for Year 1936.	109
XX. Comparison of Senior Classes During the Past Four Years- 1936-1939: Median Scores	110

LIST OF ILLUSTRATIONS

ILLUSTRATION	PAGE
1. Map of Tennessee Showing the Location of Overton County and Survey Area	44
2. Map of Overton County Showing Survey Area in County and Location of Schools of the Survey	45
3. Diagram Showing How the Executive Com- mittee of the School is located in the Center of the Group to Whom it is Re- sponsible	63
4. Profile Chart Showing Relative Standing in the Various Fields Tested in the Senior Class for the Year 1937	105
5. Chart Comparing the Achievement of Two Pupils in the Same Class in 1937	106

CHAPTER I

INTRODUCTION

1. Purpose. Four years ago the writer, along with two other teachers, was asked by Dr. Warren H. Wilson of the Board of National Missions of the Presbyterian Church in the United States of America to form a committee for the purpose of supervising the school at Alpine, Tennessee. The committee was formed and the writer was chosen as chairman, a position that carried with it the task of acting as principal. Following the second year at Alpine, at the suggestion of Dr. Wilson for further study, the Author purposed attending the University of Tennessee and making a study of the Alpine School and Community.

The motive back of this study is to learn of the resources, both human and material, in the Alpine Community in order that a more efficient piece of work may be done by the school in the community. During the past decade or so many surveys have been made in various parts of the state. There are common elements as to items covered in most of these surveys; still, the information differs. If the data of such surveys are to be used in a particular situation, they must be applicable to that situation. The data collected in this survey are to be used for the purpose of formulating and carrying on a more inclusive and extensive school program for the section in which the school is located.

2. The problem. Alpine Institute is a private secondary school of four-year grade located on the western slope of the Highland Rim of the Cumberland Mountain in Overton County, Tennessee. It is maintained by the Board of National Missions of the Presbyterian Church in the United States of America, in cooperation with the Overton County Board of Education. The school in this connection does the work of a public school for the immediate community. Although the school is a private school, it offers courses as outlined in the Course of Study for Secondary Schools in Tennessee. Since Alpine School is located in a rural section, emphasis is laid on courses that will give training to meet the needs of rural boys and girls and their parents. If the school is to justify its continuance under the Board of Missions, it must do something more than just an ordinary piece of work. The school must offer an opportunity for training that will enable its pupils to live a richer, fuller rural life. It must offer in addition to the regular courses prescribed by the state, leadership in recreation, home-crafts, adult education and guidance, act as a community center and administer to the spiritual life of the people.

An intimate knowledge of the people of the community and its natural resources, traditions, likes and dislikes, attitudes, and religious beliefs is necessary to formulate such a program. It is hoped that the information obtained in this survey will furnish

sufficient data to enable those in charge of the school to formulate a program that will lead to the desired ends mentioned above.

3. Procedure. For nine years the writer has been employed as a teacher in the school. In addition he was reared in the community. Because of these facts, a general knowledge of customs, traditions, beliefs, and general conditions of the population are known to him. Having been employed in the school for the past nine years, and serving as principal for the past four, a general knowledge of the school system and its management has been acquired.

4. Sources of data. Since the writer had in mind to write on the Alpine Community and School, information has been collected in connection with the school work for the past two years. Some information has been gained through personal interview; however, more has been gained by school records. A third source of data was letters written by people who prominently participated in the establishment of the school. Two questionnaires were used in the survey. One for the purpose of getting suggestions from the patrons for school improvement was sent out early in the year. The questions asked in this questionnaire are given in the Appendix. A second questionnaire, to obtain data on home conditions, was filled in by pupils representing the homes. The questions for the second form were combined from three sources: (1) survey schedules used by students of the University of Tennessee; (2) a list

of fifty questions suggested for a community survey by the Community Handbook¹; and (3) additional questions that seemed to be needed for this particular survey.

Twenty-eight out of about fifty of these suggestion blanks were returned. The data were tabulated and have been used and will be used for improvement of school conditions, facilities, and program. The second set of questions was questions which dealt with the economic and cultural phases of life generally and were answered by all pupils in the school for data relative to their homes and home life. Ninety-six families were included in the survey. The school, for the past four years, has participated in the state-wide high school aptitude and achievement testing program sponsored by the University of Tennessee. The results of these tests are included in this study.

Since the chief concern of this survey is the Alpine School and Community, most of the data relate to the school and its immediate community. However, since there is a very definite connection with the elementary schools in the surrounding territory, it will be necessary to deal to some extent with these schools. The churches

1. Community Handbook, Progressive Farmer Publishing Company, 1935.

are also a part of the study, as they are an essential part of community life. Information concerning the elementary schools was taken from the records in the office of the Superintendent of Overton County Schools. Data on the church were obtained from the files of the local minister,² the school files, and a survey of the local churches by a ministerial student³ of Union Seminary.

The historical data were obtained from the historical files of the school. This file contains, among other things, a copy of the "Student Repository" written in 1847. There are also copies of catalogs of the school for the years of 1880 and 1892-93.

5. Scope of study. Since a survey of the Alpine School and Community is the aim in this study, it is necessary to determine the boundaries. The extent of the boundaries of the community are somewhat difficult to determine. Before trying to establish the boundaries for the community, it will be well to consider just what is meant by a community.

Elwood⁴ says that a community is "any group which carries on all phases of a common life." With chief

2. Private files of Rev. B. M. Taylor.

3. Campbell, Rollin T., "The Place and Function of the Protestant Church in Rural America." Thesis, Union Seminary, 1936.

4. Elwood, C. E., The Psychology of Human Society, p. 12.

emphasis on the rural side, Sanderson⁵ says that it is the smallest geographical unit of organized association of the chief human activities. Snedden⁶ finds two chief kinds of communities -- associate and federate -- the first being illustrated by the small village communities where the relations are face-to-face, and the larger towns and cities which are communities within communities. According to Lumley,⁷ "A community may be defined as a permanent, local aggregation of people having diversified as well as common interests and served by a constellation of institutions."

With these ideas in mind, we are now ready to surround our study with certain boundaries. The Alpine School Community is considered in three phases: (1) the immediate community composed of families within easy distance of the school and which would be classified by Snedden as an associate community; (2) that territory which includes students who live on bus routes; and (3) the territory touched by the school through its boarding department.

5. Sanderson, O. E., "Democracy and Community Organization", Proceedings of the American Sociological Society, XIV,: 84.

6. Snedden, D., "Communities, Associate and Federate," American Journal of Sociology, 28, 681.

7. Lumley, F. E., Principles of Sociology, p. 209.

By means of bus routes, Alpine School is enabled to serve the eastern third of the county. This territory has twenty-seven elementary schools located in it. During the past year, in the Alpine High School, there were pupils from twenty-seven elementary schools, twenty-one of which are located in the county. The other schools were represented by pupils living in the dormitories of the Alpine School. Only one pupil lives outside the State of Tennessee.

Having determined the physical boundaries of the community, we now enumerate phases dealt with in this study: (1) nature of the Alpine School and Community; (2) the general administrative organization; (3) the teaching staff; (4) internal organization of the school; (5) program of studies and the efficiency of teaching; (6) extra-curricular school activities; (7) school and community relations; and (8) recommendations.

CHAPTER II

NATURE OF THE ALPINE SCHOOL AND COMMUNITY

1. Location. Alpine Mountain, a mountain with an elevation of 1826 feet,¹ is located in Tennessee about half way between Knoxville and Nashville near the Kentucky state line. Between the mountain and Nettle Carrier Creek, named for an old Cherokee chief, lies the 128-acre campus, farm, and woodlands of Alpine Institute. The elevation at the site of the present school is one thousand feet. The first school of the community was located on the top of Alpine Mountain. The valleys of the Nettle Carrier Creek, West Fork River, and other tributaries of the Cumberland River break off sharply from the Cumberland Plateau here near the school. This region is known as the Highland Rim of the Cumberland Mountains.

In the survey² that was made relative to the location of the school, we find that it would be the purpose of the proposed school to serve the people in the counties of Overton, Pickett, Clay, part of Fentress and Jackson, and three counties in southern Kentucky. The author of the survey states, "Alpine, although easily accessible to the outside world, is a typical mountain community,

1. U. S. Geological Survey Map.

2. Souder, M. Attie, "Survey of Alpine Community", 1917, Files of Board of National Missions, 156 Fifth Avenue, New York.

socially, agriculturally, industrially, and economically.³

We have just seen that Alpine is located on the western fringe of the Cumberland Mountains and is surrounded by mountainous territory for some distance on all sides. Let us now pass on to the social and economic status of the people.

Around the school has grown up a village of some thirty-five to forty families with a population of 150 to 175 people. The people of the whole region are of Anglo-Saxon stock and follow general farming for an occupation. However, many supplement their incomes from the farm by engaging in day labor for wages. There is little stratification socially. The population being small, each person knows all the other people in the vicinity and there is much visiting, especially on Sunday afternoons.

The reports on cash incomes, as found on the questionnaires, show that there is a variation from only a few dollars on the part of some who depend on the farm altogether, to some two or three thousand dollars for a few who engage in merchandising. (Income on merchandising is not stated as net income). For fifty-one families reporting, the average income for the year was \$471. The range was from \$10 to \$1764 and the median was \$325.

3. Ibid.

Forty-five of the families did not report. Most of those not reporting were in the lower income brackets. The figures given by the pupils show the income much too high.

2. History and trends. The earliest settlers in the community came in the latter part of the eighteenth century, even before the state was established. There are a few houses still standing that were erected when the region was a part of North Carolina. There are some interesting stories about the early settlers and inhabitants which may be heard with variations from several of the older people in the community. An interesting story of how the little creek and surrounding territory received its name was written by one of the pupils.⁴ The story follows:

On the mountain above the head of the Nettle Carrier Creek, was a village of Cherokee Indians. The place is now called Indian Graves. In the village were two young Indian braves who were in love with the same Indian maiden. To decide who should marry the maiden, they went to the oldest chief in the tribe. The old chief told them to each throw a sprig of green in the water of a nearby creek and the one whose sprig was carried farthest by the water should marry her. One threw a nettle and the other a thorn. The nettle was carried farthest down the stream so the thrower married the Indian maiden and was from that day called Nettle Carrier. The creek was named for him and afterwards the community took the same name as it began to be settled by white people.

This Indian became chief of his tribe and many people of two generations ago remember old Chief Nettle Carrier who was the last chief of his tribe and whose last home was on the West Fork above where Nettle Carrier Creek empties into that river.

4. School Files on History, Paper by Edith Allison.

This story seems all too gentle and lacks the dramatic action and physical combat that one would naturally expect under the circumstances.

No published account of the history of this region is available, but Rev. Paul E. Doran⁵, whose grandfather was one of the earliest settlers in this region, gives an enlightening account:

You perhaps know that the whole Cumberland Mountain region was Indian territory up until the Treaty of 1795 at which time the Cherokees were forced to give up most of the land. In that year white settlements began. Quite a number of squatters had settled in the region before this, even as early as 1789. These were all required to file claims for the land they occupied. By 1800, most of the land had been surveyed and given in grants. The first settlers of Overton County came in a colony from Virginia and were practically all Scotch-Irish Presbyterians. They settled mainly on the West Fork, the Nettle Carrier Valley, and the Monroe Plateau. They received their land in grants as payment for their services in the Revolution. Among these early settlers were Dorans, Cantrells, Copelands, McDonalds, Mullens, Wintons, Browns, Smiths, Cloyds, Matthews, Littles, Goodpastures, Crabtrees, McCutcheons, Roberts, Ferrels, Matheneys, Youngs, Goodbars, Donaldsons, Carrs, (originally spelled Kerr) Huntsmans, and many other such names.

The population has not varied greatly after the time when it became well settled. Many of the families whose names occur in the above list are in the community no more. Some have moved away looking for better conditions, and several new names are now common. The

5. Ibid., Letter by Rev. Paul E. Doran.

economic conditions allow for only a limited population and when that point is reached the excess must move away. The outlook now does not promise to support a much larger population. With better farming methods coupled with cooperative marketing and some manufacturing and finishing of products in the home for the market, the incomes could be raised to such a level that more people could be supported in the community.

3. Racial composition. The people in this area are for the most part from families that have been here for several generations. The pioneers to this region came from early American stock who settled in the central and western portions of Virginia and North Carolina. If one were to attempt to classify the people, it would necessitate a great amount of work and would not add much to this particular study. It will be sufficient to say that the English, Scotch, Irish, Swedes, and other nationalities have blended together so as to make a people whose characteristics are such as to make it impossible to classify them as any distinct nationality. There are only two negroes within the inner part of the community considered.

Because of the lack of distinct races that might give the superiority attitude, on the part of some, there is no social stratification from the standpoint

of race. The only cause for stratification is in the economic field and this is not very marked. Having seen the small amount of cause for stratification racially, and economically, let us now turn to a study of the age levels of the people.

4. Age levels. Of the ninety-six families for which we have definite information, the average age for the heads of the families is forty-nine years. The following table will show the distribution of the ages of the 365 other members in the ninety-six homes represented in the school.

TABLE I

FREQUENCY TABLE SHOWING THE AGES OF ALL MEMBERS OF NINETY-SIX FAMILIES REPRESENTED IN SCHOOL

Age	Frequency	Number
25 and over	***	(15)
25 - 23	****	(20)
22 - 20	*****	(35)
19 - 17	*****	(85)
16 - 14	*****	(65)
13 - 11	*****	(30)
10 - 8	*****	(30)
7 - 5	****	(20)
4 - 2	***	(15)
1	*	(5)

Each asterisk represents five persons.

The table shows a rapid decrease in the frequency after the age level of nineteen is reached. This may be accounted for in two ways: the members of a family, when they reach the age twenty, either establish homes for themselves and are not in the group to whom question-

naires were presented, or they leave the community. If we look at a complete list of the people in the Alpine Church parish, an area covering about twenty-five square miles, we will get a better balanced view of the distribution of the ages of the people.⁶

TABLE II

FREQUENCY TABLE SHOWING THE AGES OF THE
PEOPLE OF "CHRIST CHURCH" PARISH, ALPINE

Age Interval:	Frequency
: over 45 :	***** (234)
: 45 - 41 :	***** (36)
: 40 - 36 :	***** (54)
: 35 - 31 :	***** (50)
: 30 - 26 :	***** (72)
: 25 - 21 :	***** (96)
: 20 - 16 :	***** (119)
: 15 - 11 :	***** (113)
: 10 - 6 :	***** (121)
: 5 - 1 :	***** (116)
Total	1011

These data were taken from information gathered by the minister in connection with his visits in the parish. The area covered contains about twenty-five square miles. The ages for those over twenty-one are estimated by the minister. Those over forty-five were placed together because of the difficulty of estimating ages above forty-five. The other section will show the trend.

6. Private files of Rev. B. M. Taylor.

5. Educational status and attitude. Forty-two heads of families, out of eighty-six reporting, have reached the eighth grade. Nine others ended their formal education somewhere in high school. None indicate having reached the college level. The remaining thirty-five were about equally distributed in the fourth, fifth, sixth, and seventh grades. Even though a school of college grade was at one time conducted at Alpine, it seems that few who attained that level of work remained at Alpine.

The attitude toward education can be more fully understood if something is said about the early schools. The present Alpine Institute has back of it a long line of educational achievement. From the following statement taken from a tablet placed in the hall of the present school building, it will be seen that the school began early in the nineteenth century.

ALPINE INSTITUTE

founded in 1821 by John L. Dillard;
attained its highest success under
its President A. H. Roberts,
Afterwards Governor of Tennessee,

Erected by History Division,
Department of Education, State of Tennessee.

The first school of the community was located on the Alpine Mountain about two or three miles southeast of the present school. In the dense forest and undergrowth on the site where the old school once stood, one

may still see evidence of the past existence of the school in the piles of stones which mark the place of the two huge stone fire-places used to heat the building, and in foundation stones for other smaller buildings that surrounded the school house. The Rev. Paul E. Doran gives a good description of the early school and school conditions in an excerpt taken from a letter written in June, 1937. The statement follows:⁷

The early settlers of the whole section generally taught their children at home or someone in the community was designated as teacher and in such case the school was conducted in some home. Who was the first teacher at Alpine no one knows..... Alpine Institute was founded by John L. Dillard in 1821. This is the generally accepted date of the founding of the school. I am of the opinion, however, that the school had been in existence for several years at that time. J. L. Dillard was received as a candidate for the ministry in 1820 and he was spoken of then as 'the brilliant young teacher at Alpine'. Mrs. Alice Cloyd who was born and reared at Alpine and who lived for a number of years in my home, used to say that she had heard her grandfather say that Dr. Dillard first ran his school in his home but that in 1821 it had grown too large for the home and so the neighborhood and the students built a schoolhouse that year. The school grew until it came to consist of several buildings located on a tract of one hundred acres of level land on top of Alpine Mountain. Most of this land was cleared and was used for growing vegetables and other food for the students who flocked there for education. On this old campus is now a growth of timber many trees of which are large enough for saw logs.

What became of the old buildings no one seems to know. Mrs. Cloyd said they were burned by soldiers during the Civil War. No one now

7. Letters of Rev. Paul E. Doran.

knows what was taught there in those old days but presumably the course was not far different from that of a later time there. The courses of study of Alpine during the period of the principalship of W. T. Davis and still later under A. H. Roberts are still extant and it is likely that they were modeled after the old Alpine. Men went out from the school to distinguish themselves as governors of states and congressmen and to preach the Gospel and to serve as judges. Senator Cullom of Illinois was perhaps the most illustrious of Alpine graduates of the old days. Much tradition centers around the old Alpine on the mountain. The founder and head of the school was the author of a number of books mostly of a theological nature. His books, especially the one entitled "Medium Theology" must have grown out of his classroom work.

"Some time after the Civil War a one room school house was built on the old McDonald farm on the present Alpine campus. This was thought of as a continuation of the old Alpine Institute. This building was burned and another and larger building was erected on the same spot. Under two principals this new Alpine drew students from a distance. Under the administration of W. T. Davis in late seventies and early eighties and again in the early nineties under A. H. Roberts the school flourished. It finally became a very ordinary public school which ran only about three months in the year. This was the condition in 1912 when Dr. J. H. Miller began trying to reestablish it.

As was stated by Mr. Doran, no one seems to know definitely just what the curricula were in the early school, but from the following examination schedule we can see what subjects were offered in 1847:⁸

	Examination	Thursday	fore-noon
Geography	boys class		10 oclock
Geography			11 "

	Recess		
	Afternoon		
Nat. Philosophy	Jone's	1	
Moral philosophy		1½	
Astronomy boy's		2	
Rhetoric		2 3/4	
Watts		3½	
	Prayers		
Examination	friday	forenoon	
Logic		9 o'clock	
Townr Analysis'		9 3/4	
Algebra		10½	
English gramer		11½	
	Recess		
	After noon		
Astronomy and Arithmetic		1	
Arithmetic		1 3/4	
Philosophy Comstock		2 3/4	
Alpine Gem			
Student repository			
Prayers			

The closing day program, which was held on Saturday, July 3, 1847, contained twenty-nine items consisting of inspirational writings, orations, essays, a few humorous dialogues, the whole being interspersed with music. From the "Student Repository", Vol. 5, Alpine Institute, No. 10, Nov. 29, 1847, some interesting sidelights occur about the school and the thinking of the student body. This document, which might be compared to the modern school paper, contains the writings of the students of the school. Writings on various subjects are included: the pursuit of education, the loneliness of leaving the school, the predicament of the grog drinker, the horror of being without a country,

value of time, and praise of country, all usually written up in somewhat stilted language to give the impression of much learning. It is interesting to note, too, that even though we get the impression that all thoughts were directed to improvement of the mind, that the subject of love held a large place in the mind as will be seen from the following quotation from the Repository?

Mr. Editor: I reckon if there is any man on earth that loves the women with entire devotion I am one of these very men. Why sir I can hardly studdy half my time on this very account. I know mr. Editor it may create a little diversion for one to express myself so plainly.- but we should remember that truth is not to be laughed at. And I suppose that I am not the only one thus troubled,- but then I doubt whether any man is more melted at the sight of a pretty girl than myself. It aint worthwhile to try to describe the lovely little creatures, for they show for themselves. And it aint worth while to try to tell how much I love them. Does the Patriot love his country? I love my country and the women too. Does the husband love his wife? I love the girls better still. Try me any and every way and I still love them better and better every day- but the rub is I can't tell them so."

P.H.D.

Another tells about the love affairs of the teachers. From a statement one surmises that there are plans under way for making the school co-educational. "The stumps are to be burned within a mile, the hill top is to be cleared, and sowed in clover and turnips,

a big house is to be built, and there is to be at least thirty gals attending the school," according to one writer.¹⁰ Other interesting things might be mentioned in connection with the early school, but enough has been said to give us an idea of the course of study and the attitude of the student body and we will now turn to the second link in the chain: the school that was begun in the year 1880.

This school was known as the Alpine Academy and published its "First Annual Catalog" for 1880.¹¹ The school was carried on under a board of trustees with W. T. Davis as principal and a faculty consisting of five teachers. Names of students were listed under two headings: males and females. There were ninety-four males and forty-eight females making a total enrollment of 142. Under instruction the statement, "The teachers pursue no stereotyped or threadbare system of instruction, but in all cases employ such methods as may be deemed most efficient in promoting the advancement of the student," shows that the teachers were progressive in thought for the time at least. The course of study was "selected and designed to meet the wants

10. Ibid., "Student Repository".

11. Ibid., First Annual Catalog for year 1880.

of those wishing to prepare for a collegiate course or qualify themselves for any of the avocations of life" and carried through from the primary courses to the college level. A special business course was also offered, upon the completion of which a diploma was granted.

The school was financed by means of tuition and fees. The amount of tuition varied with the level of the course. For the primary course there was a charge of \$5 for each term of twenty weeks; for the intermediate course, \$7.50; for the academic course, \$10; for the commercial course, \$12.50; and for the higher course, \$15.¹² A course was also offered in instrumental music for which there was a charge of \$10 for a term of three months. If the tuition seems high to us in a time of free schools, there was compensation in the matter of other expenses when "boarding could be obtained with respectable families, convenient to the Academy, at \$1.00 to \$1.25 per week."¹³ The school must have been discontinued after a few years, because in the next decade the school was carried on under a different name. In the third link of the educational chain we shall discuss what is known as the "Roberts School."

12. Ibid.

13. Ibid.

The school of the early nineties, conducted by Ex-Governor Roberts, is widely known because of the excellent work done in the school at that time. The school was termed "Alpine Institute", as was the first school in the community. A faculty of six teachers made up the teaching staff. A board of trustees for the management of the school was composed of six local men.¹⁴ The Annual Catalogue for 1892 - 93 was prefaced with well chosen quotations on education from eminent men. Of the six teachers, three had college degrees two of which were masters degrees. The enrollment for the year was 191. Each person was charged a tuition fee, the amount of which depended on the department in which he was placed. The course of study was divided into three departments - primary, intermediate, and collegiate. Tuition for the primary department was \$1.25 per month; for the intermediate, two dollars; and for the collegiate department, three dollars.

The courses of study offered in the intermediate department in preparation for college is given below.¹⁵

Fifth Reader.--Barnes	History of Tennessee--Phelan.
Complete Geography -- Eclectic.	Geology of Tennessee.-- Safford & Killebrew.
Elementary Algebra.-- Ray.	Elements of Agriculture.-- Lupton.

14. Ibid., First Annual Catalogue for year 1880.

15. Ibid.

Practical Arithmetic.	Beginners Latin Book.-
Ray	Collar & Daniell.
Intellectual Arithmetic.	First Greek Book.-
Stoddard.	Markness.
Grammar.-Reed & Kellogg.	Dictionary.-Webster's
Bookkeeping and Commercial	Common School
Law.	
U. S. History.-Barnes	

From the above list it is difficult to tell the exact elevation of a specific course on a comparative basis. There are only fourteen separate subjects offered including the fifth reader and the course in dictionary.

In the collegiate department the following subjects are listed:¹⁶

FRESHMAN.

Fall Term.

Latin.-Grammar, Caesar's	Greek.-First Book and
Commentaries.	Xenophon's Anabasis.
Mathematics.-Higher	Science.-Natural
Arithmetic commenced.-	Philosophy.-Steele.
Ray	

Spring Term.

Latin.-Ovid	Greek.-Homer's Iliad
Mathematics.-Higher Arith-	commenced.
metic completed, Higher	Science.-Zoology, Steele;
Algebra commenced.-Ray	Physical Geography,
	Eclectic.

SOPHOMORE.

Fall Term

Latin.-Virgil's Aeneid	Greek.-Homer's Iliad
Mathematics.-Higher Algebra	completed.
Completed	Science.-Physiology,
	Steele;
	Botany, Gray.

Spring Term

Latin.-Virgil	Greek.-Plato's Apology.
Mathematics.-Geometry	Science.-Chemistry.-
commenced.-Wentworth	Steele.

JUNIOR
Fall Term

Latin.-Odes of Horace.
Mathematics.-Geometry completed.

Greek.-Herodotus.
Science.-American Literature, Royse; Rhetoric, Genung.

Spring Term

Latin.-Satires and Epistles of Horace.
Mathematics.-Trigonometry and Surveying.-Wentworth.

Greek.-Demosthenes De Corona.
Science.-Civil Government Young; Political Economy, Gregory.

SENIOR
Fall Term

Latin.-Cicero' Orations.
Mathematics.-Analytical Geometry.-Loomis.

Greek.-New Testament.
Science.-Geology and Mineralogy

Spring Term

Differential and Integral Calculus.-Ray.
Psychology.-Hill.
General History.-Barnes.

Moral Philosophy.-Wayland.
Logic.-Jevons.
Astronomy.-Steele.
English Literature.

Exercises in Composition and Declamation ten weeks in each term.

The degree of Bachelor of Arts was conferred upon those completing the above courses. Those completing the courses except Latin and Greek were awarded the degree of Bachelor of Science. Graduates having engaged in literary pursuits for a period of three years were eligible for the degree of Master of Arts. Many men of ability received their education at Alpine during this period. The school, however, did not continue at this high level, but soon dropped to an ordinary school offering only the elementary subjects and under the direction of the public school system of the county. From this point let us now turn to the conditions



A view from atop the Alpine School building overlooking part of the hamlet in the direction of Nettle Carrier Creek and Pilot Knob.



Entrance to the campus and school grounds.

that led to the reestablishment of the present Alpine Institute.

6. Present School. In 1913 when Dr. J. H. Miller, Superintendent of National Missions in Middle and West Tennessee, visited the section he found a one-teacher school with only a three months school term.¹⁷ After having considered the matter of the educational needs, a subscription school was sponsored by a local committee in conjunction with a committee of the Cookeville Presbytery. The Rev. R. V. Riddle, who was at that time preaching in Cookeville, was employed to teach and carry on any other work he could in connection with the school. The "Riddle School" began in January, 1914 and continued until May. In the fall of the same year, two teachers, Miss Secor and Miss Johnson continued the school work. Dr. Miller invited Dr. Warren H. Wilson of the Board of National Missions to visit this field. The idea of rural development was uppermost in the minds of these men.

A series of "Country Life" meetings were held in many communities of the region. The purpose was to determine the "greatest needs of the people". The educational needs seemed to predominate in all places visited. The public school system was at a very low

17. Ibid., Letter written by Dr. J. H. Miller.

level and it seemed if improvements were to be made at once it was the task of the church to do it. A new presbytery, the Cumberland Mountain Presbytery, embracing several of the rural counties surrounding Alpine, was established. Dr. Warren H. Wilson was asked to take this area under his department as a demonstration field. It was agreed that a school was needed in the territory, and Dr. Wilson had a survey made relative to the location of a school. In 1917 the survey was made, and the school was located at Alpine.¹⁸

a. Equipment. A farm was purchased and buildings have been erected from time to time until at present there are a school building, a teacherage, a dispensary, two dormitories, a principal's home, a dairy barn, a shop, a gymnasium, and, adjoining the school campus, a manse and church building. The people showed great interest in the school through contributions in labor and materials in the construction of the school plant. The school graduated its first class in 1924. From the beginning up until 1936, the elementary and high schools were housed in the same building. With Federal Aid the county was able to build a modern elementary building and take over the grade school. The high school has grown from a small enrollment of twenty-nine pupils in 1924, to more than 160 in 1939. The program has been

18. Ibid., (Information for paragraph from letter).

enriched, the equipment improved, and standards had been met so that the school was elevated to "Class A" in 1936. With added services of the school to the community, the school program is adjudged one of the best in Middle Tennessee.

Attached are some of the Buildings of the School.



Miller Hall

ALPINE INSTITUTE

Alpine, Tennessee

The main school building, "Miller Hall", erected in 1922.



This was the first building to be erected. "The Laurels" used as the teacherage.

In the early days, when there were very poor roads and poor means of transportation, there was a great need for dormitories in which pupils could stay and go to school. Below are the dormitories for girls and boys.



Girls' Dormitory-"S.A.D.'s Cottage"



Boys' Dormitory - "Westminster Lodge"

Realizing the need for training in manual skills, money was given by a friend of the school for the purpose of erecting a shop building, a photograph of which is shown.



The Shop

Alpine has had great success and is known over the state because of the successful basketball teams which have been developed.



The Gymnasium

The school has a well constructed dispensary with a full time nurse. At the edge of the campus is a fine church building. Thus, attention is given to both physical and spiritual development.



The Dispensary



"Christ Church" Presbyterian

The other buildings, one which is a part of the school and the other closely related to it, are shown in the following photographs.



"Spring Cottage", the home of the principal.



The Manse, the home of the minister.

One other facility which is very much a part of the school plant and plays a very important part in helping to supply the food for the boarding department is the dairy herd and the well equipped dairy barn for caring for the herd.



The Dairy Barn

7. Industries and occupations. There are very few industries carried on in the area surveyed. Farming of the general type is the chief enterprise. Other industries are mining, railroading, lumbering, and merchandising. For several years there have been no industries carried on that bring in much money to the area. Many people engage in general farming, but it is of the type that brings in very little cash.

From the ninety-six families reporting on occupations, we find the following occupational divisions: farming, 68; mining, 6; railroading, 2; "public works", 3; electrical work, 1; milling, 1; merchandising, 7;

lumbering, 4; housewives, 2; public office, 1; and mechanical work, 1.

8. Status of social and cultural institutions. This division deals with the three most important social and cultural institutions; the home, the church and the school.

a. Homes. The importance of the home and family life of people cannot be over-rated. The home is the first social institution with which we come in contact. It is also first in importance in forming attitudes. "National standards are home standards on a larger scale" is a significant statement.¹⁹ Many of the homes in the community are still the center of some social life as is shown by the fact that ninety-three of the ninety-six families report enjoying music and games together. Some idea of the status of the homes may be gathered from the compiled data taken from the questionnaires filled in for the ninety-six families studied in the survey.

1) Houses and conveniences. Of the ninety-six families reporting, 69 own the houses in which they live, while 27 rent; 55 of the families live in a four to six-room house; two live in a less than four-room house; and the remainder live in houses of more than six rooms; 38 have houses painted; 67 houses are screened; 4 have running water in the house; 38 get water from

19. School Life, Cover page, 22:8, April, 1937.

wells; 58 get water from springs; 17 have the service of a telephone; 6 have houses insured against loss by fire; 38 have sanitary outdoor toilets; 10 have out-buildings painted or whitewashed; 42 report attractive lawns; 21 have washing machines; and 58 have rural free delivery mail service to their doors.

2) Culture and training. The home is still the center of some training; nevertheless, in many cases the responsibility for training is turned over to the schools. We have proof of the lack of home training in many cases where girls come to the dormitories, are placed in the kitchen to cook, but show little skill. They must be trained before they can perform the tasks in the kitchen very well. They report that the mother would rather do the work herself than try to train them.

The reported media of culture contacts in the homes indicate that 40 have radios, while 48 take the daily paper. Magazines taken are: Progressive Farmer, 23; Southern Agriculturist, 25; The Household, 12; Grit, 5; 3 families each subscribe to the Woman's Home Companion, the Pathfinder, and Comfort; one each to the Country Gentleman, Collier's Weekly, Look, Farmer's Wife, and Pictorial; 18 families take the local county paper, and 91 report reading books. The average number of books owned per family is 55, with a range from 8 to 700. Ninety-four report children attend Sunday School.

Twenty-six of the families have bank accounts and sixteen report that they carry life insurance.

3) Food supply. The family food supply is an important item and should be produced largely on the farm. We find that 70 of the families think that they produce enough meat; 81 feel that they have enough milk and butter, and only 55 report a year round garden. The response to a question about food purchases are: 50 buy flour, 26 buy lard, and 7 buy meal. Even though only fifty-five report a year round garden, eighty-four report that they think they have enough fruit and vegetables.

4) Mobility of population. The population of the community is relatively stable. This is shown by the fact that thirty-five families have not moved in the past ten years. Seventeen families have moved only once in the past ten years; twelve have moved twice; and thirteen have moved three times.

5) Feed. More than half of the families buy feed. Of those buying feed, 13 bought corn, 22 chicken feed, 5 cottonseed meal, 4 hay, 7 hog feed, 4 dairy feed, 1 tankage, and 1 oats. Many of those who bought feed live on farms and should produce more of the feed used. The number of acres of corn for the past year was an average of twenty for the family with a range from one half to seventy-five acres.

6) Live stock and poultry. There is an average of two cows per family, with seventeen families reporting having none. Seventy-one families have chickens with an average of eighty-one chickens per family. There was a plurality of mixed-breed flocks, with Barred and Plymouth Rocks taking second place. Other breeds mentioned are: Leghorns, Black Giants, White Rocks, and Buff Orpingtons. The average number of hogs for the seventy-five families reporting is four. Eighteen families have pure-bred hogs. The number of mules and horses reported for a family is two, with a range from one to eight for those reporting. This does not include all different kinds of stock and poultry raised, but it does include the principal kinds. Let us now turn to a study of the churches.

b. Churches. The earliest settlers were not especially interested in religion nor did they bring with them their pastors, as did the same race when the western part of Virginia was settled. They were mainly interested in getting more land and fresher land that they might grow more corn and vegetables. During the Revival in Kentucky (a religious awakening in the early part of the nineteenth century) the people became aroused about religion. Soon after, churches began to be organized. The first was probably Shiloh which was organized in 1802 in the upper West Fork valley. In the same year a church was organized further down the valley near

where Ivyton now is called Cedar Crest. In 1805, near where Alpine now is, Cave Springs was organized. These churches mentioned were Presbyterian when organized, but became Cumberland Presbyterian as the result of the preaching of Robert Donnell and Samuel Aston²⁰.

As has been previously stated, the earliest school in this community was opened by a Presbyterian minister. The school through the years has been closely tied up with church influences. The last revival of the school has been through the efforts of the church. The Alpine Community is predominantly a Presbyterian community. In the surrounding territory we have other denominations in the majority.

1) Membership. Of the sixty-seven heads of families reporting church membership, there were 31 Baptists, 15 Presbyterians, 8 Methodists, 8 Church of Christ, and 5 Cumberland Presbyterians. The registration cards of the school for the year 1938-39 show church membership for parents as follows: 37 Baptist, 21 Cumberland Presbyterians, 10 Presbyterians, U. S. A., 14 Methodists, and 7 Church of Christ. The membership of the student body taken from the same source is: 27 Baptists, 21 Presbyterians, 4 of the Church of Christ, 3 Methodists, and 3 Cumberland Presbyterians. The

20. School Files, Letter By Rev. Paul Doran,
(Note: Information for paragraph taken from letter)

church membership of the parents arranged in descending order is: Baptist, Cumberland Presbyterian, Methodist, and Church of Christ.

2) Buildings. There are only about eight regularly organized churches in the area surveyed. They are as follows: Christ Church, Presbyterian, U. S. A., with its out-stations at Oak Dale and Joppa-Ivyton; Cave Springs, Cumberland Presbyterian, located in Alpine; McDonald's Chapel, Methodist, located about five miles north of Alpine; Shiloh, Cumberland Presbyterian, about eight miles south; Falling Springs, Baptist, located about six miles south; Three Forks, Baptist, about 12 miles south; Hanging Limb, Baptist, about 18 miles south; and Zion Hill, Baptist, about 20 miles in the same general direction. Some of the churches do not have separate church buildings, but carry on their worship in the local school building.

In only one case, at Alpine, is there a full-time resident minister. The pulpits in the other churches are supplied by men who are engaged in some other kinds of work through the week and then preach on Sunday. Each preacher usually has a "circuit" of four or five churches in which he preaches. This means services about once each month for each place. This is not meant to be a complete survey of the churches, but will give a general picture of the situation as it now is.

The accompanying photographs show some of the church buildings and some of the school buildings in which church services are conducted.



"Christ Church Presbyterian", Alpine



"Cave Springs", Cumberland Presbyterian



"Miller Chapel", a beautiful stone structure open to all and built to bring together the Ivyton and Joppa Communities. The minister of the Alpine church holds services regularly.



Oak Dale School House in which Sunday School is carried on regularly under the sponsorship of the Alpine minister.



Falling Springs Baptist Church. This structure serves the double function for school and church purposes. Preaching service is held once each month by a non-resident preacher. Sunday School is carried on periodically and an occasional singing is held.



Shiloh Cumberland Presbyterian Church. This, too, is served by a non-resident preacher who comes once each month. The building is an example of an all-purpose structure. It serves for school, church, and the local lodge hall.

c. Schools. The presence or absence of facilities for educational opportunities in any community is a matter of far reaching economic and social significance. Education is one of the foundation stones upon which our form of government rests. If democratic institutions are to survive, we must educate the people not only to read and write, but must train them in the activities that make for good citizenship.

In the pages immediately following, an attempt will be made to show the status of the elementary schools from which the pupils come that are in the Alpine High School. For the year 1938-39, there were pupils in the high school from twenty-one elementary schools located on the eastern edge of the county. There were pupils from five other schools not in the county and one pupil from without the state. Because of the extended bus service, the Alpine School is now able to serve twenty-seven elementary schools located in Overton County. On page forty-five is a map showing these schools and their locations.

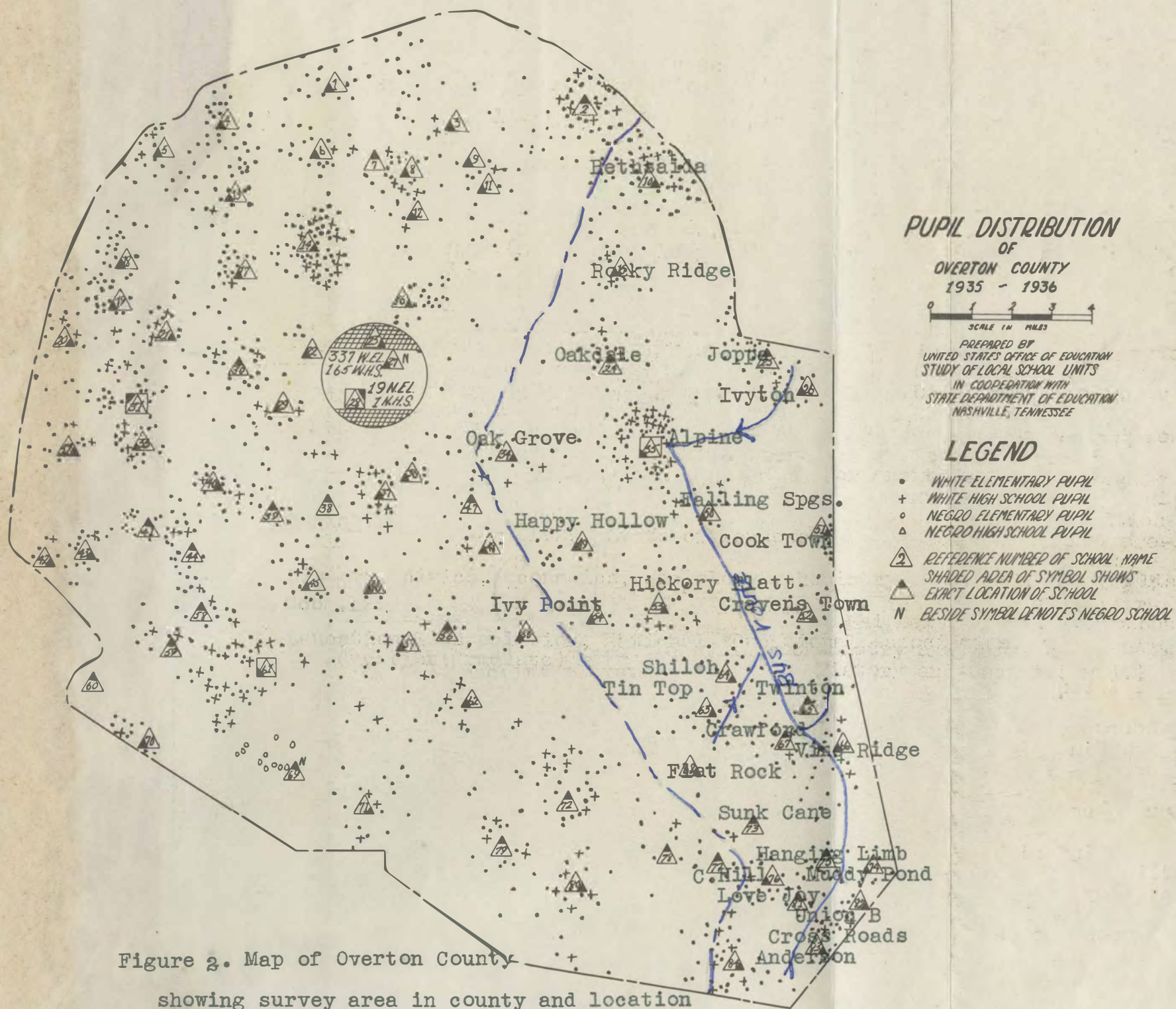


Figure 2. Map of Overton County
showing survey area in county and location
of schools in the survey.

This strip of territory along the eastern border of the county some twenty-odd miles long and approximately eight miles wide comprising about a third of the area of the county had an elementary enrollment, for the school year 1938-39, of 1370 pupils with an average daily attendance of 930. This shows an average daily attendance of 71 percent of the enrollment. The average enrollment of the 27 schools is 50, with a range from 21 to 146 and an average daily attendance range from 13 to 126. There are 17 1-teacher schools, 6 2-teacher schools, 3 3-teacher schools, and 1 4-teacher school. There were approximately twenty-two pupils in average daily attendance per teacher. Only eighteen of the schools graduated pupils. The range was from one to fourteen with an average of 3.6 per school.

TABLE III

TABLE SUMMARIZING ELEMENTARY SCHOOL DATA

No.:	Kind of Sch.:	Enrollment:	Attendance:	Average Per Teacher:	Grad:
17	1-teacher	567	352	21	25
6	2-teacher	359	232	20	14
3	3-teacher	298	220	24	12
1	4-teacher	146	126	32	14
Total		1370	930		

The above table gave the data in summary. The following table will give the data for each school studied.

TABLE IV

TABLE SHOWING DATA FOR THE TWENTY-SEVEN SCHOOLS IN SURVEY

School	No. of Teachers	Enrollment	Av. Daily Attendance	No. of Graduates
Bethsaida	2	70	57	0
Rocky Ridge	2	64	42	4
Oak Dale	1	29	21	2
Joppa	1	38	27	2
Ivyton	1	21	12	0
Oak Grove	2	31	25	3
Alpine Elem.	4	146	126	14
Falling Spgs	1	25	13	0
Cook Town	1	43	29	1
Happy Hollow	1	28	22	1
Hickory Flat	1	22	15	2
Ivy Point	1	24	16	3
Shiloh	1	32	18	0
Cravens Town	2	58	36	0
Tin Top	1	26	17	5
Crawford	3	100	76	6
Twinton	3	90	65	1
Vine Ridge	3	108	79	5
Flat Rock	1	29	20	4
Sunk Cane	1	25	13	0
Hanging Limb	2	75	45	5
Muddy Pond	1	53	27	1
Columbia Hill	1	35	21	0
Love Joy	2	61	26	2
Union B.	1	25	14	0
Cross Roads	1	57	32	0
Anderson	1	55	36	4
Total	42	1370	930	65

TABLE V

TABLE SHOWING THE KINDS OF CERTIFICATES HELD BY THE
TEACHERS IN THE TWENTY-SEVEN SCHOOLS STUDIED

Kind of Certificate	Frequency
Permanent Professional	***** (27)
Four Yr. Professional	***** (9)
Limited Training	***** (5)
Permanent Examination	** (2)
Two-Year Examination	**** (4)

Most of the teachers have a permanent professional elementary certificate. This requires that they have two years work in a standard college or teacher training institution. About 13 percent of the teachers hold an examination certificate.

TABLE VI

THE AMOUNT OF TRAINING FOR THE ELEMENTARY TEACHERS IN THE
TWENTY-SEVEN SCHOOLS OF THE STUDY

Amount of Training	Frequency
More than 5 yrs. Col.	(0)
College graduate	***** (5)
Three years college	***** (5)
Two years college	***** (20)
One year college	***** (11)
High School graduate	** (2)
Less than high school	**** (4)

TABLE VII

TABLE SHOWING THE EXPERIENCE OF THE TEACHERS
IN THE TWENTY-SEVEN SCHOOLS OF THE STUDY

Experience in Years	:	Frequency
More than ten years	:	***** (6)
Nine years	:	* (1)
Eight years	:	** (2)
Seven years	:	**** (4)
Six years	:	***** (5)
Five years	:	**** (4)
Four years	:	***** (5)
Three years	:	***** (8)
Two years	:	***** (8)
One year	:	**** (4)

TABLE VIII

TABLE SHOWING THE MONTHLY SALARY OF THE TEACHERS IN
THE TWENTY-SEVEN ELEMENTARY SCHOOLS IN THE STUDY

Salary Interval	:	Frequency
\$111-115	:	* (1)
106-110	:	** (2)
101-105	:	* (1)
96-100	:	* (1)
91-95	:	** (2)
86-90	:	*** (3)
81-85	:	***** (6)
76-80	:	**** (4)
71-75	:	***** (7)
66-70	:	** (2)
61-65	:	***** (6)
56-60	:	***** (6)
51-55	:	* (1)
45-50	:	***** (5)

The above salary per month is for a school term of
eight months.

Having presented the data concerning the twenty-seven elementary schools that send pupils to Alpine High School, we shall now turn to the High School and look in upon it.

The history of the early schools has been given. The history of the reorganization of the present school has also been dealt with in this chapter. Enough has been said to give an idea of the traditional school background that is held by the people. The resources, both natural and human, have been given so that there is a knowledge of what we have to work with. In the remaining chapters we shall deal with the high school on the following subjects, the general administrative organization, the teaching staff, internal organization of the school, program of studies and the efficiency of teaching, extra-curricular school life, school and community relations, and recommendations.

CHAPTER III

THE GENERAL ADMINISTRATIVE ORGANIZATION

1. Committee of administration. In 1935 a committee of three teachers was appointed by Dr. Wilson to carry on the business of the school.

2. Local Board. Before this time there had been a board composed of members from the community and an equal number from the Cumberland Mountain Presbytery. The local members were chosen by the citizens of the community in a call election. The members from the presbytery were chosen by the ministers of the presbytery. The superintendent of the presbytery and the Sunday School missionary were members ex-officio. In the management of the school, in the employment of teachers, and in other matters, this board functioned very well in the early days of the school. There was still in the minds of all the enthusiasm which had been reborn in the reopening work, and all were unselfish and anxious for success. In the natural course of events, certain individuals became estranged, and there was less unity. The sons and daughters of the local people became applicants for teaching jobs and this complicated matters for the board. Finally, matters reached a state of impasse, and the board died without ceremony. The school was in its transition period

passing from the Department of the Country Church of the Board of National Missions to the Unit of Educational and Medical Work under the same board. Dr. Wilson took advantage of this opening to reorganize the local management before turning the school over to the new department.

b. Composition of Committee. The Executive Committee, appointed in 1935, composed of three teachers in the school, is the agent of the Board of National Missions of the Presbyterian Church in the United States of America, and directly responsible to the Unit of Educational and Medical Work. Due to the fact that the school receives assistance from public school funds, it is answerable to public school authorities for carrying on a standard high school course. The Unit of Educational and Medical Work has certain general regulations that all of its schools are expected to meet. Alpine School is expected to work within these regulations and to formulate its program to meet the needs in the local situation. The same thing is true about the relation with the Overton County Board of Education. The Committee is left to work out its program subject only to the minimum standards laid down in the High School Manual of the Department of Education, State of Tennessee.

c. Function of Committee. The functions of the Executive Committee are many. Teachers are employed through the recommendation of the committee; other work

is done such as the management of the farm, the running of the dormitories, carrying on recreational programs, assisting the minister in carrying on religious work in the surrounding territory, extension work in agriculture and home economics, and general community school relationships, and health work. These, in addition to doing a regular load of classroom teaching, are expected. The chairman of the committee, by agreement, acts as the principal of the school. The other two members are a minister and an agriculture teacher. The former acts as the secretary to the committee and also carries on religious and recreational activities in the community; the latter, the Smith-Hughes agriculture teacher, works with the school boys, and also carries on extension work among the adult farmers in the vicinity. Two other functions of the committee are to select teachers and to determine the courses of study.

d. Teacher qualification. From the first report made on the High School to the Department of Education in 1923 to the present time the records show that the teachers in the school have been fairly well trained. Being connected with the public school system necessitated the employment of teachers that met the certification standards. In 1923 and 1924 only did the school have in its employment a teacher for the high school with less than a high school diploma. Since 1928 there has been no teacher employed for teaching in the high school de-

partment with less than four years in a college or university. For the larger share of the time there has been one or more teachers either with master's degrees or with some graduate work. The nurse and music teacher both have less than four years in college, but neither teach courses for which credit is given.

Experience to a wide-awake teacher adds to his usefulness. The number of years experience on the average for the teachers in the school is greater than nine, graphically represented, the modal number is seven with a range from one year for five teachers to twenty-five for two teachers. There is a small amount of replacement of teachers. Over the period for the past ten years the teachers have an average service in the school of a little more than four years. Of the members on the staff at the present time, there is only one teacher with as little as one year in the service. The others have records of service in years as follows: one, 2 years; one, 3 years; one, 6 years; one, 9 years; one, 10 years; one, 11 years; one, 12 years. The educational qualification is not the only demand made upon the teacher for the school. One must be in sympathy with Christian work, one must have an attitude of service, one must show a willingness to take part in community work, and one must be of such example as to inspire better living on the part of the pupils.

e. Curriculum requirements. The uses of certain terms should be made clear. In the elementary school, large use is made of the integrating function and it is, therefore, proper to speak of the elementary-school "curriculum". In the high school where more differentiation takes place, more terms are necessary as: course, curriculum, and program of studies. They are defined as follows by Williams¹

The course is the systematic arrangement of the kind, amount, and order of material selected from any particular field of knowledge (the term is often used interchangeably with "subject".)

The curriculum is the orderly arrangement of courses, for different pupils, or groups of pupils, through a number of years, for the purpose of attaining a definite goal.

The program of studies is the orderly arrangement of the entire list of activities in high school.

The curricula in the program of studies have two functions: one is to prepare pupils to enter college; the other is to prepare pupils to live a richer rural life. These two, when the multiplicity of things involved in the latter is considered, require, on the part of the teacher, not only certification for particular courses, but a wide experience with, and a love for, rural living. The program of studies will be dealt with in detail in a later chapter.

1. Williams, L. A., The Making of High School Curricula, pp., 20-21.

2. Financial management. The financial management, as with other matters of school concern, is in the hands of the Executive Committee acting within regulations as set by the Board of National Missions and by the Overton County Board of Education. The largest item of expenditure in the budget is for teachers' salaries. The parts of the salaries that are paid by the Board of National Missions may be sent through the hands of the Committee, or not, depending upon the request of the voucher when sent to the Treasurer. All salary vouchers are to be signed by the executive of the school. Salary supplements, paid in Overton County warrants, are distributed to the teachers through the Committee.

a. Sources of income. Each year the Board of National Missions makes an appropriation for the purpose of running the school. This appropriation covers teachers' salaries, maintenance of the school, operating expenses, special repairs, and the boarding department. The sum next in size that the school receives comes from the Overton County Board of Education. This money is used for paying and supplementing teachers' salaries, for janitor service, and for fuel. Some of the salary supplements appear in the form of maintenance and board. A third source of income for the school is from student fees and board from teachers and pupils. The farm sup-

plies a goodly amount in farm products and a small amount of cash from the sale of live stock. A small amount is received from gifts.

TABLE IX

TABLE SHOWING THE SOURCES AND AMOUNTS OF INCOME
FOR THE YEARS 1938-39

Sources	Amount	Percentage
Board of National Missions	\$3700.00	52
County, State and Fed. Gov't.	5200.88	31
Farm and farm products	1492.81	9
Students and teachers	1060.11	6
Special gifts	200.00	2
TOTAL	16653.80	100

The item from the county, state, and federal government includes the grant for travel for vocational teachers. The item from the farm does not represent cash, but mostly farm products that were consumed by the boarding department. Receipts from students and teachers include the products that the pupils supplied which were not actual cash. The total budget amounted to \$16,653.80 for the year 1938-39.

b. Expenditures. The budget expenditures may be grouped into the following items: salaries, maintenance, equipment, provisions, miscellaneous, and repairs.

About one third of the funds are handled locally and the expenditures are distributed as follows: maintenance about 60 percent, equipment 7 percent, provisions 21 percent, and miscellaneous 12 percent. All the farm expenditures except equipment are placed under the heading of maintenance. Other items such as telephone, lights, fuel, odd repair jobs, stamps, and printing are placed also in the maintenance column. Equipment includes dishes for the dining-room, utensils for the home economics department, tools for the farm and the agriculture departments, and laboratory and classroom equipment. Produce furnished by the pupils and by the farm are not included in the divisions. If this be added to the provisions and then the percentage taken, the percentage of provisions to the local expenditures is about 38 percent.

Again, if the whole budget be considered, the percentages of the whole for the different classes of expenditures are: maintenance 18 percent, equipment 2 percent, provisions 15 percent, salaries 58 percent, and miscellaneous items 7 percent. This analysis of expenditures was taken for the year 1938-39. The percentages for the expenditure on equipment is rather low. During some years very little is spent on equipment. Generally speaking, too little is spent on equipment. Since the budget is limited and certain things have to be purchased, new equipment is many times left out

altogether. Expenditures for the past four years have not varied markedly from the above percentages.

c. Accounting. It is generally a good policy to have those expending money give an accounting to some person or persons concerned. All money received and all money spent is reported to the Board of National Missions. These reports are made out each month and sent to the Unit of Educational and Medical Work under whose supervision the school functions. In this report, is included a list showing amounts and sources from which money was received, a sheet showing amounts of each expenditure, receipted bills for all payments, and a duplicate deposit slip from the bank showing amount of money deposited. Also, along with this report, goes a request for money to defray the following month's expenses. The warrants received from the county are passed on to the teachers. No accounting is required other than what is carried on to place the school on a sound financial basis. Except for the amount necessary for fuel, the warrants are used in salaries of teachers and salary supplements.

d. Purchasing supplies. The supplies purchased fall under three groups: boarding department, the farm, and repair and miscellaneous. The person in charge of the dining hall has the authority delegated from the committee to purchase food supplies. If something unusual comes up, the person is expected to consult with

the committee. The supplies for the farm are purchased by a member of the committee who is in charge of the farm. Supplies for repair and for other purposes are purchased by any member of the committee. Usually there is consultation in the committee when any large purchases are made.

e. Relative cost of maintenance. The instructional cost per pupil enrolled in 1938-39 was about fifty-five dollars. The poor attendance caused by inadequate bus service made the cost for pupils in average daily attendance to be much higher. The cost per pupil in average daily attendance was seventy eight dollars.

Because of the small number of pupils in the boarding department, the average maintenance cost runs high. After charging a liberal amount to the salary budget for each teacher who lives on the campus and deducting this amount from maintenance and from the provisions budgets, we find that the cost to keep each pupil living in a dormitory is approximately \$150. These costs are for board, \$75, and for maintenance, \$75. The boarding costs could not be reduced by adding more pupils. The overhead costs to the institution are practically the same for a few pupils, as it would be for many more than it now has.

f. The instructional costs. The cost per pupil in the Alpine Institute is more than in any of the other schools of the county. This is true because of the

smaller enrollment per teacher. The staff is sufficient to accomodate a somewhat larger enrollment in certain classes without additional costs. The cost for a teacher remains the same, if there is an enrollment of ten or thirty. Then, too, the extra-curricular work expected of the teachers makes it necessary to employ more to get the range of talents and also to get the time to carry on the work. The cost per pupil in average daily attendance in the schools is: Livingston, \$45; Rickman, \$56; Hilham, \$59; and Alpine, \$76.

g. Relations maintained among agencies. The Board of National Missions of the Presbyterian Church in the United States of America was responsible for the organization and establishment of the school. The policy was from the beginning to work along with other existing agencies for service to the people. As was stated in Miss Souder's report when making the survey of Alpine, the school was "to provide public school stimulus by assisting in the development of a model public school ... of the community and under its direction." The Board of Missions has made use of public school agencies for furthering the efficiency of the work. The county has appropriated sums of money for the purpose of assisting

2. Souder, M. Attie, "Survey of Alpine", in files of Board of National Missions.

in the payment of teachers' salaries. The school has had for many years the service of an agriculture teacher through the Smith-Hughes Act. For the past two years, work in Vocational Home Economics has been maintained through the assistance of federal and state funds.

The County Board of Education is a friendly group and works along with the local school authorities. The teachers have been selected by the Executive Committee of the school and approved by the board of education. The County Board would have the veto power on the acts of the local committee in case something irregular were to be proposed. The power would be exercised only in case the school were to fall below a minimum standard; this, the school does not care to do. The Executive Committee of the School is the local authority in charge of the school. It holds a central place, with the Board of National Missions, and the Overton County School Board on one side, and the people of the community on the other. The Executive Committee can do its work satisfactorily within the bounds of policy set forth by the Unit of Educational and Medical Work of the Board of National Missions and the regulations of the public school system. It is also governed by the attitude of the people in the community. All educational policies must have the support of a majority of the people, if the work is to be a success.

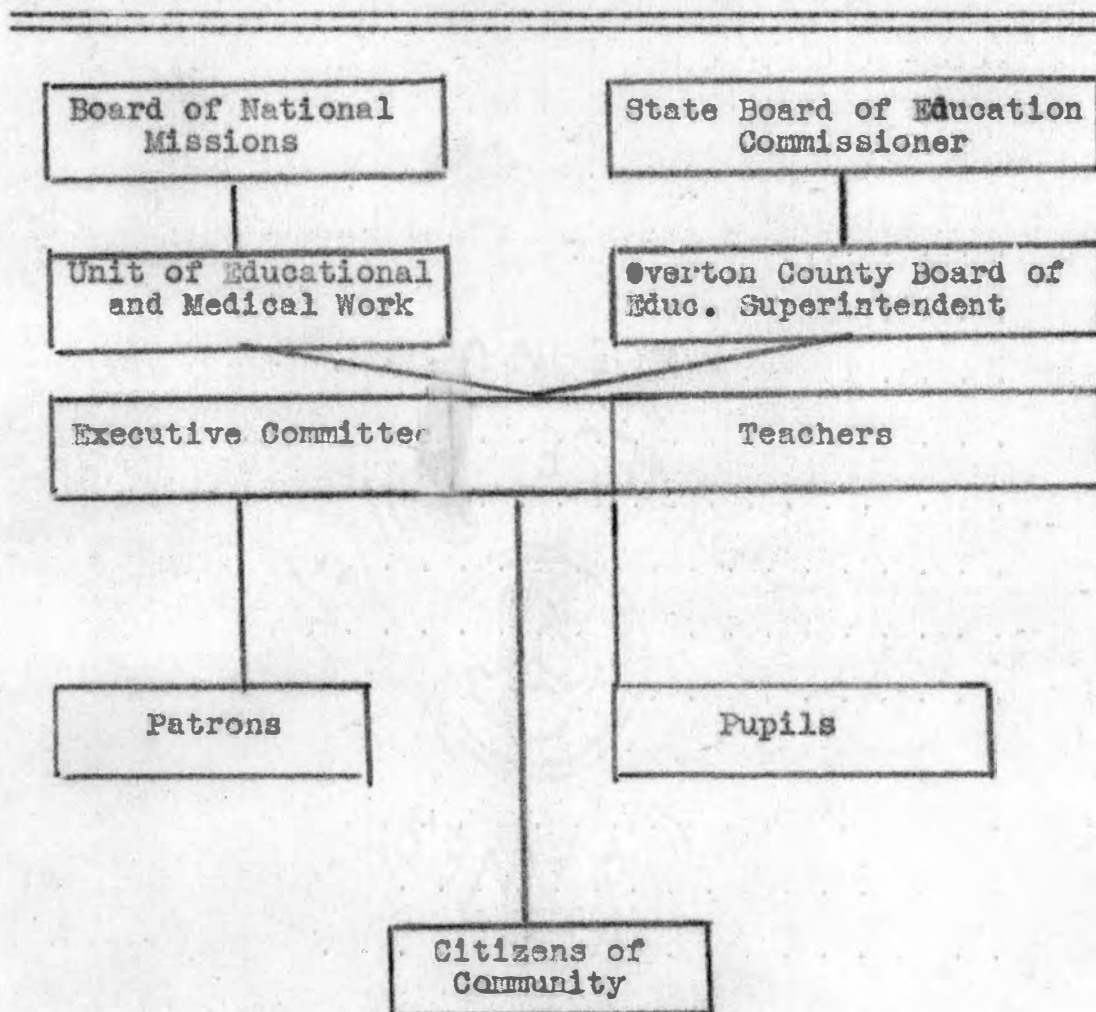


Figure 3. Diagram showing how the Executive Committee of the school is located in the center of the groups to whom it is responsible.

There was a local board chosen by the people to help in matters of school and policy. That board ceased to operate four years ago. In its place is the Executive Committee composed of three teachers. This change in policy without consulting the people has caused some ill feeling toward the school on the part of some people. The attitude toward the school is somewhat difficult to analyze. The people expect and almost exact service from the school. This is much more than is expected of the teachers in the local elementary school. On the other hand, there does not seem to be the interest in the success of the high school on the part of the parents as is manifested toward the elementary school.

Most of the members of the staff assist in community service in the form of leadership in meetings and in Sunday School work. The teacher of agriculture gives much time in personal counsel with the farmers of the community. He also has meetings for the purpose of discussing topics of interest. The teacher of home economics makes visits and counsels with the mothers about problems in the home.

The nurse gives practically all her time to assisting people in the community. She makes calls and administers aid. If the person needs a doctor, she assists in getting the person to the doctor or calls the doctor to see the person. The needy are assisted to obtain glasses or dental work or whatever else is needed.

The procedure to get the services of the doctor may be in the form of a statement by the nurse of the need or in a payment by the school.

Many of the teachers teach classes in Sunday School in the local church. Others go regularly to the out-stations and assist in Sunday School and other services as needed. The people in the local community have come to look upon these services as the duty of the school. In the surrounding communities, they are looked upon as special services of the school.

The authorities have made every effort to carry on the school progressively. It is not always accepted readily by the people whose standard for a school is the type that was carried on in the nineties. Recreation has been considered as a waste of time. Picnics and parties have been frowned upon by many. Folk games under direction have been criticized by those who will not come out to see what they are criticizing.

Yet, in spite of the adverse feelings on the part of a few, the school program was pronounced by the high school inspector as "one of the best school programs in Middle Tennessee."

CHAPTER IV

THE TEACHING STAFF

1. Qualifications. Under the present set up, the teachers must meet certain educational standards. The school does a class of work that is recognized favorably by the State Department of Education. Certain minimum standards have been set and we are obligated to meet these.

a. Educational qualifications. For all teachers doing teaching in subjects for which credit is offered, the school authorities insist on, at least, four years work in a standard college or university.

In the early years of the school's existence, when teachers were sometimes more difficult to get, a few teachers were employed who had less than four years in college. Standards have been raised in the state in the past few years with an accompanying increase in number of qualified teachers so that now all new teachers must meet the educational standard. For a large part of the time, there have been teachers in the school with master's degrees. For the past eight years there have been two teachers on the staff with some graduate study. During the past six years the school has had employed one teacher with a Bachelor of Divinity degree and also a Master of Arts degree. The above discussion has dealt

wholly with the qualifications as set forth on the records of college registers. Let us now turn to personal qualifications.

b. Personal qualifications. The school of today is to be the world of today, selected and idealized, but a world of life and interest for the pupils. The teachers employed should be people that know the life of the world and not merely classroom work as given in the average college. They should be people with a knowledge of, and an interest in, the workings of the government, the place of the home and church and school in society, and should be able to interpret the studies of the high school in terms of these things. Such a staff, Alpine needs, and has, to some degree. Various interests have blended in a cooperative way to take care of a wide variety of activities. The program of extra-curricular activities carried, together with the limited number of teachers, make it necessary to employ a very versatile individuals for the work. In many instances of employment of teachers these extra qualifications are looked upon as merely incidental, but for Alpine they are necessary. All teachers have a part in these activities. More will be said about them in a later chapter.

If the high school objectives are to be carried out in the school, the teachers must inspire the pupils so that they will have enthusiasm for carrying on activities that lead to those ends. Lessons in good health should

be taught in the lives and activities of the teachers. Habits of eating, exercise, dress and temperance will be readily imitated by pupils. Speech habits and conventions should be worthy of imitation. Worthy home membership taught to the pupils demand that the teacher have proper ideals and attitudes toward the home and the relations among young people. The teachers should have some knowledge of vocations and the requirements and should be able to point to the ideals to be achieved in the profession or calling selected. Not to have a low motive in the selection of a calling, but must have service in mind. The teacher must live so that they are a force in the life of the community, and so they may inspire worthy citizenship.

The teacher must be well balanced in the use of leisure. All time must not be spent in reading; neither should it be spent in leisure and idleness. There should be a balance of these activities. Ethical character must be exhibited in a positive way. The teacher must not only refrain from doing bad things, but must be a force for something constructive.

Ideals to some extent have been mentioned in the foregoing discussion. In the selection of the teachers for the work, much effort is made to select teachers

with a wide degree of interests and with abilities to inspire work on the part of the pupils. To a marked degree will be found the above qualifications in the staff of the school at Alpine. To fit into the situation at Alpine, the teacher must have a willingness to serve. The school was founded for that purpose and its purpose can be carried out only as the teachers translate that into activity.

2. Methods of appointment. Teachers are appointed for the work at Alpine through the Unit of Educational and Medical Work of the Board of National Missions of the Presbyterian Church in the United States of America. When there is a vacancy, the Executive Committee of the school make this fact known to the educational unit of the Board and asks for data on available teachers for the opening. The qualifications of the candidates are scrutinized with care, before recommendations are made. If none of the candidates on the list sent by the Board are qualified, in the opinion of the committee, other prospects are sought. When a person has been found who, in the opinion of the committee, can fill the vacancy, this fact is transmitted to the Board with a request for appointment.

There have been some cases which did not exactly follow the above procedure; these were cases in which teachers were wholly paid in county warrants. All

appointees must be approved by the Overton County Board of Education. This is usually a matter of form and is done at the request of the committee.

It is very important to select a suitable person for the work, because when the choice is made, that person usually remains in the work for several years. The average number of years in the school for those now teaching is a little over six. The staff has one teacher who has been teaching with it for twelve years. Others have closely approached that time in service. The appointment, then, is made at the request and recommendation of the Executive Committee of the school.

3. Salary schedule. The salary schedule is a thing that has just grown to meet the needs without always being consistent. There is a wide range in the amounts that teachers receive for their services. The lowest in the list is \$525; the highest, \$1950. In addition to the salary stated for persons teaching vocational subjects, there is an allowance for travel.

The salaries are somewhat more adequate than would appear from the number of dollars expressed. The fact that some are supplied with table board in addition to a place to live, represents a much larger salary than would seem at a casual glance at the figures below. The teachers have running water, steam heat, and electric lights. These conveniences are usually expected only in the city.

TABLE X

SALARY SCHEDULE OF THE TEACHERS OF
ALPINE INSTITUTE 1938-39

Teacher	Source		R-room B-board
	Board	Public Funds	
A	\$1313.66	\$ 112.50	R
B	1313.66	112.50	R
C	609.12	1340.88	R
D	970.12		R
E		1335.00	R
F	250.00	515.00	R and B
G	275.00	250.00	R and B
H	900.00		R
I	900	765.00	R and B
Total	5631.56	4430.88	

A comparison of the salaries of high school teachers in Overton County will show on a relative basis how well paid the teachers in Alpine High School are.

TABLE XI

MONTHLY SALARIES PAID TO THE TEACHERS IN THE FOUR
HIGH SCHOOLS IN OVERTON COUNTY

Alpine	School 1	School 2	School 3
\$183.33	200.00	167.28	139.89
133.50	179.17	140.00	100.00
118.83	140.00	80.00	80.00
118.83	133.00	80.00	80.00
85.00	100.00		
85.00	100.00		
80.84	100.00		
75.00	100.00		
58.83	100.00		
	100.00		
	100.00		
	50.00		

The amounts in the Alpine salary column do not include the value of the use of a room on the part of all teachers. In some cases the teachers get both room and board. If a reasonable amount is allowed for room and board, there are only a few of the teachers that get less than one hundred dollars per month. The average monthly salary for teachers in the Overton County schools are: Alpine, \$104; School No. 1, \$118; School No. 2, \$117; and School No. 3, \$100. The average for the teachers in the Alpine School does not include any allowance for room, and in the case of some, room and board. If this were added the salary average would compare favorably with any school in the list. The average, however, does not give a true picture; one also needs to know the range. A study of Table X will reveal that the range is from \$525 to \$1950 for the year. Table XI shows that the monthly salaries ranges from \$58.53 to \$183.33.

4. Methods used to stimulate improvement of teachers.

Teachers are encouraged to do their work well by being given to understand that, if the work is well done, they are retained in the work. They may make plans for a number of years and feel confident that they will remain to carry them out, if their work is done well. This condition gives teachers incentive to plan ahead for good

work and for growth in the service. The length of time a teacher stays is largely in his own hands.

a. Staff meetings. Staff meetings are held once each week. At these meetings many things relative to the work are discussed. It is a democratic type of meeting in which all are encouraged to contribute to the discussions and help formulate plans and policies. Occasionally studies are made of problems that are of special interest to the workers and closely related to the work. Reports are made by members on topics of general interest, as: discipline, assignments, supervising study, pupil ability, and many other related to school work. Each teacher is made to feel that he has an important place in the work and the success of the work depends on the work of all.

1) Example of material. A description of one of these study topics will serve to show how interest in efficiency may be stimulated in the staff. The school, for the past three years, has participated in the state-wide testing program sponsored by the University of Tennessee. The report on the ability and achievement of each pupil is available. Bar graphs are made for each pupil. These graphs contain bars that represent the ability of the pupil and the achievement in subject matter for four fields of knowledge. This graphic

representation makes it possible to tell at a glance the relative ability of the pupil compared with other pupils in the state and also his achievement relative to his ability and to the achievement of pupils of other schools. From this study, teachers were able to find those able pupils that were not working up to ability and to make plans to have better work done. If achievement runs relatively low in one field, diagnosis of the matter is incited.

b. Associations. The County Teachers' Association meets once each month. Many of the teachers attend and all belong to it. Teachers are given time off to attend state teachers' meetings. The teachers are stimulated to better work as the result of attendance at these meetings. Then, too, there is the Mountain Workers' Conference. Many of our teachers attend this meeting. This past year all the teachers could not go, but were given the benefit of important subjects through reports by those who did go.

c. Schools and conferences. Another means of stimulation to improvement is the attendance at summer schools, extension courses, special interest courses, conferences, and seminars. This past year most of the teachers attended one or more of the foregoing institutions for improvement.

d. Supervision. Supervision is another means to arouse a desire to improve in methods and achievement. This may come largely through the efforts of the individual teacher rather than from what is done by the supervisor. A few suggestions may be made, but the teacher is on the look out for even more than is mentioned by the supervisor.

All improvement is not done in a strict, severe, and serious way. Much may be done in other ways. The group gains much through associations at faculty parties and picnics. Sometimes even a faculty meeting may become a somewhat informal affair at which tea is served and the group relaxes; the parties and picnics serve as a means of bringing the group together, so that they may become a unified force for school betterment.

5. Nature of organization and cooperation among teachers.

No formal organization among the teachers in the school exists. The organization of the teachers of the county has been mentioned. All the teachers of the school belong to the county and state organizations. One of the teachers who has been here for a good many years is considered as the "official hostess" at the parties.

A very friendly relation exists among the teachers in the school. Teachers frequently visit each other in the afternoons. At these meetings there may be music, or games, or discussions on topics of interest. The groups

vary in size from two or three to most of the staff. These act as a means of recreation for the work that is to follow.

The grade school at one time was a part of the Alpine Institute. As soon as the public school authorities were able to build a new building and take over that part, it was done. The elementary school is now under the sole direction of the county officials. There is a very friendly spirit of cooperation among the teachers of the elementary school and the teachers in the Institute. This is as it should be, because we are working toward the same end -- education of the people.

CHAPTER V

INTERNAL ORGANIZATION OF THE SCHOOL

1. Four-year high school. From the time of the establishment of the school until 1936, the Alpine School contained both grade school pupils and high school pupils. At the beginning of the school year 1936, the grades moved out into a new building and left the high school the sole occupant of the old building.

Alpine Institute is a four-year senior high school with "Grade A" rating. For a number of years the school remained in "Grade B" class. In 1936, for the first time in its history, the school reached the point where it could meet the requirements of the State to qualify as a "Class A" high school. The school has made steady improvement each year since that time by adding more equipment and by including a wider variety of services in its program.

2. Description of courses taught. An effort has been made to select such courses to be taught in the school as will fit the needs of the pupils who attend the school. Also, in the teaching of these courses an effort is made to interpret them in such a way as will make the courses most beneficial in the local setting. The records show that the student body is composed largely of sons and daughters of farmers. The agriculture and home-making departments have a very significant part in the program of the school. English, history, science, and mathematics

may furnish the tools, but for those who expect to remain in the community the vocational courses will be of great practical value.

The courses that are taught are grouped into fields of study and here listed, showing the number of units offered in each field.

a. English

Grammar I	1 Unit
Rhetoric II	1 Unit
English Literature IV	1 Unit
American Literature III	1 Unit

Total	4 Units
-------	---------

b. Mathematics.

Algebra, first year I	1 Unit
Algebra, second year II	1 Unit
Plane Geometry III	1 Unit
Arithmetic, commercial	$\frac{1}{2}$ Unit

Total	$3\frac{1}{2}$ Units
-------	----------------------

c. History

Modern European History III	1 Unit
American History and Problems of Democracy	1 Unit

Total	2 Units
-------	---------

d. Other social sciences

Civics I	1 Unit
Elementary Economics	1 Unit
Sociology	$\frac{1}{2}$ Unit
Bible	1 Unit

Total	$3\frac{1}{2}$ Units
-------	----------------------

e. Science

Biology II	1 Unit
Chemistry III	1 Unit
<hr/>	
Total	2 Units

f. Agriculture, vocational

First Year I	1 Unit
Second Year II	1 Unit
Third Year III and IV	1 Unit
Fourth Year III and IV	1 Unit
<hr/>	
Total	4 Units

g. Home Economics, vocational

First Year	1 Unit
Second Year II, III, IV (transition)	1 Unit
<hr/>	
Total	2 Units

The above units were offered for credit during the school year 1938-39.

h. Other courses. The following courses were offered, but for them no credit was given.

Music, instrumental

Music, vocal

Health instruction

Nurse training

Leadership training

Wood carving

Music pipe making and art

Folk games and play party games

1. Industrial arts. The following courses have been offered within the past four years, but have been temporarily dropped because of inability to obtain a proper teacher for the subjects.

Home Mechanics I	1 Unit
Cabinet Making III	1 Unit
Printing III and IV	1 Unit

Total	3 Units
-------	---------

Total units offered for which credit is given -- 24.

The English course is composed of grammar, composition, rhetoric, and literature. Four years of work are offered. The course is built upon the standards as set up in Bulletin No. 1, revised and published by the Department of Education, Division of High Schools, State of Tennessee. Each unit includes composition and literature.

Some integration has been carried on between the courses in history and English and, to a lesser degree, between English and some of the other courses. In order that the integration may be more easily done, it is suggested that English Literature be given in the third year and American Literature be moved up to the fourth year that it may be studied along with American history.

For the past three years only three and one-half units in mathematics have been offered. Algebra is a two-unit course offered in the first and second years of school. The first year is required of all pupils. It is felt that, since algebra contains the tools of mathematics, it is necessary that pupils acquire these tools through a study of their use. The content of this course includes such operations as: addition, subtraction, multiplication, division, graphic representations, the four fundamental operations of fractions, the use of positive and negative numbers, the use of polynomials, factoring, square root and radicals, and simple and quadratic equations. In some instances, logarithms and simple trigonometric functions are included.

If the second year is taken, the first part of the year is spent in rapid review of the subject matter in these operations. To these are added more operations, as: progressions, imaginary numbers, variation, determinants, and the binomial theorem.

History consists of a two-unit course in which are offered modern history in the third year and American history in the fourth year. The American history course is a required subject and is supplemented with a course of "Problems of Democracy". Modern history is offered in the third year as an elective course. It is taught

from the standpoint of discovering the early conditions that led to the situations as they are in Europe today, laying emphasis on cause and effect.

More subjects are offered in the other social sciences. Civics in the first year, sociology and elementary economics in the fourth year, are taught with the idea of translating the subject matter of the texts into activities that will make for better living in a better community. Civics and sociology offer opportunities for many activities that will build a better community. Economics offers an understanding of production and consumption, the laws that govern these factors, the wise use of wealth and many other things that are valuable in the gaining and use of wealth. Bible is taught in the second year where ordinarily ancient history is taught. The content of the course is made up from material taken from both The Old Testament and The New Testament. The Bible is taught as literature and history without denominational interpretation.

The course in science includes chemistry and biology. The biology course is offered in the second year. Most of the pupils in the second year of high school take this course. In as far as it is possible, the course is made interesting by dealing with life in the local setting. The flowers, trees, grass, insects,

and animals of our area are studied. There are many things in the content of the chemistry course that lend themselves close association with everyday life -- chemical changes in the body, the chemistry of foods and food preparation, metallurgy, making of dyes, plastics, and almost everything with which we have contact during the day there are interesting chemical actions. Perhaps the most valuable thing that results from the teaching of science is the development of the scientific attitudes and the habit of using scientific methods in the solving of the problems of everyday life.¹

Vocational agriculture has been taught for several years. The subject matter of the course has been selected because of its applicability to the area. Most of the boys in school take agriculture. Each boy takes a project that he is to work out during the year. He is assisted with the work during his school days and, if he is not through by the end of the year, he is visited through the summer months and given assistance with his project by the instructor.

For one and one-half years, vocational home economics has been offered. This course for girls compares with the agriculture course for boys. Girls are taught home-making in school and these methods are put into practice in the homes by means of projects which each

1. Frank, J. O., The Teaching of High School Chemistry, p. 46.

girl is expected to complete during the year. The teacher stays on the job through the summer months and visits the girls and offers suggestions and assistance to them in their projects. In this way, the work of the school is followed up and concrete evidence of the efficiency and effectiveness of the teaching is evidenced through local adaptation.

Several non-credit courses are offered in the school. Some have been of short duration, while others have continued at intervals throughout the year.

~~Piano~~ Piano and choral singing are offered throughout the year, private lessons being given for a small fee per lesson. Choral singing is a non-credit elective course in which the reading of notes is taught. A variety of songs are taught, including religious hymns, anthems, well known secular songs, and folk ballads and songs. Pupils have been encouraged to collect and make use of local ballads. Many of these are being used and a few have been published.

Arrangements were made and a series of health talks were given to the students by the doctors of The Upper Cumberland Health Unit and also by local doctors. For a period of about six weeks, a course in home nursing was given to the girls of the school. Special emphasis was given to the care of the sick.

Realizing the importance of training for leadership in carrying on community programs such as Sunday School work and community meetings, a class was organized and instruction given in this field of leadership training.

Three other courses were held during the last school year. These courses were of short duration. In order to widen artistic and vocational horizons, courses in musical pipe making and art were conducted. A Future Farmer emblem was designed and painted during the course in art. Many of the pupils made the musical cane pipes and learned to play them. The course in games offered an opportunity to learn to play many of the "folk games" used in early American life. These courses were offered as a means to develop skills and appreciation in play and enjoyment of the beautiful. By these it is hoped that there will be a more worthy use made of leisure.

The industrial arts courses mentioned were dropped from the curriculum temporarily because of the fact that a suitable teacher could not be had. This course is to be restored as soon as possible.

3. Special rooms. The school building is a three-story stone structure with fourteen available classrooms, an auditorium, office, and library, furnace room, storage rooms, and bath rooms. Only nine of the classrooms are

being used. The equipment in these rooms is not what it should be.

The English, history, and mathematics rooms are about the same size, being large enough to accomodate about thirty to forty pupils. They are equipped with hand-made turned chairs with arms. The chairs are of sturdy construction and are fairly satisfactory. The other equipment in these rooms is meager and much of it is of poor quality.

The Agriculture room is somewhat too small to be convenient. New study tables, made by the students, have recently been added. A moderately large supply of materials are available for this department. For shop-work, the pupils have access to a shop, which is fairly well equipped.

For teaching home economics, we are less well equipped. The rooms are too small, and with too little window space to give proper lighting. However, with new floors, walls and ceiling painted, and artificial lighting, the accommodations would be more adequate.

The science room and music room are somewhat more spacious. The equipment for these departments is of minimum adequacy. The music room is equipped with piano, phonograph, and turned chairs. The science room has two laboratory desks, poorly constructed, that will

accommodate about twenty pupils in chemistry at a time. The library contains over three thousand volumes. The number of volumes under each classification, as stated in the 1938 report to the state, was standard fiction, 515, history, 178, poetry, 222, essays, 106, biography, 230, science, 115, reference, 235, general, 1520. Books of a general nature make up about 50 percent of the volumes of the library. Fiction, added to the general, make a combination that includes two thirds of the library. There is an inadequacy of up to date works in the fields of science and history.

The principal's office is equipped with a telephone, typewriters, mimeograph machine, filing cabinet, with lock, desk, adding machine, hectograph, and steel safe.

One room is equipped with two cots, an easy chair, a library table, and magazines. This room is used by the girls as a lounge room.

The shop is located in a nice two-room stone building. In one room is placed the power surfacer, saw, and benches for general work. It also contains the forge and tools for blacksmithing. The other room is outfitted with twelve to fifteen woodworking benches. The tool closet is located conveniently between these two main rooms and contains a fairly adequate supply of small tools to accommodate a class of twelve to

fifteen people in woodworking.

The toilet facilities have never been usable because of the type of fixtures. These rooms are taken over as dressing rooms.

4. Facilities for special types of work. Students in the boarding department of the school have an opportunity to get training in special types of work. This feature is one justification for maintaining the boarding department.

The school farm offers opportunities for those who plan to farm, to get practical experience and training under direction. An opportunity for training in caring for poultry, caring for a dairy herd, planning and care of the farm garden, and in good methods in general farming, is offered by the school. In the matter of vegetable supply, few families supply enough from their gardens to meet their needs during the entire year. The school has facilities for training in this important business. Boys are given practical experience in caring for and keeping records of dairy cows. This experience will be valuable in training them to set up and operate a business of their own.

The girls who live in the dormitories have an opportunity to learn under direction the planning and preparation of meals, cleaning and laundering, and other features valuable in home making.

With the many buildings on the campus and the

occasional erection of more, an opportunity for learning to care for buildings is to be had. In a few instances boys have been trained to do repair work and to paint. The construction of a poultry house recently gave an opportunity to learn building and carpentry to some degree.

With a limited staff it has been necessary to use student assistance in the library and office. This is valuable training along clerical lines.

The school does much extension work. Each summer in connection with the church it sends out many of its young people to help in the conducting of Bible schools. During the school year the students are given training for this work through special leadership classes and through participation in young people's meetings. Training in directing recreation is an important phase of this training.

The school has given much effort to the development of a wholesome type of recreation for the young people of the school and community. One of the unique features of the recreational program is training in folk games and play-party games, along with an interest in singing of ballads. Much interest on the part of most of the young people has been shown; however, the games are not universally approved by the parents.

5. Attendance records. If the greatest good is to be attained by the pupils from a school's offerings, pupils should attend regularly. In addition to the motives for attendance, the pupils, by being regular, develop habits of regularity and punctuality. Attendance, viewed as training, refers to attendance of all the activities which the school life provides for, such as classes, assemblies, class meetings, and the like. The real motive of attendance should be for the benefits derived or training gained by attendance, rather than the avoidance of any unpleasant consequences.²

If absences are to be treated as means of training, the causes must be discovered and remedial measures applied. These causes may rest in any or all of the following: the home, the pupil, the school and school facilities. These causes may exist in varying degrees, and it is sometimes very difficult to determine their justifiability, especially on borderline cases. In dealing with cases, it is better to err toward leniency than to be too strict.³

2. Foster, H. H., High School Administration, p.410.

3. Ibid., p. 410.

Granted that the school is doing its part well, the first point of attack to eliminate poor attendance is the pupil. This should be in the form of an interview in order to locate the trouble, if possible. If the trouble rests with the pupil because of indolence, lack of interest, or some other personal matter, this may be remedied through a talk with the pupil in which he is shown the gains by being present and the loss to him when absent⁴. If he can be induced to have a desire to attend, then usually he will attend.

Having counselled with the pupil and accomplished all that can be done with him, it is well to follow up with contacting the parents. This may be through the Parent-Teacher organization, or through personal interview, or through a letter explaining the interest the school has for the pupil; and show the importance of regular attendance and ask that the parents work along with the school for the interest of the pupil.

Table XII shows that the percentage of pupils enrolled in average daily attendance for the year ranges from 73.8 percent to 86.3 percent. The average for the past five years has been about 82 percent.

4. Ibid., p. 411.

TABLE XII

SUMMARY OF ATTENDANCE AND ENROLLMENT FOR PAST FIVE YEARS

Years	Enrollment			Att. Av. Daily			Percentage of Enrollment Att.
	Boys	Girls	Total	Boys	Girls	Total	
1934-35	59	66	125	49	55	104	84.5
1935-36	60	58	118	50	52	102	86.3
1936-37	74	76	150	59	62	121	80.5
1937-38	59	76	135	48	66	114	84.1
1938-39	65	103	168	48	76	124	73.8

The record of attendance is kept by the principal in cooperation with the teachers. All pupils who miss school must have a permit from the office of the principal before being readmitted to class. There has been no limit set as to the maximum number of days that any student can miss and still pass the course. Each pupil with an adequate excuse is permitted to make up the work missed. This principle of requiring that pupils make up the work should cause fewer uncalled-for absences.

No statement from the parents has been required for re-entrance to class after pupils have been absent. The pupils are asked the reason for the absence, before a permit is issued. No record has been kept of the reasons so that an accurate division of the reasons can be made. However, the chief reasons are: the bus, sickness, and work. The bus line is some thirty odd miles in length. In the winter time, when the days are short, many of the pupils have to leave home before daylight, and arrive at

home after dark in the evening. In addition to the great mileage of the line, the bus is not comfortable for the pupils to ride. The bus is simply a truck chassis on which has been constructed a crate-like affair with boards running lengthwise for seats. The buses are always crowded to the point that half of the pupils have to stand up. Unless something is done to make this condition better, we cannot hope to improve attendance to any marked degree.

There were enrolled during 1938-39, ninety-nine pupils who rode the bus. At the close of the school, there were only sixty of these in school. The great loss in attendance was on the part of those who could not attend except at the great sacrifice in discomfort and time caused by the long bus line and poor facilities.

TABLE XIII

TABLE COMPARING ATTENDANCE OF BOARDING PUPILS AND DAY PUPILS

Month	Enrollment		Average Daily Attendance	
	Boarding	Day Pupils	Boarding	Day Pupils
1	21	145	18.5	133.5
2	18	134	18	119
3	18	119	18	111
4	18	116	18	108
5	18	113	17.6	107
6	18	104	18	100
7	20	101	20	83
8	20	101	19.7	92
9	19	99	19	94.5

It is seen that the pupils in the boarding department have much better attendance record than those who live in the community. More than half of the day-pupils ride the bus. The causes named as the reason for absentees were: bus, sickness, and work. These factors can, to a large extent, be controlled for the boarding department. The pupils are under the care of a nurse and dietician. The factor of work seldom creeps in. Boarding students, too, are expected to attend school.

6. System of grading and promotion. These activities are in a field which lend themselves to variations. There are variations in the marks of the same teacher from time to time depending upon the state of mind and physical condition. Then, there are wide variations in standards held by different teachers. At best, the grade assigned pupils are rough approximations of what has been done and is known.

a. Marking. There should be certain principles laid down and followed for marking and grading. Five such principles are:⁶

- (1) There must be a clear, accurate statement as to what is the merit for which the mark is given.
- (2) A mark should stand for a single merit, and not for a mixture of merits.
- (3) The marking system ought not to pretend to indicate finer distinctions than the marker is capable of detecting.
- (4) The basis for the marking should be appropriate to the work marked.
- (5) All evaluations should be objective, and not variable with the differing standards of different judges.

A large amount of the grading in the school does not conform to the above standard. This is especially true on certain types of examinations, and daily grades in some instances. The written examination, of the essay type, and the oral examination, are types that are likely to allow the personal factor to creep in and to cover several merits.

The grading system for the school is based on a percentage basis. The perfect paper would rate 100 percent. The objective type of examination lends itself to relatively fine distinctions. Other types are, at best, approximations.

b. Promotions. Promotion is a means by which pupils are advanced from grade to grade or subject to subject as need arises. After a student has satisfactorily completed a subject or course, he is then ready to be promoted to the next higher course. Satisfactory completion should mean the mastery of the minimum essentials of the course. The regulations as laid down by the State Department of Education are that a person, in order to pass a full unit course, must have been in attendance at class for five 45-minute recitations a week for a period of thirty-six weeks, and attained an average grade of 75 percent. In determining the grade, due regard is to be paid to daily grades, tests, and semester examinations.

As was stated above, the chief criterion for promotion is ability to do the work of the next higher grade. It is a rare thing to have a pupil retained who has the ability to do the work of the next higher grade. Many pupils are passed on before they have a proper foundation on which to build the materials of the higher work. This condition is detrimental in that it may cause the pupil to drop out, because he cannot do the work that is laid out to do. In this condition, he is likely to gain the idea that he cannot do well any school work. On the other hand, if the pupil is retained, he is also likely to become discouraged at slow progress and drop out of school altogether. The question, then, is to decide which is better. After all, the welfare of the pupil means more than too close an observance of a system that is made up of indeterminate factors.

7. Means of educational guidance. The school does not have a definite organized plan of guidance. Guidance may be either vocational, social, or curricular. All three of these types should be provided for.

Even though the school has no formal organization set up especially for these ends, it offers opportunity for guidance in these fields. The pupils are given an opportunity to participate in social activities through clubs, and other forms of social activities. In these

activities, pupils learn to work with each other. The list of organizations includes: Future Farmers of America, Christian Endeavor, Glee Club, Orchestra, home economics club, and girl scouts. Other organizations and functions offer opportunity to participate in social activities.

Curricular guidance is that type or phase of guidance that involves assisting the pupil to utilize the curriculum in furthering his educational ambitions -- assistance in selecting the proper subjects that will help to attain the desired ends.

Vocational guidance is the type of guidance usually referred to, when guidance is mentioned. All teachers should be on the alert to help to discover the aptitudes of the pupils. The only guidance given in the Alpine School is through occasional counseling precipitated by a definite need on the part of some student to make a decision. This is inadequate and should be replaced by a consciously directed program.

CHAPTER VI

PROGRAM OF STUDIES AND THE EFFICIENCY OF TEACHING

1. Analysis of curriculum in relation to community needs.

The curriculum for any school should be adapted to satisfy the needs that are peculiar to that community.

Bobbitt¹ thinks that the curriculum of schools should aim at those objectives that are sufficiently attained as the result of the general undirected experience.

Williams² says that the program of studies constitutes the organ through which the school functions in attaining educational purposes. The subject matter dealt with under the head of "program studies" includes all those activities and exercises that have their center in the classroom and are conducted in more or less formalized recitations.

In order to have some information to base judgment on, in determining the needs in curriculum, it will be well to make a survey of the occupations of the graduates of the school. Some idea here will be gained, after knowing the type of work, that will enable the school

1. Bobbitt, Franklin, The Curriculum, pp. 44-5.

2. Williams, L. A., The Making of High School Curricula, pp. 130-31.

to place in the course those things that will be most helpful.

TABLE XIV

TABLE SHOWING THE WORK BEING DONE BY THE GRADUATES
OF ALPINE INSTITUTE 1924 - 1939

Work Engaged In	: Number	: Percentage	:
College (In school)	: 20	: 8.5	:
Professional schools	: 7	: 3.3	:
Teaching	: 50	: 21.4	:
County Agents	: 5	: 2.1	:
Missionary Work	: 4	: 1.7	:
Government Service	: 4	: 1.7	:
Nursing	: 3	: 1.3	:
Clerical Work	: 5	: 2.1	:
Merchandising	: 2	: .8	:
Farming	: 16	: 6.8	:
Home Making	: 53	: 22.6	:
Barbering	: 2	: .8	:
Trades	: 2	: .8	:
Other Work	: 49	: 21.0	:
Deceased	: 4	: 1.7	:
Unknown	: 6	: 2.6	:
Business	: 2	: .8	:
TOTAL	: 234	: 100.	:

There are quite a number of the graduates in college and professional schools yet. Others are attending summer schools after having taught for the year. The figures for teaching show that a large percentage of the graduates go into that profession. Those included in the reckoning are either teaching this year or taught the past year. Most of them are to teach this coming year. The figures do not include those who have been teachers and are now engaged in some other work.

Home making is the largest item on the list. Many of the home makers were teachers before taking up the business of making a home.

Other work makes up a large percentage of the group. This includes those people engaged in factory work and work at various other occupations that do not come under the other headings.

Nursing, clerical work, merchandising, business, missionary work, barbering, and trades each make up a very small proportion. Farming, it seems, does not claim as large a percentage of the people as it should. Many of those who remain on the farm, it seems, do so because of inability to get something else to do. Only a few are taking it as a serious business and expecting to make of it a life's business. One reason, perhaps, is that there is no promise of a large money income from the farm. Some do not have adequate farming facilities and must look for something else from which to make a livelihood. Those who go to the State University and study agriculture do it, not with the idea of returning to the farm and putting into practice better farming methods, but to prepare to teach. Having seen what the graduates from the school do, let us now turn to the occupations of the citizens of the community.

TABLE XV

OCCUPATIONS OF PARENTS OF PUPILS IN THE HIGH SCHOOL
1938 - 39

Occupations	: Number	: Percentage:
Farming	: 68	: 71.0 :
Mining	: 6	: 6.2 :
Railroading	: 2	: 2.1 :
General work	: 3	: 3.1 :
Electrical work	: 1	: 1.0 :
Milling	: 1	: 1.0 :
Merchandising	: 7	: 7.2 :
Lumbering	: 4	: 4.1 :
House wives	: 2	: 2.1 :
Public office	: 1	: 1.0 :
Mechanical work	: 1	: 1.0 :
TOTAL	: 96	: 99.8 :

For those remaining in the community, it can be seen that the greater number will need to become farmers. There are perhaps other occupations that might be developed, but all must be rooted in the products of the soil.

2. A study of the relative time, cost, and emphasis given to different subjects. The time allowance for all subjects, with the exception of agriculture and home economics, is one hour each day, five periods each week, for a term of thirty-six weeks.

a. Time. In the case of agriculture, the time is seven hours each week per class for the year. A comparison may be easily made by referring to the figures in the table below.

TABLE XVI

THE DISTRIBUTION OF TIME AMONG THE SUBJECTS OFFERED

Subjects	Time in Hours	Per Yr. Percentage
Social Studies	1170	19.3
English	900	14.9
Study Hall	900	14.9
Mathematics	810	13.4
Agriculture	756	12.5
Home Economics	720	11.9
Physical Education	432	7.1
Natural Sciences	360	5.9
TOTAL	6048	99.9

The social studies, as a group, receive more time than any of the other major fields. The natural sciences do not have a fair share of time given to them. More may be said later when the tests and measurements results are brought out. The relative standing in the fields may indicate where there is a need for better distribution of time allotment to fields of study.

The present program allots to the academic subjects a total of 3240 clock hours each year. In the vocational field (agriculture and home economics) there is given an allotment of 1476 hours. This does not include time necessary for special conferences and the time used in visiting and checking projects. These tell only of the hours spent in formal classroom procedure.

b. Costs. The cost, per pupil, of teaching subjects in the various fields has been computed for the purpose of making comparisons. The method used to find the cost of salary for teaching one pupil for a year was to "divide the yearly salary of one teacher among the different classes taught in proportion to the periods devoted to each, and to divide the total amount so obtained for each subject by the number of pupils taking that subject". (The average daily attendance of pupils in the class should be used.) "For finding the cost of non-teaching activities, the same method was used to find the total amount, but the cost per pupil was found by dividing the amount by the average daily attendance of the entire school"³.

TABLE XVII

TABLE SHOWING INSTRUCTIONAL COSTS IN VARIOUS FIELDS.
1938 - 39

Fields	:Number:	Total Cost:	Per Pupil	:
English	: 131 :	810.00 :	6.20-	:
Social Studies	: 160 :	1169.34 :	7.30	:
Mathematics	: 98 :	690.00 :	7.05-	:
Natural Science	: 41 :	350.00 :	8.55	:
Agriculture	: 43 :	1800.00 :	42.00	:
Home Economics	: 71 :	1202.00 :	16.93	:
Study Hall	: 124 :	991.84 :	8.00	:
Physical Education	: 124 :	789.67 :	6.35	:
Supervision	: 124 :	713.00 :	5.70	:
Library	: 124 :	162.00 :	1.30	:

3. Foster, H. H., High School Administration, p.475.

In Table XIV it is seen that the occupations of teaching, home making, and other work, engage more than 60 percent of the graduates of the school. Another 8.5 percent are in college, most of whom are preparing to teach. Only 6.8 percent are engaged in farming. In the Tables XVI and XVII, it will be seen that about 25 percent of the time is spent on vocation subjects, and about one-third of the total instructional costs is for these subjects.

3. Attainment in subjects as measured by standard tests.

For the past four years the school has participated in the state-wide testing program sponsored by the University of Tennessee. In 1936 and again in 1937 only the senior classes were tested. However, for the years 1938 and 1939 the whole school was included in the tests.

TABLE XVIII

TEST RESULTS IN THE SENIOR CLASS OF ALPINE
in 1936

Subjects	:Median Score:	Range :	State Median:
Aptitude	: 107	: 84-154:	134 :
English	: 39	: 20-93 :	51 :
Mathematics	: 22	: 6-38 :	27 :
Natural Science	: 23	: 17-45 :	35 :
Social Studies	: 27	: 10-51 :	35 :
Achievement Total	: 106	: xx :	163 :

The tests show a wide range in aptitude and a corresponding variation in achievement. The aptitude is not up to the median of the state. But, judging from the standpoint of ability, the pupils have achieved well. When placed on a profile chart, and compared on a percentile basis, the bars which represent achievement in the different fields are longer than the bar representing aptitude. The aptitude of the school is such that it is placed in the 25 percentile group; the total achievement places it in the 28 percentile group.

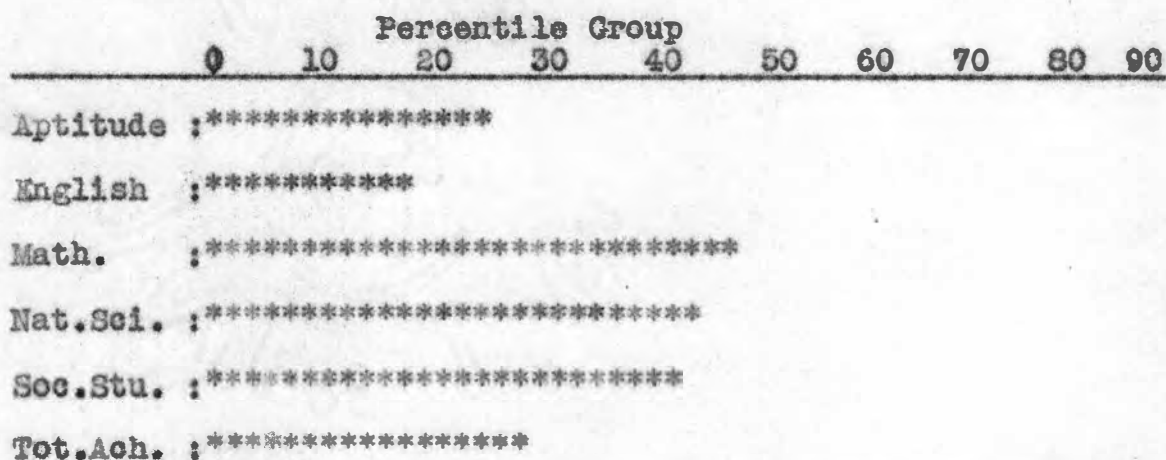


Figure 4. Profile Chart. This profile chart shows the relative standing in the various fields tested in the senior class for the year 1937.

The data for Table XVIII were gathered from tests made using for mental ability, Terman's Group Test of Mental Ability; for achievement, The Sones-Harry High School Achievement Tests.

Again in 1937 the school took part in the state-wide testing program by giving to the senior class, consisting of eighteen members, the tests selected by the University of Tennessee. The tests selected were: Terman's Group Test of Mental Ability, Form B and the Sones-Harry High School Achievement Test, Form B. This time the tests were administered to some 38 hundred pupils distributed over the state in 98 schools. The fields covered were the same as for the year 1936: aptitude, English, mathematics, natural science, and social science. For Alpine, the aptitude showed two points higher; the total achievement showed a gain of one point; but the English took a dive much below what could naturally be expected. The summary of the test is presented in the profile chart for the senior class of 1937.

Pupils		Percentage Group									
A and B in:		0	10	20	30	40	50	60	70	80	90
Aptitude	A	****									(10)
	B	*****									*****
English	A	*									94
	B	*****									74
Math.	A	*****									(45)
	B	*****									86
Nat.Sci.	A	*****									55
	B	*****									98
Soc.Stu.	A	*****									(14)
	B	*****									(69)
Ach.	A	*****									(13)
Ach.Tot.	B	*****									(85)

Pupil A with I.Q. of 88; Pupil B with I.Q. of 119.

Figure 5. Chart showing the achievements of two pupils in the same class in the major fields of study, 1937.

The chart above compares two pupils in the same class. Both passed the courses; one with honors, the other with assistance; both pupils have gone on to college and are preparing to teach. Pupil A was pushed along so that he achieved somewhat above his ability on a comparative basis. Pupil B could easily do the work without putting forth much effort and the chart shows him as having fallen below his expected achievement.

The testing program was carried on in 1938. This time all the classes were tested. Comparison, however, can be done only with the senior class. The class of 1938 took a two point lead over the 1937 class in I.Q., the scores being 95 and 93 respectively. Even though the I. Q. was two points above the previous class, the

percentile rank suffered a loss or drop of four points, falling from a percentile rank of 26 for the year 1937 to 22 for 1938. The achievement ranking was the same.

The range in aptitude ran from the lowest one percentile to the 91 percentile; the I. Q. range was from 81 to 126; and the mental age ran from thirteen years to twenty years and two months. The standing in achievement was as follows: English ranged from the 1-percentile to 74-percentile with a median in the 12-percentile group; mathematics ranged from the 5-percentile group to the 80-percentile group with the median in the 48-percentile group; natural science ranged from the 2-percentile to the 66-percentile with a median in the 41-percentile rank; the social studies ranged from the 6-percentile rank to the 91-percentile rank with a median located in the 29-percentile group; and the totals ranged from the 1-percentile group to the 71-percentile group and with a median for the class falling in the 29-percentile group.

These were based on norms resulting from the state-wide testing program. The tests were given at about the same time in the schools in Tennessee. These schools were widely distributed and great enough in number to give a fair sampling. Any great difference in time of administering the test was adjusted by adding to or taking from

the scores in a manner so as to make the test a fair comparison with other tests given.

In order to understand the foregoing statement about the percentile ranks in the various subjects, the following explanation is given:

The percentile rank may be interpreted thus: a pupil having a percentile rank of 1 is surpassed by 99 percent of the high school seniors in that subject in the state; if his percentile rank is 100, he is exceeded by no percent of high school seniors in all the state, or is in the highest 1 percent; if he has a percentile rank of 37, then, 63 percent of the high school seniors of the state made scores higher in the subject than he did.⁴

TABLE XIX

GROUPED FREQUENCY OF THE DIFFERENT CLASSES IN SCHOOL
FOR I. Q., 1938

I. Q.	Frequency						
	School:	Seniors:	Juniors:	Sophomores:	Freshmen:		
126-124	1	1					
123-121	0	0					
120-118	0	0					
117-115	2	0	0	1	1		
114-112	0	0	0	0	0		
111-109	3	2	0	1	0		
108-106	4	0	3	1	0		
105-103	2	2	0	0	0		
102-100	9	1	2	3	3		
99-97	4	1	0	1	2		
96-94	17	3	7	5	2		
93-91	17	4	3	7	3		
90-88	17	2	5	3	7		
87-85	10	0	3	2	5		
84-82	14	1	4	8	1		
81-79	6	0	1	2	3		
78-76	5	0	2	1	2		

4. Letter sent with tests and dated May 5, 1937.

The median I. Q. for the school in 1938 was 91.5; the median for the Senior Class was 95. The median for the Junior Class was 90.5; for the Sophomore Class, 91.5; and for the Freshman Class, 89.

TABLE XX

DATA COMPARING SENIOR CLASSES DURING FOUR YEARS, 1936-39,
MEDIAN SCORES

Subjects	Years			
	: 1936	: 1937	: 1938	: 1939
APTITUDE				
I. Q.	: 92	: 93	: 95	: 89
File	: 24	: 26	: 22	: 22
English	: 31	: 17	: 12	: 27
Mathematics	: 43	: 45	: 48	: 33
Natural Science	: 40	: 42	: 41	: 33
Social Studies	: 35	: 58	: 34	: 23
Achievement Total	: 35	: 29	: 29	: 20

Table XX makes it possible to compare the achievement in the various subjects by the senior classes during the four year period. The average ability has varied six points. The achievement has varied four points. All the subjects have been consistent in staying well above the median score in Aptitude except in the case of English. It has oscillated up and down. This may be caused by the lack of the use of books and reading material.

The tests given in March, 1939, were the Otis Quick Scoring Mental Ability, The Myers-Ruch High School Progress Test, and the Iowa Silent Reading Test (Advanced). The tests were administered to all the pupils in the school, and were checked and tabulated by the University of Tennessee.

The data for the classes 1938 and 1939 can be readily observed in tabular form:

SENIOR CLASS		Percentile Rank	
Median Aptitude for the class		1939	1938
I. Q.		89	95
Percentile		22	22
Reading		39	--
English		27	12
Mathematics		33	48
Natural Science		33	41
Social Studies		23	34
Total Achievement		20	29

JUNIOR CLASS			
Aptitude:	I. Q.	91	93
	Percentile	25	22
Reading		17	--
English		13	8
Mathematics		32	51
Natural Science		29	38
Social Studies		27	24
Achievement Total		18	21

SOPHOMORE CLASS			
Aptitude:	I. Q.	91	88
	Percentile	38	33
Reading		40	--
English		41	27
Mathematics		47	46
Natural Science		56	30
Social Science		68	16
Achievement Total		43	27

FRESHMAN CLASS

Aptitude: I. Q.	86	89
Percentile	25	38
Reading	30	--
English	26	32
Mathematics	58	47
Natural Science	35	28
Social Science	33	43
Achievement Total	30	25

Comparisons may be made between the same subject given to different classes. Reading has been given only one year so that does not lend itself to comparison. All other subjects have been given both in 1938 and in 1939. These test results make it possible to determine teaching efficiency, by noting improvements or lack of improvements in a particular class as it progresses through the school. The aptitude is known and a comparison with other schools, ability for ability, may be made. If the percentile rank in any subject does not equal or exceed the aptitude, expressed in percentile rank, then something should be done to determine the cause, and to remedy it.

In general, the teaching is fairly efficient. This is especially true in the fact that much time is given by the teachers in community work and in extra-curricular work. Since tests measure the subject matter that is usually included in formal classroom teaching, the extra-curricular matter does not show up in the tests.

These extra-curricular activities include very important things, and should be noted when trying to determine the efficiency of the teaching.

4. Type, spirit, and efficiency of classroom instruction.

The type of instruction given would probably be considered relatively high. It has been pronounced so by supervisors. Then, too, the test results show that the pupils have achieved well on a comparative basis. This, in addition to the fact that much time is given over to extra-curricular activities, means that efficient work must have been done since much was accomplished in a reduced period of time.

The spirit of service motivates the work of the teachers. The idea of service to the community is part of the task of the teacher along with the regular classroom instruction. Occasionally, a teacher volunteers her service to the school and the community. Service is rendered to the outlying community centers through conducting Sunday Schools, special services, singing, and other common interest programs.

5. Differentiation of program to meet individual differences and group needs.

It has been seen from the tests that there is a wide variation of ability among the pupils in the same class. Some provision should be made to accommodate the work to ability. There is now no provision made whereby the courses are attuned to the varying abilities of the pupils. The teacher

sets the standard so that those pupils that are in the lower limits of ability can, by persistent effort, merely pass the course; the abler pupils then are able to do the work without much effort. This system works those of less ability too hard, while, on the other hand, the brighter pupils are trained in habits of idleness and inefficiency, because the work is not of sufficient difficulty and amount to keep them constantly working up to their abilities.

The subject matter is selected with the idea of meeting group needs. The school is located in a rural area. Those things that are helpful for the life as it should be lived in the surroundings, in as much as it is possible, are given. There is a felt need for a better type of agriculture; hence, much time is devoted to that subject. A larger group of the graduates take up home-making than any other business; therefore, emphasis is placed on the course in home economics. Industrial arts courses have been prominent at times, because of the training that is offered that would be helpful in rural living. The other courses offered are standard and offer foundation material from which to build the more utilitarian courses.

It is hoped that there will be provision made during the coming year to adjust courses to the abilities of the pupils. This might use some such scheme as is carried out in the contract plan. There should be set a minimum standard for both quantity and quality of work required. That minimum would entitle the pupils to a mere pass. Other standards should be set that would carry various degrees of honor when attained.

6. The efficiency of supervision. During the past history of the school there has been little supervision as such. Each teacher has been assigned his task and left to work out his courses and present them in the best manner possible. Generally speaking, experienced teachers have been employed, so that little supervision was necessary. Then, too, the principals have always been loaded with teaching and other work that little time was allowed for supervision. During the past year, the hour period has been used. This made it necessary for the principal to have 50 percent of his time for supervision. Supervision has not as yet been very effective.

CHAPTER VII

EXTRA-CURRICULAR SCHOOL LIFE

1. General community of the school. A school should be an epitome of society at its best. The extra-curricular activities should include those activities that make for a wholesome society. The school at Alpine offers many opportunities to participate in wholesome recreation and in activities that make for a better community relationship -- a singleness of purpose.
2. Teacher-pupil relation. In the Alpine school, much is expected from the teachers. There have been many excellent teachers here in the past who have set a high standard, not only in excellent teaching methods and scholarship, but in service to the community. Much more is expected of the teachers of the high school by the people in the community than is expected of the teachers in the local elementary school. There is generally a pleasant relationship existing between the teacher and pupil.

The teacher's task is not only to present subject matter in the classroom in an acceptable manner, but to live so that he is an example for others to follow. He

is to do more than teach good actions; he is to inspire right actions and make them popular.

Because of the high standards that have been set as the result of excellent teaching, it appears sometimes that the work of the teacher is not appreciated and proper recognition given. This condition, however, appears only on the surface, for deep in the feelings of the people there is an understanding and recognition of the work that is being done in the community by the school.

3. Discipline. The problem of discipline is of primary importance in any school. As proper training becomes effective, to that extent the matter of exterior force becomes less necessary. With proper and effective training, pupils develop motives for proper actions and are directed from within. The state authorities make it mandatory upon those in charge of a school to have it well organized and disciplined. These specifications must be met before a school can be recognized.

The matter of control is important for every class and for every teacher. Unless there is order and attention in the class from all present, no matter how much the teacher knows and how hard she tries, very little can be taught.

In our opinion the best type of discipline is a self imposed discipline. This cannot always be attained. The next thing to do, then, is to get discipline through other means. Most pupils have to have inspiration and direction for their work and this must come from the teacher. One of the things that was mentioned most in the Patrons' Suggestion Sheet was the fact that the school should have better discipline. Whether this attitude is the result of the ideas born of earlier types of schools or whether there is a deficiency is difficult to understand. Speaking of the efforts at training for better conduct, Campbell says¹:

"These enterprises have been misunderstood, and the older people who remember the authoritarian methods of the days of Judge Roberts' school look askance at the anaemic disciplinary measures of the present generation."

Some advances have been made by the methods referred to in the statement, while at the same time there are some pupils that will not respond to this type of training and there must be other means for handling these cases. After all, we are training for citizenship in a democracy and, if the training is to be the most effective, it must be of such a type that the pupils will have developed certain means of control from within to the end that there will be need for a very small amount of

1. Campbell, R. T., Survey for thesis, p. 61, Union Seminary, 1938.

exterior control or coercion. The success of a democracy depends upon the ability of self-direction of its citizens. It is the business of the school to help in this training.

In Alpine Institute each teacher is expected to handle those cases coming under his or her immediate sphere, unless it is a problem that demands very strenuous measures. Special cases are handled by the Executive Committee. All teachers are responsible for giving assistance in these problems at any place and time. The number of cases for disciplinary action has been slightly larger than usual during the past year. This, I think, comes from the fact that some pupils have misunderstood the motive for the type of training and have mistaken it as weakness in administration; the attitude is born, not as the result of happenings of the immediate situation, but is deeply rooted in the past. Resentments that were aroused early in the history of the new school are still extant. One cause that alienates some of the patrons in the immediate community and thus gives opportunity for criticism of the policy of the school is the discontinuance of the local board. Even though this is not very vocal to the school authorities, it shows up in attitudes of parents and especially of pupils from that area. The best type of discipline, then, cannot be developed to the highest degree without proper attitudes on the part of the

patrons and the student body.

4. Social life of the school. Much time and effort are spent in developing healthful social life.

a. Moderate amount of boy-girl relationship. Due to the fact that school is a place of living and training for living, and since in the natural course of affairs there will be associations with humanity at large, there are no restrictions against a moderate amount of social relationships between the sexes. The school makes provision for the development of social life through different types of activities.

b. Picnics. Picnics are popular as a means of recreation and offer opportunity for association. Each class has come to regard as inalienable the right to have a number of picnics and parties during the year. Many of the occasions are restricted to class rather than to have too many invitations issued to those members of other classes for whom there is a special attraction to members of the class that holds the picnic. The Junior-Senior picnic held near the close of the school has been an annual affair for the past nine years. This is a gala occasion to which the members of these classes look forward.

c. Parties. Class parties and general parties are held during the year. They are held to meet a social need. The only recreation for the young people, much of the time, is of the commercial variety and this is

reached only after a trip of some distance. The type of recreation at these parties is of a wholesome nature and under supervision. Singing games, folk games, and party games are the materials from which most of the entertainment is derived. The young people look forward to these game nights. These games, however, are looked upon by some of the older people of the community as something to be endured. There has been an aversion developed to these party games which is deep-rooted and is perhaps connected in religious convictions, as is the case with playing cards. One person said, "I reckon that I did every mean thing a boy could do when I was young except play cards." Many, when questioned about the advisability of singing games and the form of recreation at the parties, said that they did not know what the recreation was like. When given an invitation to attend, they registered their unconcern or disapproval by not attending.

d. Christian Endeavor. The Christian Endeavor is an organization sponsored by the church. The pupils in the dormitories are all active in the work and also all the young people of the neighborhood that live within reach of the place. There was a reported membership of fifty to sixty in average attendance. The meetings are held once each week. During the past year the organization, at the suggestion and under the direction of the minister, have been trying to develop the curing and

marketing of black walnuts. As a result of these efforts, one person in the community reported having marketed more than ten dollars worth of walnut kernels from one tree.

e. Athletic games. Athletic games such as soft-ball, volley-ball, baseball, and basketball make up only a part of the social life of the school. During the past year the school won the greatest number of points in the athletic contest held during the county fair. These contests included: soft-ball, volley-ball, foul shooting for basketball, foot races, baseball throw, for both boys and girls, and the high jump and broad jump for boys.

The school has been outstanding in basketball when the small amount of attention given to that sport is considered. So far as the writer is aware, the school has never gone out and scouted for players and certainly it has not done so in the past nine years. During the season of 1928, the team did so well that it was chosen to represent the state in the inter-state play held in Chicago. The year 1934 saw another championship team. That year the team won the county championship; it went to the district tournament, doubling the score on its nearest opponent; and finally won over what was considered the best team in the state. There was no state tournament held that year. Many other trophies have been won during the past decade. During the past three

three years, the teams, both boys and girls, have reached the semi-finals in the district meets.

f. Physical education. Training in basketball has been carried on during the physical education period for the most part. This has been necessary, due to the fact that many of the players ride the school bus and must leave immediately after school is over for the day. Training has been done under difficult circumstances. The whole group, however, has not been neglected at the expense of the training the few for basketball, or for inter-scholastic contests. The schools, generally, have been living in the land of "Reversa"; they have been giving all their time and attention in training the strong and allow those who actually need training to have none. Alpine School gives all an opportunity to engage in play and insists that all play something.

g. Sunday-afternoon social hour. There are some thirty to thirty-five pupils living in the dormitories during the school year. Many times these pupils cannot find ways of spending the afternoons on Sunday. This has been provided for by allowing an hour for having callers. The boys of the dormitory, of course, are allowed to be free to visit at the nearby gathering places, but the girls must remain on the school campus, hence the callers.

5. Literary, dramatic, music, and departmental clubs.

These features are a necessity for a well-rounded program in any school.

a. Literary clubs. For literary work there have not been any formal organizations as such for several years. There was at one time during the past decade a debating society. This society was short-lived and its function has been taken over and embodied in the work of the English classes. The English department sponsors short plays during the school year in addition to one long play given by each class yearly. Special pageants or plays are sponsored at Christmas time and, at the close of the school year, in connection with the Church work and the Christian Endeavor. These activities usually offer as much opportunity in these fields as there is time to be given to it.

b. Orchestra. The orchestra was organized as the result of a felt need for an opportunity to offer some means for the development of the local music talents. At one time there were some fifteen pieces, consisting of five violins, two mandolins, a banjo, a piano, and six guitars. Many enjoyable evenings have been spent playing jigs, reels, and other music suited to the fancy of the group. The orchestra took the prize at the county fair for furnishing the most entertaining feature during stunt night.

c. Glee Club. The girl's chorus has developed into a good size group that sings well. There were some thirty to thirty-five members. Besides singing in church and at special functions, the chorus sang at the county fair in 1937 and again in 1938 and were adjudged the best girls' chorus in the contest. The music teacher has made quite a collection of folk songs and ballads which have been taught to the members of the chorus. These, in addition to the other songs and hymns that were taught, have given quite a rich collection of songs for the singers.

d. Girl Scouts. A troupe of girl scouts under the direction of one of the teachers has been organized. There is a membership of six and there are four meetings held each month. These girls are taught the scouting creed and are inspired to put this into effect. One of the members, whether this is caused by her membership or whether her membership was the result of this trait, shows a spirit of helpfulness and good citizenship qualities that is not usually exhibited.

e. Home Economics Club. In 1938, the Home Economics Club was organized in the school from members of the home economics classes. The meetings are held once each month, at which time a program is given on subjects dealing with home making and other matters of interest. There is a membership of thirty. The home economics

teacher sponsors this organization and supervises the construction and execution of the programs.

f. Future Farmers of America. The Future Farmers of America is a national organization. The chapter at Alpine was one of the first to be organized in this region. It has been in existence here for more than a decade. The organization has its creed and does much to inspire boys to do a better type of farming and to develop into a more desirable type of citizen. There are several chapters within a distance of thirty miles. These chapters get together occasionally for an evening of social features. During the past year they had a contest in the use of parliamentary procedure; at this contest, the Alpine Chapter won first place. An Alpine boy was chosen as district president for the combined chapters. The Alpine Chapter has its regular meetings twice each month. There is a membership of thirty-seven.

g. Hobbies. During the past year, because of being crowded out with other matter, the hobbies were not quite so much in evidence. In the years immediately preceding there were several hobby groups sponsored by teachers. All pupils were encouraged to select some hobby. Some of the things chosen were: fun with chemicals, singing games, first aid, water coloring, musical pipe-making, and tree and nature study. During the past year there has been a class conducted in wood carving.

All these organizations: literary work, the Christian Endeavor, the orchestra, the glee club, the girl scouts, the home economics club, The Future Farmers of America, and hobbies, all have an important role in the training of the young people of the school and to unite them in organizations having definite purposes under which a teacher may work and exert an influence upon the lives of the young people during the adolescent years.

6. School publications. In 1932 the senior class, with only the meager equipment in the printing department, made an effort to publish an annual. Much of the work was done, but the materials were never assembled into the finished product. This matter inspired the senior class a few years later to take up the same type of work and to complete the first publication that might be termed an annual. All the work was done in the printing department. Cuts were made on linoleum covered blocks and pictures were pasted in to make a fair representation of an annual.

About 1934 or 1935 there was agitation for the publication of a newspaper. A prize was offered to the person choosing and presenting the best name for the paper. The name of Mountain Eagle was chosen, but the "bird"

never made it appearance.

During the past year, under the direction of the sponsor of the junior class and the English teacher, there appeared two mimeographed copies of a school paper. The final edition was the senior class edition and acted as the school annual. Some drawing was done for illustrations. The senior class had pictures taken in a group and pasted these in the annual. To say the least, it was a very nice beginning, and laid the background for bigger and better work next year.

7. Athletics. This subject has been mentioned earlier under the heading of physical education. The outstanding game of the school is, and has been, basketball. The school has engaged in baseball at times, but the one game that has been uppermost in the minds of the students is basketball. For the past ten years, with the exception of a year or two, the teams have been coached by one person. Very little time has been given because of the fact that the pupils are widely scattered and it is almost impossible to have any practice at night. Two forty-five minute periods each week have been given to each team -- a team of boys and a team of girls. Only occasionally have there been practices after school. A dozen or more trophies have been won under these conditions.

Recently some time has been given to volley-ball and soft ball. These games have quite an attraction and can be selected to fit weather conditions. Volley-ball can be played in the gymnasium when it is raining or when the ground is wet. Baseball offers an opportunity to play in the open. The school does not play any football.

8. Religion and moral status. The larger part of the funds for the running of the school is supplied by church organizations. The people are for the most part members of some church. The school records show that nearly half of the school registrants are church members. (For figures see the section on churches.)

The moral status is an intangible thing. There are no definite criteria that will enable one to give exact status. But, in a neighborhood where influences for good have been working for over a century, and where a large percentage of the patrons and pupils of the school are members of the church, judgment will not be far wrong to state that the moral standards are stable and high.

9. Opportunities and practices in training for personality, leadership, and civic efficiency. The school offers some opportunities for training in leadership, developing those qualities that make for leadership and good citizenship.

a. Class organizations. All the classes are organized and encouraged to act as a unit. Many of the social functions are carried out through the medium of the class organization. The classes usually meet during the first week of school and organize by electing a president, vice-president, secretary, and other necessary officers. Each class also chooses a sponsor and adviser from the faculty. In this manner the group learns to act as a civic body. They have learned to organize and to carry on the business as a body. They have to acquiesce to the will of the group. Some of the students have a chance to learn the art of leadership by holding school offices. The others learn to select leaders and then to be followers of the good leaders.

b. Chapel programs. Chapel exercises are held each school day. The length of the period allowed for this is about fifteen minutes. Occasionally more time is taken. This period is devoted to the reading of the Scripture, and other inspirational readings, to discussions that point to a better life, and to singing. The student body is asked to drop the cares of class work and, for the short time, think on things that will elevate the soul and inspire the mind to higher things.

On special days, programs are prepared by students. This is usually done through the class organizations or by certain classes directed by the teachers. An Armistice Day program, an Arbor Day program, or a Labor Day program are examples for such occasions.

Fridays are usually given over to the singing of folk songs and other secular songs. These periods given over to singing do not exclude sacred songs, hymns, and spirituals.

c. Arbor Day. Arbor day of last year offered an opportunity for the senior class to plant a tree with an appropriate ceremony. This offered an opportunity, not only to participate in a program, but to teach the importance of timber and the conservation of the timber supply. It also brought out the idea of beautification of home grounds and public grounds. The agriculture classes have spent some time in planting shrubbery around the new grade school building. These same classes have helped to prepare the lawn and sow it in grass. These are excellent means for civic training.

d. Pride in school and community. These activities mentioned are means of developing pride in the school and community. The Parent-Teacher's Association has been greatly interested in school improvement. Several improvements have been made in the elementary school as the result of the interest shown in this organization.

A few of these are a drinking fountain, books for the library, ventilation boards for the windows, and the serving of hot lunches for the school children. Stone walks have been begun and will probably be finished next year.

CHAPTER VIII

SCHOOL AND COMMUNITY RELATIONS

1. Community educational attitudes. The people of the community seem to estimate very highly the value of an education. The parents make a great sacrifice in order that their children may go to school. Pupils travel on an uncomfortable bus for a distance of thirty miles to attend school. They must leave home in the winter time before it is light and do not get home in the evening until after dark. A great value is placed on education.

The school was located in the community in the teens. The people sacrificed heavily in order that it might be established here. The citizens of the community bought the farm on which the buildings are located and presented it to the church board. Many of the citizens made subscriptions in money and in labor to help erect the school building. These sacrifices came from parents in order that their children might have a better opportunity than they themselves had had. There was a great community spirit in those days. There was something to fight for -- there was something to be won, and they all responded accordingly.

The school was built and many of the young people have had training in the school that their fathers helped establish. These young people have gone out as leaders and as teachers in many parts of the county and even into other counties in the state. At least there are half a dozen that are leaders in agriculture as teachers in schools and as county agricultural agents.

The school is established. It is still making its improvements in standing and in efficiency, but there is a felt lack of enthusiasm for the school's success. There certainly is not the community spirit that makes for the greatest success. This may be in the fault of management -- no provision made for patrons to take more part in the management of the school, perhaps in an advisory way. Certainly, the people would not stand for the school to be withdrawn.

2. Community activities carried on by the school. There are many activities carried on by the school in which the people of the community take part. Many of them are responded to very wholeheartedly.

a. Farmers institutes. During the spring of 1938, a Farmers' Institute was held at the school. Invitations were sent to all the farmers within the area served by the school. There was a wholesome response. Farmers came from many miles distance to attend the two-day affair. The topics were of interest to farmers generally.

The theme was better live-stock and better farming. Some of the men in the area who had made a success along a particular line were brought in and requested to tell of their success and how it was accomplished. Between 150 and 200 farmers attended that meeting. At these meetings other topics were discussed. The matter of health was discussed by our nurse and by a representative of the health department doing extension work. The local doctor attended and lent his support to the program. The place of the school in the community and the program of the school were discussed. The meeting was a great success and people were greatly benefitted by having received helpful information, on farming, in matters of health, on what the school is doing, and in added inspiration in carrying on the work at home.

b. Cooperative study groups. Earlier in this work it has been stated that under the present system of economy the amount of goods produced will not support a very much greater population. Even now, many do not have sufficient income to maintain the family with more than the bare necessities of life. With the idea of trying to do something to improve the economic status of the people, a series of meetings among the farmers, known as cooperative study groups, have been held. Here

the farmers discuss conditions and try to discover the greatest needs. These meetings were directed by the teacher of agriculture. Needs such as these were discussed: a money crop must be added to live at home farming; cooperative marketing should be added to better production; soil building and conservation must be a part of the program; et cetera. These meetings were well attended and much interest shown. Sufficient time has not elapsed to give the ideas time to bear fruit. We do know that the farmers are uniting to produce better beef cattle, and that some are considering the more efficient production of hogs.

3. Open night. The patrons of the school were invited to a program portraying the work of the school. The great value of a program of this nature is the fact that it shows the patrons something of what is being done. Each department of the school presents materials for that department. This results in the bringing of the school and community closer together.

4. Singing and music. Singings are dear to the people of this region. They love to sing. The school has given assistance in some of the nearby communities by having members of its staff assist in conducting singing. People attend these meetings with great faithfulness. It is not uncommon to have people attend who have walked four or five miles and then must return after night the same distance.

The school orchestra has had many pleasant visits in the homes in the community. These visits are enjoyed alike by both the members of the orchestra and the host. After the concert is over, the host always serves refreshments to the members of the orchestra and the visitors.

5. Recreation. Since the school is a community school and there are no other facilities, it acts as a recreation center also. Many of the young people who are not in school come into the school once each week during the winter months and use the gymnasium. Occasionally there are independent basketball games played. During the summer there have been baseball games as a means of recreation, for the people of the community.

Recreation, however, has not been organized and developed to the extent so that it is serving adequately the community. This, we hope to do soon. There is now being built a new gymnasium and an athletic field is being graded. This will increase the school's facilities for service. The shop is used by only a few people. There should be some one in charge who has time to look after it and then have it open nights for those who wish to do work. The library also should be open certain nights of the week and should continue through the summer months. There must be a more extended use of the school plant if the school is to serve to the fullest of its possibilities.

6. Health. The community has the service of a full-time nurse. The nurse of the school works in conjunction with the Upper-Cumberland Health Unit with headquarters in Livingston and serves four counties. Emphasis is laid on public health, rather than bed-side nursing. The nurse, nevertheless, is subject to call at all hours of the night to attend to any sickness that might arise. She is to be had without cost, but the doctor has to be paid.

An idea of the work being done in this area may be gathered from a report given to the Executive Committee for the month of January, 1939. The report is as follows:

Report of health work carried on during January, 1939

No. of grade schools examined in district in cooperation with the county health dept.	5
No. of immunizations done in grade schools	211
No. of immunizations done in high school	20
No. (Typhoid inoculations done last year)	
No. of immunizations done in community	40
Pre-natal clinics	1
Pre-school clinics	1
Health talks in high school	4
Health talks in grade schools	8
Home nursing, personal hygiene, and baby care classes for high school girls commenced, per week	2
Course of health instruction, with aid of Dr. Pearson of the Health Dept. commenced, (boys)	2
No. of tuberculosis patients visited	12
No. of pre-school children visited	35
No. of home nursing treatments in the home	4
Calls made other than nursing	26
No. of people taken to chest clinic	4
Glasses procured for students	2
No. of treatments given in the dispensary	40
Sun-porch for tuberculosis patient completed	

This report shows something of the nature of the work being done in the community through the school by the nurse.

7. Social status of the teachers. The status of the teacher is altogether one of public servant. Very little time may be considered free. The teacher may not say "Do as I say", but must live in such a way that he can be held in high esteem, but the person occupying the position has difficulty in living up to the expectation for him.

8. Cooperation of the home, the church, and the other organizations with the school.

a. Homes. In general, the homes give a quiet support to the work of the school. There is a Parent-Teacher Association in the community, but there are too few members to make the work as effective as it should be. Nevertheless, those who do come to the meetings have done a splendid piece of work in helping to build a good school spirit and also for material equipment for the grade school. The people of the high school have given full aid in the carrying out of the projects of the grade school. One of the biggest things a Parent-Teacher organization can do for the school is to weld together all factions of a community to create proper school spirit and support. This may come in a larger and more vocal way with more incentive and direction.

b. The church. Just as the school looks to the church organization for support; so the local church looks to the school for assistance in carrying on the work. The two institutions are working along together giving mutual support. For many years the music teacher of the school has taken charge of the music for the church. Most of the members of the choir have been students and teachers in the school. The church furnishes accommodations for special school programs, as commencement and other programs connected with graduation.

9. Other organizations. There are no other organizations as such in the immediate vicinity. The Masonic order has a local chapter at Brown's Chapel, about two miles away, and there is also a chapter located at Shiloh. There has never been any action taken by the organization in the way of support of the school, but the members as individuals are lending support to the work of the school.

In summary, it may be said that we have very good support for the work. For the most part, however, it is of the quiet type. The very few who are not always pleased and voice displeasure make it seem as if the status is not as good as it really is. The supporters are overwhelmingly in the majority, and need only the opportunity to voice that support.

CHAPTER IX

RECOMMENDATIONS

From the data presented it is seen that Alpine Institute is a high school whose primary purpose is to serve the population of a rural community. This is in contrast to most schools of similar type which usually serve, primarily, boarding students. As previously stated, it is the aim of the school to train each person for effective participation in social living; to place emphasis throughout the whole program on more abundant Christian living in the rural community; to act as an activating force for good in the community; and to train individuals in fundamental subject matter.

Growing out of the findings of this survey, the writer's knowledge of conditions, and the philosophy of the school, the following recommendations are offered:

1. Curricula. The curricula should permit more complete use of the environment as a source of educational materials. Local conditions and materials should be used to make courses more real to the student.

- a. Science courses. The science courses might utilize the physical environment in the following projects:

- 1) Care of the campus. The biology class might make a study of the plant life of the campus; the class

in home economics might make plans for beautification; the class in agriculture might plant trees and shrubs, and grass seed.

2) Care of buildings and equipment. The care of buildings and equipment and repair work might be made part of the course in home mechanics and woodworking.

3) Gardening. Many of the homes do not have an adequate supply of vegetables for the whole year. The school farm should have a demonstration garden.

4) Poultry project. The facilities of the school for raising poultry should be used for training pupils in that enterprise and as a demonstration to prospective poultry raisers.

5) Dairy herd. The dairy herd might also be used in the same manner as poultry.

6) Forestry. In view of the fact that the great timber resources of the region are about spent as the result of wasteful management, the rudiments of forestry might be taught.

b. Social environment. Greater use should be made of the social environment.

1) Sociology. The course in sociology might be extended to a full unit course. Local problems should be the subject matter of the latter part of the course. Surveys could be made and a general knowledge of the community could be gained as a result of the study.

2) Religious education. This should be made a vitalizing force by pupils carrying aid to surrounding communities. This would take the form of assistance in Sunday School and in other meetings of social nature.

3) Civics. Civics should become more of a laboratory course in which the pupils concern themselves with the working of the government in local affairs and with putting into practice certain civic functions learned about in the more formal aspects of the course.

4) Folk culture. The school should continue to use and raise to a place of respect those local cultural heritages that seem worthwhile, particularly folk music and games.

c. Integration and adaptation. Certain courses in the curriculum should be integrated. There are other instances that call for adaptation of subject matter to level of student ability.

1) Change English literature to the third year of high school that it may be integrated with modern history.

2) Place American literature in the fourth year of high school that it may be integrated with American history.

3) Place more emphasis on the English courses, but, at the same time, make them practical by integrating them with the history and science courses.

4) Add a third year of home economics. This

course should be made very practical by making use of those things that train in better home-making.

5) Add two courses in industrial arts -- wood-working and home mechanics. This would require the employment of an additional teacher.

6) Add a course in general mathematics to adjust course to abilities of those entering the high school. This course should be followed by first year algebra and plane geometry. The geometry should be for those who desire to take it.

7) Add a course in music for which credit would be given, but relate it to needs. It should be built upon the existing foundations with the idea of orientation into a love for the best in music as shown by the test of time.

2. Extended use of library. There should be more extensive use made of the library. It should serve not only the pupils in the school, but the pupils in elementary schools of the community and adults of the neighborhood.

a. The library should be rearranged and the books placed in a manner to attract attention. The auditorium should have shelves for general reference works and for fiction and works of general interest.

b. The library should be open at least one evening each week for use by the public.

c. Books and magazines. More magazines should be added. Also there should be more usable and attractive books added to the library.

d. Circulating library. The elementary schools and the homes in the community should be served by means of a circulating library.

3. More extended use of shop. The shop should serve a wider purpose by:

a. Making use of the shop equipment to train pupils in the use of tools. This training should have practical application on projects at home and on the school property.

b. Opening the shop certain periods during the week for use by people in the community.

4. More extended use of gymnasium. The gymnasium should have more extended use for:

a. Suitable physical education for all pupils in the high school;

b. Use by certain organized groups not in the school;

c. Wider variety of games for school group;

d. Use of folk games to supply recreation and entertainment rather than commercial forms of entertainment.

5. School and classroom equipment. Because of inadequacies in equipment it is recommended that the following be added:

a. Tables for reading room and study hall

b. Substantial chairs for the study hall

- c. More home economics equipment to make it adequate,
- d. New laboratory desks for the science room
- e. Radio
- f. Service counter for office
- g. Equipment for the gymnasium
- h. Two drinking fountains inside the building
- 6. The bathrooms should be overhauled and placed in order that they may be used instead of the outdoor privies.
- 7. The home economics rooms need new floors.
- 8. Economic. Something should be done to raise the economic status of the people. The agriculture department of the school advocated to the study groups, composed of farmers of the community, the following objectives:
 - a. Add soil building to soil use.
 - b. Add money crops to live-at-home farming.
 - c. Produce better quality products.
 - d. Balance animal production and plant production.
 - e. Add winter farming to summer farming.
 - f. Add forest management to field management.
 - g. Add processing to production of raw materials.
 - h. Add marketing skills to producing skills.
 - i. Add power of organization to the benefits of personal efforts.
 - j. Add skills as a business man to skills as a farmer.

9. Continue use of the dormitories to give opportunity for those living in sections too remote to be in reach of school. School should be made more available by offering full-time scholarships to worthy pupils in need of such assistance.

10. Administration and instruction. Because of certain inherent characteristics of a committee, it is not suitable for executive work. It would function as a policy forming and advisory body.

a. A principal should be appointed with authority equal to responsibility.

b. An advisory council, provided it is properly constituted, and its functions carefully selected and defined, should be formed to work with the principal.

c. Teachers, under supervision, should make use of the profile charts resulting from the tests so as to individualize instruction and accommodate the courses to the ability of the pupils.

11. Attendance.

a. More adequate means of transportation should be supplied. Steel-bodies busses should be used and enough to prevent crowding on the long trips.

b. Make attendance better by making it attractive.

c. Visit homes to learn of homelife of pupils.

In the light of the writer's knowledge of the school, and of the community, the foregoing recommendations are not at all impossible of realization in the near future.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Avent, Joseph E., Letter sent with test results. University of Tennessee; May, 1937.
- Alpine Institute, File on Historical Material:
Allison, Edith, "History of Alpine," English theme.
Annual Catalogs for Alpine School, 1880 and 1892-93.
Doran, Rev. Paul E., Letter.
Miller, Dr. J. H., Letter.
"Student Repository" 1847.
- Bobbitt, Franklin, The Curriculum. Boston: Houghton Mifflin Company, 1918.
- Campbell, Rolli T., "The Place and Function of the Protestant Church in Rural America," Thesis, Union Seminary, 1936.
- Community Handbook. Memphis: The Progressive Farmer Publishing Company, 1935.
- Course of Study for Secondary Schools in Tennessee. Nashville, 1938.
- Elwood, C. E., The Psychology of Human Society. New York: D. Appleton-Century Company, 1925.
- Foster, Herbert H., High School Administration. New York: The Century Company, 1928.
- Frank, J. O., The Teaching of High School Chemistry. Oshkosh: J. O., Frank and Sons, 1932.
- Lumley, Frederick E., Principles of Sociology. New York: McGraw-Hill Book Company, Inc., 1935.
- Sanderson, C. E., "Democracy and Community Organization," Proceedings of American Sociological Society, XIV: 84.
- School Life, Cover Page, April, 1937.
- Snedden, David, "Communities, Associate and Federate," American Journal of Sociology, 28: 681, March, 1923.
- Souder, M. Attie, "Survey of Alpine Community," Files of Board of National Missions, 156 Fifth Avenue, New York City.
- Taylor, Rev. Bernard M., Alpine, Private Files.
- U. S. Geological Survey Map.
- Williams, L. A., The Making of High-School Curricula. Chicago: Ginn and Company, 1928.

APPENDIX

—

Name-----

QUESTIONNAIRE FOR SURVEY

1. Age of head of family_____
2. Number in family_____
3. Ages _____
4. Number of rooms_____
5. Grade attained by father_____
6. Occupation _____
7. Own home_____
8. Number of Acres_____
9. How long on this farm_____
10. No. of moves in ten yrs.____
11. Have Telephone_____
12. Source of water supply_____
13. Have electric lights_____
14. Kind of toilet facilities____
15. Running water in home_____
16. House painted_____
17. Outbuildings painted_____
18. House screened_____
19. Is lawn attractive_____
20. Have an automobile_____
21. Washing machine_____
22. Radio_____
23. Take daily paper_____
24. Name other papers_____
25. Do family read books_____
26. Enjoy games and music together____
27. What entertainment in home____
28. Famous paintings in home_____
29. Home insured against fire_____
30. Life Insurance_____
31. R.F.D. Service_____
32. Number of books(not Sch.)_____
33. M'ber of what church_____
34. Attend church and Sunday S.____
35. Children attend _____
36. No. of acres of corn_____
37. No. of apple trees_____
38. Other fruit trees_____
39. Do you buy feed_____
40. Kind_____
41. What foods do you buy_____
42. No. of mules_____
43. Number of cows_____
44. Other cattle and calves_____
45. Number of hogs_____
46. Produce own meat_____
47. Chickens_____ Breed_____
48. Enough milk and butter_____
49. Enough fruit and vegetables____
50. Have year round garden_____
51. Use fertilizer_____
52. Principal source income_____
53. Have bank account_____
54. Amount of cash income_____
55. Patent medicines used_____
56. Use lime_____

PATRON'S SUGGESTION FOR SCHOOL IMPROVEMENT

NAME _____ DATE _____

1. What can the teachers do to make the school worth more to the people of this community? _____
2. Is the school wholly responsible for the education of your child? _____
3. Are the subjects now offered what the children need? _____
4. If not what they need, what would you suggest? _____
5. Are there any courses that should be dropped? _____
6. Should every student be required to take Bible? _____
7. Is the development of proper attitudes valuable? _____
8. Can the home help in this development? _____
9. Can parents help to develop habits of courtesy and work? _____
10. In your opinion, should children be taught to play? _____
11. Should all normal children be required to take physical education? _____
12. Is it the business of the school to train pupils in the ways of government as carried on by county and state? _____
13. Should children be taught that they have a responsibility in the protection of public property? _____
14. Should pupils report misdemeanors and disturbances to teachers when asked to do so? _____
15. Do you feel that the school is responsible for the protection and control of your children on the way to and from school? _____
16. Do you feel that the school is responsible for the control of your children at programs held at the school outside of school hours? _____

PATRON'S SUGGESTION FOR SCHOOL IMPROVEMENT (CONTINUED)

17. Should pupils be allowed to leave home so that they arrive at school earlier than 7:30 o'clock? _____
18. Do you believe in whipping as a method of punishment and control for high school pupils? _____
19. What rules or methods of punishment and reward do you thin are most helpful in keeping good discipline? - _____
20. Is your opinion that the pupil should pass into the next higher grade if he has attended school nine months? _____
21. Is the teacher wholly responsible for failures? _____
22. Do you believe that a pupil should do some study at home? _____
23. Should boys and girls be allowed to attend meetings called for a special purpose, and in which they have no part? _____
24. Would the person in charge be justified in asking disturbers to leave the school grounds? _____
25. Do you think that there are too many meetings which call the boys and girls out at night? _____
26. Are there too many parties and picnics? _____
27. Are the forms of recreation at parties objectionable? _____
28. Is the school responsible for the religious life of the pupil? _____
29. In what ways do you keep in touch with the school?
(Report by pupils, visit school, P.T.A., community talk) _____
30. What games now played would you discontinue? _____
31. Should there be an officer to maintain order at public gatherings at the school? _____