

ENROLLMENT PRACTICES IN A SELECTED GROUP OF KANSAS
SENIOR HIGH SCHOOLS

A THESIS

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A. A. K.

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CHAPTER I

STATEMENT OF THE PROBLEM

The two closely allied problems of pupil enrollment and schedule making have a direct relation to the successful operation of a senior high school. The functioning of a school organization for the entire year is influenced by the efficiency and dispatch with which the activities of the school get under way at the beginning of the year. Satisfactory initiation of the school's educational program for the year depends upon the care with which the daily schedule of classes has been constructed and checked, and the manner in which the pupils have been enrolled and assigned to classes.

A. THE PROBLEM

Statement of the problem. The particular purpose of this study was to investigate the methods of conducting pupil enrollments employed by administrators in a selected group of senior high schools in Kansas, and from this investigation to derive effective methods of procedure in the conduct of pupil enrollment which might be recommended as desirable for use by administrators in schools of different sizes. In other words, to discover procedures appropriate to particular types and sizes of high school organization.

Justification of the problem. Of the many problems of organization which the high school administrator is called upon to solve, that of enrollment of pupils is one which tends perhaps more than any other to

cause confusion and uncertainty at the beginning of the school term. Perhaps a majority of administrators in the larger high schools have developed techniques and procedures by which they handle this problem efficiently and successfully. Cog and Langfitt¹ have presented excellent detailed descriptions of enrollment and schedule making procedures which have proved satisfactory in large high schools.

Oline² has well stated the importance of the problem in the following quotation:

Organization of classes implies the registration of pupils for the subjects desired and the scheduling of classes to meet the demands of the registration. The ability to handle this problem smoothly and efficiently is perhaps the standard test of a principal's ability in the organization of routine. The matter is important for two reasons: (a) the practical effectiveness of our elective system and of our differentiation of curricula and courses to meet individual differences depends largely on adequately planned methods of registration, and (b) any nerve-racking confusion and uncertainty on the part of pupils and teachers at the beginning of each semester and school year is a serious offensive on the morale of the school. Confusion is inexcusable at any time, but when it comes at the beginning of a new period and starts the term out of step, when it dampens fresh enthusiasms and new resolution, it is hardly less than criminal.

That there is now an existing enrollment problem is further evidenced by the fact that 56 of the 65 forms analysed in this study contained requests from the cooperating administrators for a summary statement of the analysis of the study.

¹ Philip W. L. Cox, and E. Emerson Langfitt, High School Administration and Supervision (New York: American Book Company, 1934), pp. 133-138.

² E. C. Oline, "Registration and Schedule Making," Educational Administration and Supervision, XII (February, 1936), 120-123.

Scope of the study. Though the two problems of enrollment and schedule making are intimately related to each other, the present study does not attempt to deal with the mechanics of schedule making. Puckett³ has prepared an exhaustive analysis of the techniques involved in the solution of this problem. The present study is an analysis of the techniques used in pupil enrollments by administrators in 65 Kansas senior high schools. The daily schedule of classes is studied only in the light of its function as a contributing agency in efficient enrollment procedure.

B. REVIEW OF RELATED INVESTIGATIONS

Writers in the field of high school administration have emphasized the importance to the principal of securing as much information as possible about the school and its pupils before he attempts to build the daily schedule of classes. This opinion is well expressed in the following statement:

For schools large enough to require parallel sections of any subjects, the daily schedule should be based upon advance registration. This will be carried through for most students to best advantage shortly before the close of school in the spring. Those who expect to enter high school in the fall from the elementary grades can be included in the process.⁴

The extent to which this practice is followed by high school administrators constitutes a part of the present study.

³ Roswell C. Puckett, Making a High School Schedule of Recitations (New York: Longmans, Green and Company, 1931), pp. 151-158.

⁴ Adelbert William Cook, High School Administration (Baltimore: Warwick and York, 1926), p. 150.

Puckett's investigation. Three significant studies have been reported within recent years which give data relative to enrollment procedures in senior high schools. Puckett⁵ reported that of 278 schools in all sections of the country contributing to his study, more than four-fifths had preliminary registration. Most of these conducted this registration before the close of school in the spring for the fall term beginning in September.

According to Puckett's report there was a great variation regarding the time at which the class schedule for the fall term is completed. In many schools the schedule is made before the close of school in the spring. In others it is made up as late as the opening day of the fall term. This latter practice was noted particularly among the smaller schools.

Warner's investigation. Replies were received by Warner⁶ in his investigation of schedule making in the junior high school from 64 junior high schools, including schools in the 62 cities of 100,000 population or over which had junior high schools, and schools from two other large cities. One significant fact revealed in his study is that 58 of the 62 schools placed their schedule in operation and held classes on the first day of school.

⁵ Roswell C. Puckett, Making a High School Schedule of Recitations (New York: Longmans Green and Co., 1931), p. 164.

⁶ Harold Ellsworth Warner, Schedule Making in the Junior High School (Unpublished Doctor's thesis, George Washington University, Washington, D. C., 1931), p. 233.

Johnson's investigation. In a study of 179 schools, approximately one-half of which were 4-year high schools, in 41 states and the District of Columbia Johnson⁷ reports that 156 conducted preliminary registration, while 23 did not. Of the 23 schools which did not conduct preliminary registration, 10 had enrollment of 100 or less and none had enrollment of 2,000 or over. Most of these schools reported that preliminary registration was held before the close of school for the next fall term. A number of these schools held this registration as early as 8 to 10 weeks before the close of the school year.

In smaller schools the principal usually held the registration, but rarely in the larger ones. Often the home room was indicated as the agency through which registration was taken.

The study revealed that 41 separate items were called for on the registration forms, but only two, the name of the pupil and the subjects which he wished to take, appeared on all the forms. None of the remaining 39 items were called for in as many as half the schools.

The principal uses made of preliminary registration data were reported to be: (1) determining the number of class sections, (2) making the schedule, and (3) determining the number of teachers.

At the final registration the pupil was not consulted in arranging his class schedule in approximately one-half the schools studied. Pupils

⁷ B. Lamar Johnson, Registration and Schedule Making (part II, The Program of Studies, A. R. Loomis, Lide, Edwin S., and Johnson, B. Lamar, 2 parts, Bulletin, 1932, No. 17, National Survey of Secondary Education Monograph, No. 19), pp. 281-340.

in small schools usually arranged their own class programs or schedules.

These descriptions of earlier investigations are in no sense to be construed as complete summaries. This writer has attempted merely to indicate items which have a direct bearing on the present study.

Proposed contributions of the present study. In the present study the writer hopes to achieve the following aims:

1. To present in tabular form a statement of significant enrollment procedures as employed by administrators in a widely selected list of Kansas senior high schools.

2. On the basis of these data to set up in broad general outline a type of enrollment procedure which may be recommended for use in senior high schools for each of three enrollment groups.

G. PROCEDURE

Construction of the inquiry form. The principal means of securing data for the study was an inquiry form or questionnaire. This form included a total of fourteen questions, pertaining to four major aspects of the problem, as follows: (a) the time of taking enrollment; (b) guidance in the selection of courses and subjects; (c) routine in the actual conduct of enrollment; and (d) the use of the class schedule in enrollment. Seven of the questions were of the simple yes, no type; two required the underscoring of one of several practices; and five included blank spaces to be filled in.

The separate questions were designed with the view to securing information on items which earlier studies omitted or dealt with only

casually, or which though they in a sense duplicated material contained in former studies, were considered nevertheless to be particularly vital to a clear understanding of the practices followed in a given school.

To validate the several items in the inquiry form, and to insure that the entire form be complete and relevant, a careful study was made of the reports of earlier investigators in the field. Lists were compiled of the items included in these reports and of items pertaining to aspects of the problem imperfectly dealt with or not included at all in the investigations. After eliminating from these lists those items which were considered unnecessary to the completeness of the present study, questions were constructed on the basis of the remaining items. These questions were then submitted for criticism and suggestions to two college department heads. Some revisions were made in accordance with their criticisms, and the revised form submitted for examination to a prominent and highly successful principal of a medium sized secondary school. Some further changes were made on the basis of his suggestions and the inquiry blank then was drawn up in its final form.

Use of the inquiry form. Mimeographed copies of the inquiry form were sent to administrators of 81 senior high schools in Kansas. As a precaution against any purely local factors influencing the study to an extreme degree, schools located in all four quarters of the state were asked to participate in this study. These schools ranged in size from 20 students to over 2,000. Rural high schools, community high schools, consolidated schools, and high schools in cities of the first and second classes were included in the study.

In selecting particular schools to which the form should be sent, the criteria employed to determine successful administrative practices were: the length of service of the administrator in his present position or in positions of similar responsibility; the reputation of the administrative efficiency of the school as judged by favorable professional, editorial, and newspaper publicity; recommendations of the Bureau of Educational Measurements of State Teachers College of Emporia, Kansas; and the personal knowledge of the writer. No school was included in the study whose administrative head had not been in his present position or a position of similar size and organization for a period of at least three years. It was felt that within this time an administrator would be more likely to have worked out a satisfactory enrollment procedure for his particular school situation than if he were less well oriented in his position.

That a professionally minded group of administrators was selected is evidenced by the number of completed forms returned and the type of comment which was attached to them. Of the 81 copies of the inquiry form sent out, 60 or 74% were completed and returned. The writer is highly gratified at this high percentage of return, especially in view of the fact that the survey was conducted at a time when many administrators were on vacation, and that five of the forms were completed and returned after having been forwarded to the recipient at a distant college or university. It is felt that these factors add appreciably to the reliability of the data used in the study.

Accompanying the inquiry form was a request for additional comments which were thought to be important to a clear understanding of the particular enrollment procedure. Comments were generously given. Fourteen administrators sent detailed descriptive analyses of their enrollment procedures. Sixteen others inclosed specimen enrollment forms, class schedules, subject lists, or instruction sheets or booklets for students. Others commented only on particular items in the inquiry form. These comments and analyses were of great assistance to the writer in the organization and interpretation of the data secured through the use of the form. Some of them appear elsewhere in the body of the thesis.

A copy of the inquiry form and of letters which accompanied it soliciting the cooperation of the recipients are to be found in the Appendix.

Interviews. In addition to the inquiry form which was distributed, personal interviews were held with ten high school administrators. By means of these interviews, definite outlines of the enrollment procedure in these ten schools were obtained. Five of the persons interviewed also filled out the inquiry form. These forms were included with those received through the mail, making a total of 65 forms analysed in the present study.

Other sources of data. Text book materials and investigators' reports in this field are limited. These sources were used wherever possible to secure a more thorough understanding of basic principles and to supplement other data secured in the present investigation.

CHAPTER II

FUNDAMENTAL ENROLLMENT PRACTICES

The present chapter presents a critical analysis of the data contributed by the schools taking part in the survey. In addition to an analytical and tabular presentation of the material studied, one section presents outline statements of methods of conducting the entire registration which are typical of general practice in the different sizes of schools studied.

A. THE TIME OF TAKING ENROLLMENTS

Sizes and types of organization of schools studied. In compiling the list of schools which were asked to participate in the survey an effort was made to secure a fair sampling of all the existing types of instructional and legal organizations. Table I shows that of the 65 schools studied forty-six are 4-year, fifteen are 3-year, and four are 6-year high schools. All schools with enrollment of 500 or less, except two, are of the 4-year type. One of these is a 3-year high school in the enrollment group 301 to 500, the other a 6-year school in the same enrollment group. Of the fifteen 3-year school studied, fourteen are in enrollment groups above 500. The four 6-year schools have enrollments between 301 and 1,000. All the schools with over 1,000 enrollment are 3-year schools.

Fourteen of the fifteen rural high schools studied are in enrollment groups of 200 or less. Two of the community high schools studied

TABLE I

SCHOOLS CLASSIFIED ACCORDING TO SIZE AND TYPE OF ORGANIZATION

Type of organization	Size of school										Total
	50 or less (4)	51 to 100 (11)	101 to 200 (10)	201 to 300 (10)	301 to 500 (10)	501 to 750 (7)	751 to 1000 (7)	Over 1,000 (6)			
A. Instructional organization											
3-year	...	...	...	...	1	4	4	6			15
4-year	4	11	10	10	8	2	1	...			46
6-year	...	...	...	...	1	1	2	...			4
B. Legal organization											
Rural high school	4	6	4	1	...	...	...	...			15
Community high school	...	...	2	...	3	...	1	...			6
Consolidated high school	...	5	3	5	...	...	...	...			13
Second class city	...	...	1	4	7	7	5	1			25
First class city	...	...	...	...	...	...	1	5			6

Read table thus: Of the four schools in the enrollment group 50 or less, all are 4-year high schools. Also all are rural high schools.

are in the enrollment group 101 to 200, three in the range 301 to 500, and one is in the enrollment group 751 to 1,000. All the consolidated schools studied have enrollments between 51 and 200. Of the twenty-four schools with enrollments between 301 and 1,000, nineteen are in second class cities, one is in a first class city, and four are community high schools. Five of the six schools in first class cities have enrollments over 1,000.

In general, the smaller schools are either rural high schools or consolidated schools, organized on the 4-year plan. The medium sized and large schools tend toward the 3-year plan of organization.

Time when preliminary enrollment is held. The present study confirms the fact disclosed in earlier investigations that there is a great variation in the time of holding preliminary registration. Preliminary enrollment or pre-enrollment as used in this study means an enrollment or a survey of pupil wants regarding subjects for the succeeding school term held some time before the close of the present term or semester. Table II indicates the distribution of the time of holding pre-enrollment reported by the schools cooperating in this study. In this and succeeding tables the numbers in parentheses indicate the number of schools reporting on the particular item or practice.

The time range indicated is one week to eight weeks before the close of the present semester or school term. Seventeen schools reported that they hold pre-enrollment two weeks before the close of the present term, thirteen schools reported four weeks before the close of the present term as the time for conducting this enrollment and eleven schools

TABLE II
THE TIME AT WHICH PRELIMINARY REGISTRATION IS HELD

Practice	Size of school								Total (62)
	50 or less (2)	51 to 100 (11)	101 to 200 (11)	201 to 300 (10)	301 to 500 (10)	501 to 750 (6)	751 to 1000 (6)	over 1000 (6)	
Last week of school	6
1 week before close of school	...	1	3	...	1	1	...	...	17
2 weeks before close of school	...	5	5	2	3	1	...	1	11
3 weeks before close of school	1	1	2	4	1	1	1	...	15
4 weeks before close of school	1	1	1	3	2	1	1	1	8
5 weeks before close of school	1	...	...	2	4
6 weeks before close of school	1	1	...	...	...	3
2-3 weeks before close of school	...	2	...	...	1	...	...	...	1
2-4 weeks before close of school	1	...	...	1
2-5 weeks before close of school	1	...	1
3 weeks before close of school	1	1
1 week before school opens	...	1	...	...	...	...	...	...	1
10 days before school opens	1

Read table thus: Of the two schools reporting in the enrollment group 50 or less, one held preliminary registration 3 weeks before the close of school, and one 4 weeks before.

enroll three weeks before the close of the term. The general tendency seems to be for the larger schools to hold preliminary registration at a longer time before the close of the present term than do the smaller. Probably this is due to the fact that a much greater amount of clerical work is involved in the registration of the larger numbers of pupils.

Time of the final registration. There is a more general agreement among the schools reporting on the time of holding final registration than in the case of the preliminary enrollment. Table III indicates the distribution of the time of final registration among the various enrollment groups. Forty-three, or slightly more than two-thirds of the schools indicate the time of this enrollment to be the first day of school or not more than one week before the opening day. Nineteen of the twenty-four schools reporting one week before the beginning of the term as the date for final registration have enrollments of 500 or less. The time range for this procedure is greater and the concentration on any one time is less among the larger schools. This probably is due to the fact that the smaller schools leave much more of the actual work of the enrollment to be taken care of at the final registration than do the larger. The actual enrolling in most of the larger schools appears to be done at the preliminary registration, whereas in the smaller schools this procedure is apparently more in the nature of a general survey than an actual registration. The comments of the administrators whose reports form the basis of this investigation as well as the recorded data bear out this assumption.

TABLE III

THE TIME OF HOLDING FINAL REGISTRATION

	Size of school										Total
	50 or less (4)	51 to 100 (11)	101 to 200 (19)	201 to 300 (10)	301 to 500 (9)	501 to 750 (6)	751 to 1000 (7)	over 1000 (5)	(52)		
Practice	1	4	1	3	2	1	3	3	3	9	
Opening day of school	2	5	4	1	1	1	1	10	
Last week before school opens	5	5	2	1	1	1	1	2	2	24	
1 week before school opens	...	1	4	...	...	...	...	...	...	7
2 weeks before school opens	1	...	...	...	...	1	
Few days before school opens	2	
Last 2 weeks before school opens	1	
During August	1	...	...	...	...	...	1	
First 2 days of school	1	
Second day of school	1	
May 15	...	1	...	...	...	...	...	...	...	1
2 weeks before school closes	1	...	1	...	...	...	...	4	
No definite time	1	
	1	

Read table thus: In the enrollment group 50 or less, one school holds final registration on the opening day of school, and three hold this registration 1 week before school opens.

Changes in individual pupil programs. One significant group of facts disclosed in this investigation relates to the time within which pupils are allowed to change their class program. Table IV indicates that 32 of the 63 schools reporting on this practice allow one week for this change. Approximately one-fifth permit the pupils to change their programs up to two weeks after the opening of the school term. Six permit changes at any time, but only as a definite need arises. One large school permits no changes after pre-enrollment, except in unusual cases.

B. GUIDANCE IN SELECTION OF COURSES AND SUBJECTS

Time devoted to guidance. The amount of time before enrollment which is devoted to advisement on choice of courses and subjects in the schools reporting is indicated in Table V, page 18. Fifty-eight schools reported on this item. Approximately two-thirds of the schools devote from one to three weeks to this type of preparation for enrollment. Some of the schools reported that this work is done incidentally over a longer period of time. One superintendent reported that he talks for a year, another eighteen weeks. In one school, guidance occupies one six-weeks period in a regular course in vocations for freshmen. Most of the medium-sized schools tend to favor one or two weeks for advisory work, whereas in the small schools there is about an equal distribution among the periods one week, two weeks, and three weeks.

TABLE IV

THE TIME AFTER THE OPENING OF THE SEMESTER DURING WHICH
PUPIL ENROLLMENTS MAY BE CHANGED

Practice	Size of school								Total (63)
	50 or less (4)	51 to 100 (11)	101 to 200 (9)	201 to 300 (10)	301 to 500 (10)	501 to 750 (7)	751 to 1000 (7)	over 1000 (5)	
2 days	...	1	...	...	...	...	...	...	1
3 days	...	2	...	...	1	...	...	...	3
5 days	...	1	...	...	1	...	...	...	2
7 days	1	...	...	...	...	...	1
10 days	1	1	1	...	...	3
1 week	4	4	6	6	4	3	4	2	32
2 weeks	...	3	3	2	2	2	...	...	12
To August 20	1	1
Reasonable time	1	...	...	1
Any time	1	1	...	2	2	6
None	1	...	1

Read table thus: Of the four schools in the enrollment group 50 or less, all permitted changes in enrollment during the first week after the opening of school.

TABLE V

LENGTH OF TIME GIVEN TO PUPIL ADVISEMENT ON ENROLLMENTS

Practices	Size of school								Total (5E)
	50 or less (2)	51 to 100 (9)	101 to 200 (9)	201 to 300 (9)	301 to 500 (10)	501 to 750 (7)	751 to 1000 (8)	Over 1000 (8)	
1 week	...	3	2	3	2	3	2	...	15
2 weeks	...	1	3	2	3	...	2	2	13
3 weeks	1	4	2	...	1	1	...	1	10
4 weeks	1	...	...	...	1	2	...	1	5
6 weeks	...	1	...	1	1	...	...	...	3
1-2 weeks	1	1
8-10 weeks	1	...	...	...	1
2 days	1	...	...	...	...	1
10 days	1	...	1
1 home room period	1	...	1
Indefinite	2	...	1	...	...	...	3
All through vacation	1	...	...	1
Talk for a year	1	...	...	...	...	1
Several weeks, incidentally	1	1
13 weeks	1	...	...	...	...	1

Read table thus: Of the two schools reporting in the enrollment group 50 or less, one gave 3 weeks and one gave 4 weeks to pupil advisement on enrollment.

The advisory officer on enrollments. In fourteen of the schools participating in the study the principal acts as sole advisor on enrollments. All of these schools have enrollments of less than 500. This indicates a definite tendency among the larger schools for the principal to delegate the responsibilities of actual conduct of enrollments to others. Fifty-one schools reported that this particular type of guidance is a part of the regular guidance program. The study also revealed a tendency to place chief responsibility for guidance and enrollment with the home room teacher in the schools with enrollment above 500. On the other hand, of the thirty schools reporting this as a duty of the regular classroom teacher, twenty-four have enrollment of 500 or less. One school reports that the class sponsors assume the responsibility for pupil advisement on selection of courses. These facts are clearly shown in Table VI.

Guidance for the rural eighth grade graduate. The reports of the administrators relative to the guidance and enrollment of the new rural student were such as not to lend themselves readily to tabular classification. In general, the large schools have few or none of this class of students. Some administrators contact these pupils at the time of the county eighth grade examinations or commencement exercises. Others send them letters of congratulation and information about the program and work of their high school, and invite them to appear at the school building on certain specified days to make out their high school enrollment forms. Still others contact them through visitation and personal conferences in their homes during the summer and enroll them at the time

TABLE VI
 PLACEMENT OF RESPONSIBILITY FOR PUPIL GUIDANCE ON ENROLLMENTS

Practices	Size of school								Total
	50 or less	51 to 100	101 to 200	201 to 300	301 to 500	501 to 750	751 to 1000	Over 1000	
Principal (alone)	2	4	4	3	1	---	---	---	14
Home room teacher	---	---	1	2	2	4	4	3	16
Regular teachers	2	7	5	5	5	3	2	1	30
Class sponsor	---	---	---	---	---	---	---	1	1
Record period	---	---	---	---	---	---	---	1	1
Part of regular guidance program	2	7	10	9	7	7	4	6	51

Read table thus: Of the schools with enrollment of 50 or less, in 2 the principal alone and in 2 the regular class-room teacher is responsible for guidance on enrollments. In 2 of these schools this particular type of guidance is part of the regular guidance program.

of these visits or at the regular final registration period.

The following comments are typical of those written in answer to the question, What special technique, if any, do you use for rural boys and girls enrolling for the first time?

"We send them a pre-enrollment sheet."

"Special meeting with them and their parents."

"We send letters of congratulation to all 8th grade grads in our area proposing that they attend our school. A part of the letter--(4 pages)--contains courses available to new students."

"A handbook, explaining all phases of school activities and subjects is mailed to all rural graduates in our territory. Rural boys are contacted by vocational agriculture instructor in summer. They are assigned an advisor when enrolling."

"A special day for their enrollment."

"They come to the building on days specified for enrollments."

"Enroll them at county superintendent's spring examination. Follow up by letter in July."

"General assembly for all county students entering 9th grade. Explain schedule, rules, offering, etc., and welcome them. Then individual enrollment."

"We give intelligence and achievement tests one month prior to enrollment, and have these scores together with recommendations of grade instructors."

"Conference with principal."

"Personal interview during August."

"Drive out and enroll them."

"I visit each boy and girl and talk with their parents. I do this 100%. It pays."

"All new students are contacted during a special visitation day usually about the first of May."

"I get their grades from the county superintendent and study them. During the summer I contact the students and their parents so as not to be a total stranger at enrollment time. The dates of enrollment I ask that one of their parents come along if possible, and we then enroll them except I do all the filling in of their cards. Receiving the grades in advance from the county superintendent has been a real aid in putting the Freshmen in their classes where they will do the best work."

"We have a special visiting day when our Freshmen entertain the eighth grade graduates of our territory. This is usually about the first week in May. At this time the guests fill out a mimeographed enrollment questionnaire and during the summer one of our teachers visits each home to conduct the actual enrollment. This procedure is very satisfactory. You will note that while our school is otherwise a three-year senior high school, the rural ninth grade students, plus a certain few others, are admitted directly to this building."

The diversity of the practices indicated by these comments point to no standardized procedure. Perhaps, in view of the conditions peculiar to each community and school organization, standardization is neither possible nor desirable. In the judgment of this writer, the significant fact is that this particular phase of guidance is receiving the attention

of school administrators.

C. THE SCHEDULE IN ENROLLMENT PROCEDURE

The class schedule as a guide in enrollment. This investigation revealed certain definite trends with reference to the use of the daily schedule of recitations in the enrollment procedure. Table VII-A indicates that of the sixty-two schools reporting on this practice, twenty, or 33% built the class schedule as a guide to enrollment. One of these is in the enrollment group over 1,000, one in the group 500 to 750, and the remainder, eighteen, in the schools below 500. All the schools with less than 50 enrollment reported conducting enrollment on the basis of the previously constructed class schedule. Of the ten schools in the enrollment group 51 to 100, two reported following this practice and 8 do not follow it. In the group 100 to 200, five follow the practice and five do not. The tendency indicated here is for the larger schools not to attempt to build the schedule before enrollment, while somewhat less than half the smaller schools do follow this procedure.

The schedule built following completion of enrollment. Many schools report that they first complete the pupil enrollment and then build the daily schedule of classes on the basis of this enrollment. This practice is summarized in Table VII-B. Of the twenty-three schools in the study which follow this practice, eighteen have enrollments over 500, whereas thirty-four of the thirty-nine schools which indicated that they do not follow this practice are in the enrollment groups below 500. Five of the six schools over 1,000 enrollment use this method. This table

TABLE VII
THE USE OF THE CLASS SCHEDULE IN CONDUCTING ENROLLMENT

Practice	Size of school										Total
	50 or less (4)	51 to 100 (10)	101 to 200 (10)	201 to 300 (10)	301 to 500 (9)	501 to 750 (7)	751 to 1000 (6)	Over 1000 (6)			
A. Built schedule as a guide to enrollment. Followed the procedure Did not follow the procedure	4 ...	2 3	5 5	5 5	2 7	1 6	...	1 5	20 42		
B. Completed enrollment first, the built schedule. Followed the procedure Did not follow the procedure	...	4 6	...	1 9	4 5	6 1	3 3	5 1	23 39		
C. Held pre-enrollment, built schedule, then completed enrollment at a later time. Followed the procedure Did not follow the procedure	2 2	10 ...	9 1	8 2	7 2	5 2	4 2	3 3	48 14		

Read table thus: Of the four schools with enrollment 50 or less, 4 followed Procedure A and none did not, none followed Procedure B, and 2 followed Procedure C while 2 did not follow this procedure.

clearly shows the tendency of the larger schools to complete enrollment before building the schedule, and of the smaller schools not to follow this procedure. This apparently is due to the fact pointed out elsewhere in this study that the large schools tend to make their preliminary enrollment final, whereas in the smaller schools it is less rigidly adhered to in the final enrollment.

Class schedule built following preliminary registration and enrollment completed later. The marked tendency of high school administrators to hold a preliminary enrollment before the close of the term, then to build the class schedule on the basis of this enrollment, completing final enrollment at a later time is clearly shown in Table VII-C on the previous page. Of the sixty-two schools reporting on this practice, forty-eight indicated that they follow this procedure. The percentage of the schools within a given enrollment group which use this method becomes progressively higher from the larger enrollment groups to the smaller, except the group with enrollment less than 50. The table shows that 50% of the schools in the highest enrollment group, 79% of the schools in the middle enrollment groups, 201 to 500, and 100% of the schools in the group 51 to 100 follow this procedure. In the very smallest enrollment group one-half follow it and one-half do not.

Special methods of conducting enrollment. The descriptions of enrollment procedure presented in this section are direct quotations from written reports on the inquiry form. They are recorded here not with the intent to convey this writer's nor the original author's

recommendation of them, but rather to record them simply as examples of the manner in which administrators handle the problem of pupil-registration.

The following description indicates the enrollment procedure in a rural high school with forty students and four teachers. In this method the actual enrollment is held one week before the opening of the school term in the fall.

In the spring about April 25 I post a tentative daily class schedule and try to find the most desired courses. I often find that only 3 or 4 students will enroll in courses I would like to offer - Physics for example. In that case I change to some other course that more students are interested in.

The sole purpose of the spring enrollment is to find courses they want to take.

The superintendent in a rural high school with seventy pupils and a staff of six teachers reported his method of enrollment as follows:

About two weeks before end of semester I give notice we are going to have an enrollment assembly. Allowing them three days to a week to think about it and consult parents, we have our pre-enrollment assembly a week or two before the end of the semester. First I try to give them information about the requirements or preferable subjects for each of the courses we offer, also the state requirements as to majors and minors and required subjects. Our courses are: commercial, vocational agriculture, college preparatory and general. After my talk each teacher is given opportunity to discuss the objectives and values of his particular part of the curriculum. Following this the pupils outline their subjects not only for the year in question, but also for the entire four years. We impress upon them that the enrollment is not necessarily final. They may change their minds before the beginning of the next semester. The teachers stick around for consultation at this assembly. Very informal.

From ten days to two weeks before school begins there is enrollment for the freshmen. Any previously enrolled students may appear at that time for consultation and/or for the purpose of changing his program for the coming year. By that time, of course, we will have made a tentative program for the school and will oppose conflicts as far as reasonable. If changes are to be made in the program, seniors and then juniors are, naturally, given preference, etc. We get our new and probably revised program to going as soon after the first day as possible.

The enrollment procedure recorded below is that followed in a four-year high school with 150 pupils and seven teachers.

1. Announcements are made of pre-enrollment.
2. Schedules and manual of administration are completed.
3. General assembly is called and schedules distributed to students.
4. Pre-enrollment is held.
 - a. Students check permanent records for graduation requirements.
 - b. Students have conferences with administration regarding courses to be taken.
 1. This course is resorted to because the administration is the only one in the staff with preparation in the field of vocational guidance.
 - c. Enrollment blanks are filled out in duplicate by the student, checked by the administration, and filed. The student retains one copy.

In the fall

1. Conferences are held with beginning students on schedule, and enrollment of all ninth grade and new students is completed prior to the opening of the school term.
2. Classes are run on half-time schedule the morning of the opening day of school.
3. The afternoon is devoted to completion of enrollment and schedule changes. (When pre-enrollment is held, the administration reserves the right to withdraw or substitute for courses for which there is insufficient demand)
4. No changes are permitted in schedules after the beginning of the third week of school.
5. Schedules are copied to permanent record forms at the end of two weeks by the office help.

Enrollment in a consolidated high school of 260 pupils and twelve teachers is sketched in general outline in the following brief report.

We have a trial enrollment in the spring which is not final for any student unless they want to make it so. This is done according to a trial schedule. If the schedule is not suitable to the demands of the students it is revised before the following term at which time all students again are required to report for enrollment to make the enrollment final.

The principal of a 3-year high school with enrollment of 570 and a staff of twenty teachers gave the following brief description of his

method of registering pupils. Final enrollment except for new students is held in the spring. The schedule is made following enrollment. The individual pupil schedule cards are prepared in the office before the final registration and assignment to classes.

We handle our enrollment through Home Rooms. We have a couple of home room meetings discussing courses, checking on majors, minors, etc., and then have our final enrollment a couple of weeks before school is out. All enrollment cards are checked by Home room teachers and then turned into the office for final check and assignment to classes.

The procedure outlined below by a principal of a 3-year high school with 775 pupils and twenty-six teachers is representative in its general aspects of that used by schools of comparable size.

1. Pre-enrollment about five weeks before the end of the term in our Hr. 2 classes.
2. Subjects tallied and daily schedule then worked out.
3. During summer individual program cards made out by the principals.
4. Duplicate programs made out by secretary before final enrollment.
5. At time of enrollment each student is given his program slip and he makes out a little class card for each class, study hall, etc.
6. These class cards are turned over to the prepar teachers.

The following description is presented because of the uniqueness of the method described. The school is a 6-year high school with an enrollment of 775 and a teaching force of twenty-three instructors.

Our plan is a sort of educational-vocational guidance program. The first semester of the ninth year we offer a course in Occupations. Our freshman course allows only for one elective, so as a rule it is not very difficult to enroll for freshmen work. This course that we call Occupations is a sort of survey course. The first twelve weeks of the semester we attempt to give factual information concerning the various fields or vocations and professions. The last six weeks of the semester we attempt to teach the high school curriculum and the various courses offered. What these various courses lead to, etc.

The course in Occupations the first semester is followed by a course in Community Civics the second semester. Both of these courses are required of all Freshmen. Thus we have the entire group

for the entire Freshman year. The second semester the instructor and director of this course holds conferences with each student and the parent or parents of the students. Letters are sent to the parents asking them to come in for these conferences. As a result of these conferences the student with the aid of the parent and the Director of Guidance decides upon a course for the Sophomore, Junior and Senior year in high school. Their plan is definitely charted and a copy of this plan is attached to the student's card kept by the student's advisor. This card is a duplicate of the permanent record card. Thus you can see that the enrollment for the entire high school career is made out. If at a later date the student's interest changes, or he finds that the course he decided upon does not fit his needs, or his capabilities do not warrant the continuance of the original selected course he may change by consulting the Director and secure blank forms requesting the change and have this change approved by the parent. Thus you can see that the school keeps in close touch with the home concerning the child's educational welfare.

Since we have on record at all times the plan charts of all high school students you can readily see that the matter of making a daily schedule is a matter of close cooperation and rather a joint affair between the student's desired course and the daily schedule. During the summer the schedule cards are made out. The first day of school in a thirty minute home room period the student receives his daily schedule and the adviser retains the original. In thirty minutes we are ready to operate on regular schedule the first day of school.

The method of handling pupil enrollment in a large 3-year high school with a student body of 2200 and employing seventy-five teachers is described by the principal as follows:

Early in the month of April we provide each pupil with a "Curriculum Sheet." We also give each adviser (teacher) a bulletin of information and instruction.

After sufficient time has elapsed we give teachers a supply of pre-enrollment cards. These are filled out during an extended home room period on 2 or 3 days. The pupil takes this card home and the parent signs the card thus giving his approval to the pupil's selection.

The card is then returned and each adviser makes a tally of the enrollments from their group (approximately 20 pupils per group). These tallies are assembled in the office and a complete tally is made for the entire school. This tally is used to make a schedule of classes for the new term.

On the first 2 days of the new term pupils meet in the auditorium according to an alphabetical arrangement previously announced. All teachers are seated at tables in the cafeteria and are supplied with copies of the schedule of classes, also a set of recitation tickets for the exact number of pupils to be in each of their five classes.

Pupils are given their pre-enrollment card in the auditorium just before they are excused to come to the cafeteria. Only the number of pupils who can be taken care of by the teachers are excused at one time. Others come in order as we can take care of them.

After pupil has completed his schedule of classes by enrolling with the teacher he desires and signs for his study periods he makes a copy of this schedule on an office card and such other cards as are required, census, registration, and fraternity, he leaves all cards with a clerk at the door and he is through with his enrollment.

On Wednesday morning he goes first to his home room. The adviser has his pre-enrollment card and he makes a copy on a student program slip which he takes with him for information as to where he is to report each hour. A short schedule on Wed. enables the teachers to make assignments and full class sessions are held on Thursday.

Assignment of responsibility for this work is about as follows:

Pre-enrollment - Under direction of director of guidance and teacher advisers.

Tally of pupil selections - Each adviser for their group and vice principal for complete school tally.

Schedule of classes with assignment of teachers - Principal with assistance of chairmen of departments.

Final enrollment - Everybody.

We divide the entire student body in 6 groups according to alphabet and move forward one-sixth of the school each semester, i.e. this semester we start with all pupils whose first name starts with the letter G. Next semester we will start with letter K. Thus a pupil will be at the end of the enrollment only once in his 5 years in the senior high school. There is some feeling that seniors should be shown some preference but so far we have not found a method for such preference that appeals to us.

D. ROUTINE IN THE ACTUAL CONDUCT OF ENROLLMENT

Analysis of the replies to questions regarding the actual routine in the conduct of enrollments indicates a wide diversity of practice in the method of handling certain details, but also indicates definite trends in the general enrollment procedure.

The preliminary enrollment. Practices in the method of handling preliminary enrollment are indicated in Tables VIII and IX, pages 31 and 33. Table VIII indicates that as many as twelve different methods of handling the preliminary enrollment are used by the fifty-seven schools which reported holding a preliminary spring enrollment. The general

TABLE VIII

THE ROUTINE OF THE PRELIMINARY ENROLLMENT

Practice	Size of school								Total (57)
	50 or less (2)	51 to 100 (9)	101 to 200 (10)	201 to 300 (8)	301 to 500 (10)	501 to 750 (6)	751 to 1000 (6)	Over 1000 (6)	
1. All work completed in one general assembly.	1	3	3	---	1	---	---	---	6
2. General assembly, followed immediately by small group assemblies to finish.	---	2	1	3	1	2	---	---	9
3. General assembly; several days later pupils return completed forms.	1	4	5	4	2	1	4	2	26
4. Enroll individually by classes, several days after general assembly.	---	1	---	---	1	---	---	---	2
5. General assembly followed by individual enrollment in study hall periods.	---	---	---	1	---	1	---	---	2
6. Individual conferences during library periods.	---	---	---	---	1	---	---	---	1
7. Enroll through home rooms.	---	---	---	---	1	2	---	2	5
8. Forms distributed in class period, returned later after consultation.	---	---	---	---	1	---	---	---	1
9. Principal enrolls in class-rooms in rapid succession.	---	---	---	---	1	---	---	---	1
10. Enroll in regular class-rooms.	---	---	---	---	1	---	---	---	1
11. Enroll through class sponsors.	---	---	---	---	---	---	---	1	1
12. Record Period-1st. hour.	---	---	---	---	---	---	---	1	1
Did not report.	1	2	---	---	---	---	---	---	3

Read table thus: Of the two schools in the enrollment group 50 or less which reported their method of conducting the preliminary enrollment, one completes all the work of enrolling in one general assembly, and one holds a general assembly several days after which the pupils return their completed forms. One school in this group which holds preliminary enrollment did not report its method.

assembly for explanations and other preparatory measures, followed by a period of several days during which the pupils fill out their choice of subject or schedule cards, and then returned them to some administrative or advisory agency, was reported to be used in twenty-five of the schools. This is the most commonly used procedure among schools in enrollment groups 51 to 100, 101 to 200, and 751 to 1,000. Eight schools reported that the work of preliminary registration was all completed in one general assembly. All of these schools are in the smaller enrollment groups, six being in the enrollment range 51 to 200. Only one school above 200 enrollment, and none above 500 reported using this method. In nine schools, of which three are in the enrollment group 201 to 300, two in the group 51 to 100, and two in the group 501 to 750, the procedure is to hold a general assembly for explanations and other discussion, followed immediately by small group assemblies in which the registration is completed.

The home room is used as the sole agency for conducting the preliminary registration in five of the schools reporting. All of these schools are in the enrollment groups above 301. Two other methods--taking enrollment individually by classes several days after the general assembly, and the general assembly followed by individual enrollment during study hall periods were reported by two schools each. Six other methods of procedure are used by only one school each. The ten schools in the enrollment groups 501 to 800 reported nine separate methods of conducting preliminary enrollment.

TABLE IX

THE TIME EXTENDED TO PUPILS FOR FILLING OUT ENROLLMENT FORMS AFTER THE
PRE-ENROLLMENT ASSEMBLY AND THE PERSON TO WHOM FORMS ARE RETURNED

Practice	Size of school								Total (24)
	50 or less (1)	51 to 100 (4)	101 to 200 (5)	201 to 300 (3)	301 to 500 (2)	501 to 750 (1)	751 to 1000 (6)	Over 1000 (2)	
A. Time allowed to complete forms.									
1 day	1	...	...	...	...	1
2 days	1	...	...	...	...	1
3 days	...	1	2	1	...	...	...	...	4
4 days	1	...	...	...	1
5 days	1	1	2	...	...	...	2	...	6
6 days	1	...	1
7 days	1	1	1	...	3
10 days	...	1	1	1	...	...	1	...	4
14 days	1	1	2
15 days	...	1	...	...	...	...	...	...	1
Several days	1	1
B. Person to whom completed forms are returned.									
Regular class-room teacher	1	2	1	...	1	1	6
Home-room teacher	1	1	1	1	3	1	8
The principal	1	1	3	1	...	...	...	...	9
Conference teacher	1	...	1
Not reporting	1	...	1

Read table thus: The one school in the enrollment group 50 or less which reported on this procedure allowed 5 days for the pupils to complete their enrollment forms, after which the pupils returned the forms directly to the principals.

Analysis of the most commonly reported pre-enrollment procedure.

Twenty-five of the fifty-seven schools reporting preliminary enrollment in the spring indicated that pupils are given several days following a general assembly in which to complete enrollment forms and return them to some administrative agency. Table IX-A, on the preceding page, indicates that five days is the period of time most commonly allowed for returning completed forms, three days and ten days are next in frequency, and the range is from one to fifteen days. The schools below 500 enrollment tend to favor five days or less, while those over 500 allow five days or more for returning preliminary registration forms.

Nine of the schools reporting the use of this method indicated that the forms are returned directly to the principal, as shown in Table IX-B. Eight of these schools are in enrollment groups under 200, and one in the group 201 to 300. Eight reports indicated the home-room teacher as the agency for collecting the completed forms, while six indicated that they are returned to the regular classroom teacher. These latter two groups generally are the larger schools. One school did not report on this particular item, and one large school indicated that the conference teacher receives the completed forms.

The final registration. The character of the work of final registration is varied, depending upon the completeness and finality of the preliminary registration and the size of the school. Comments written in the inquiry form indicate a strong tendency among the larger schools to make the preliminary registration final. Class cards and pupil schedule cards are made out in the office on the basis of choices indicated in the preliminary registration. The pupils call for these

cards some time before the opening of the new term and are ready to begin class work on the first day of school. In a few of the large and medium-sized schools the schedule card is made out in the office on the basis of preliminary registration, then before the opening of the term the pupil calls at the building, gets the office copy of his class schedule, from this makes out his own copy and his separate class cards, then returns the office copy of his schedule, and his enrollment is complete. New students usually are handled individually and make out their complete enrollment during this final registration.

In the small schools and some of the medium-sized ones the tendency is to make the preliminary enrollment simply a general survey of pupil wants. Then at the final registration the pupils appear by classes or other groups and make out their enrollment cards on the basis of a previously constructed schedule of recitations. In some schools the principal alone assists the pupils in making out their programs, in others he has the aid of faculty advisers. One principal in a small school reported that he frequently revises his schedule of recitations if the demands of the final registration warrant his doing so. This practice would seem inadvisable, even impossible, in a large school, and unnecessary if the guidance program of the school has been functioning efficiently.

The individual pupil schedule card. Practices in the making out of the pupil's class schedule card are indicated in Table X. In thirty-one of the sixty-three schools reporting on this practice, the pupil does not make out his own schedule card. In an equal number of schools, this card is prepared by some administrative agency before final regis-

TABLE X

THE INDIVIDUAL PUPIL SCHEDULE CARD

	Size of school								Total (63)
	50 or less (4)	51 to 100 (11)	101 to 200 (16)	201 to 300 (9)	301 to 500 (9)	501 to 750 (7)	751 to 1000 (7)	Over 1000 (6)	
Practice									
Pupils do not prepare own class schedule cards.	1	4	4	2	6	5	5	4	31
Pupils prepare class schedule cards at preliminary registration.	---	---	3	2	2	---	1	---	8
Pupils prepare class schedule cards at final (fall) registration.	3	7	3	5	1	2	1	2	24
Some administrative agency makes out schedule cards before final registration.	1	4	4	2	6	5	5	4	31

Read table thus: Four schools in the enrollment group 50 or less reported on this practice. In one of these schools the pupils do not make out their own schedule cards. In three schools in this group the pupil makes out his daily schedule card at the fall registration, and in one these cards are made out in the office for him before final registration.

tration, and in twenty-four schools he makes out his card at the final registration. Eighteen of this latter group of schools have enrollments of less than 300. On the other hand there is a marked tendency among the schools with over 300 enrollment for the pupil not to make out his own card, but rather for this work to be done for him by some administrative agency. The plausible assumption here is that the efficiency of the guidance program in the larger schools makes it unnecessary for the pupil to be present when his schedule is made out.

CHAPTER III

SUMMARY AND RECOMMENDATIONS

Careful analysis of the data secured through this investigation reveals the following facts and tendencies concerning the methods of handling pupil enrollment in the schools studied:

1. Only five of the sixty-five schools included in this report hold no enrollment of any kind for the following term before the close of the present term. Two of these five schools are in the enrollment group 50 or less.

2. Among the schools which hold a preliminary registration before the close of the present term, the time at which this registration is held varies from one week to eight weeks before the close of the present term. Slightly more than one-half the schools hold the registration from two to four weeks before the close of the present term.

3. There is indicated a strong tendency among schools with less than 500 pupils to make the preliminary enrollment a survey of pupil wants as a guide to building the daily schedule of classes on the basis of which actual enrollment is held shortly before the opening of the succeeding school term. Among the schools in the larger enrollment groups there is a strong tendency to make the preliminary enrollment final for the succeeding term.

4. Fifty-one percent of the schools reporting allow one week after the opening of the term in which pupils may change their daily programs. Nineteen percent allow two weeks for these changes.

5. In sixty-six percent of the schools reporting, the time devoted

to advisement on enrollment varies from one week to three weeks. This special type of guidance is a part of the regular guidance program in sixty percent of the schools studied. In schools under 300 enrollment the principal frequently is the sole adviser on enrollments, and in schools with over 300 pupils there is a strong tendency to place this responsibility with the home-room teacher.

6. Secondary school administrators recognize the need for special guidance for rural pupils enrolling for the first time, and generally have developed techniques for meeting this particular need.

7. The most frequently reported routine in the conduct of the preliminary registration is to hold a general assembly for explanations and distribution of forms, then to extend to the pupils a period of several days in which to make out and return the enrollment forms after consultation with advisers and parents.

8. A noteworthy tendency among the larger schools is for the individual pupil schedule cards to be made out by some administrative agency on the basis of preliminary registration and distributed to the pupils at the final registration. In a majority of the schools under 300 enrollment the pupils make out their own schedule cards at the final registration, usually under the advisement of the principal.

RECOMMENDATIONS

On the basis of information made available through the present study, the following basic principles applicable to all high schools appear justifiable:

1. It is the responsibility of the administrative head of the school to see that guidance is provided for all pupils in the selection of curricula and courses. The size of the school and the mass of detailed administrative duties largely will determine whether the principal will assume this responsibility directly, or delegate it to some other member of the staff.

2. The pupil should be encouraged early to chart with a degree of finality the curriculum he proposes to pursue through his high school career.

3. It is desirable as an aid in registration to maintain in the office of the principal a file containing for each pupil a curriculum sheet or card indicating the required courses by years for his curriculum choice as well as the courses he has satisfactorily completed and those he is now taking.

4. It is desirable that each pupil be adequately informed concerning the requirements for the completion of his particular curriculum, and for graduation from the high school.

Assuming the principles stated above to be sound and generally operative, the following general outlines of enrollment procedures are recommended for the size of school indicated. The execution of minor details will vary according to the particular school situation and the preferences of the administrator.

1. An enrollment procedure for the small school in which the class schedule remains relatively constant from year to year.

(a) Devote a general assembly or activity period to discussion

of enrollment. Supply each pupil with information relative to courses offered, graduation requirements, and forms on which he may indicate his choice of subjects for the coming year.

(b) Following this assembly, devote a few days incidentally to individual conferences between the pupils and the principal, teachers, and parents.

(c) Have the pupil indicate on the forms distributed previously the courses he wishes to take during the next year, and return the completed form. These forms should bear the parent's signature. A tentative schedule may be used as a guide in making these selections.

(d) Check each form against credits already earned and requirements for graduation. Take particular notice of failures.

(e) On the basis of this information draw up the class schedule for the year.

(f) Hold final registration one to two weeks before the opening of the next school term. This may be done individually or by groups.

(g) At this registration provide each pupil with his original choice of subject card and blanks on which he makes out duplicate copies of his daily class schedule. These forms should be checked and signed by the principal or an assistant. One copy is retained by the pupil, the others given to the principal or assistant, and his enrollment is complete. Usually it is inadvisable not to permit such changes from the original course selections as will necessitate revising the general class schedule.

Steps (a), (b), and (c) are carried out before the close of school in the spring, and (d) and (e) before the final registration.

2. An enrollment procedure for the medium-size high school in which more than one section is required in several of the subjects.

(a) - (e) Steps (a) to (e) are identical with those listed in the outline for the small school, differing only in details of execution. The home room is recommended as the agency through which enrollments are taken.

(f) To facilitate the final registration, it is well for the principal or assistant to make out pupil class schedule cards before the final registration, leaving blank the spaces for the name of the teacher and the hour.

(g) When the pupil comes to enroll, he is given his class schedule card, on which he fills in the name of the teacher and the hour for each subject. He may change from his original choice if this change does not disrupt the schedule.

(h) After he secures the principal's approval of his schedule, he then makes out a duplicate for himself and also a class card for each class. He then returns to the principal the office schedule card and his class cards, retaining his duplicate schedule card, and he is through with his enrollment.

(i) The principal checks the class cards as they are handed in, and when a section in any subject is filled he posts a notice to that effect and no more enrollments are permitted for that section.

(j) The pupils' class cards are distributed to the teachers before the opening day of school and they make up their class rolls from these.

(k) Shortened periods are run the morning of the first day for

lesson assignments and checking the schedule. Any irregularities are adjusted during the afternoon and classes run on full schedule the second day.

3. The large school.

(a) - (c) Preliminary steps (a) to (c) are essentially the same as for other size schools, except that they are carried out a few weeks earlier.

(d) Tabulate results by advisory groups and make complete tabulation in office.

(e) If there is insufficient demand in a number of courses or sections, these may be withdrawn and a second preliminary registration held.

(f) Construct class schedule from tabulations of preliminary registration.

(g) Advisors make out pupil schedule cards on the basis of the new schedule before opening of school.

(h) In advisory groups pupils secure their schedule cards, make a copy for themselves and a class card for each class. The class cards and the original schedule are returned to the adviser. This step may be carried out the morning of the first day of school.

(i) Run through shortened periods during the afternoon on the first day.

(j) Regular classes second day.

(k) Minor changes and transfers handled in the office.

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BIBLIOGRAPHY

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APPENDIX

Inquiry Blank Concerning Enrollment Practices in

Senior High Schools

(Please encircle the correct response)

1. Do you first build your daily schedule of classes, then conduct enrollment on the basis of this schedule? (yes, no)
2. Do you complete pupil enrollment first, then build your daily schedule of classes? (yes, no)
3. Do you first conduct a pre-enrollment, then build your daily schedule of classes, and complete final enrollment later? (yes, no)
4. How long before the close of school, or the semester, do you have pre-enrollment? _____ weeks.
5. What period of time before enrollment do you use for advisory conferences between students and faculty advisers? _____ weeks.
6. Do you act as sole faculty adviser on enrollment? (yes, no)
7. Is pupil advisement on selection of courses a part of your regular guidance program? (yes, no)
8. Do pupils prepare their own individual pupil schedule cards? (yes, no)
9. Are individual pupil schedule cards prepared by some administrative agency before final registration day? (yes, no)
10. When do you hold final registration? _____
11. If you do not hold pre-enrollment before the close of school, when do you enroll? Opening day of school. One week before. Two weeks before. _____
12. What special technique, if any, do you use for rural boys and girls enrolling for the first time? (Use blank sheet if more space is required).
13. What routine do you follow in your pre-enrollment procedure?
 - (a) All work completed in one general assembly.
 - (b) General assembly, followed immediately by small group assemblies to complete work.
 - (c) General assembly, followed by a period of _____ days, during which pupils return completed forms to (regular classroom teacher, home-room teacher, the principal).
 - (d) Other, as follows:
14. For what period of time after the opening day of school, or the semester, do you permit changes in enrollment? _____

Name _____

School _____

(Return to: Arthur Keller, Americus, Kansas)

Kansas State Teachers College,
Emporia, Kansas,
June 15, 1939.

Dear Friend:

Mr. Arthur Keller is making the study for which he is asking your cooperation under my direction and supervision.

The request he is making of you has my endorsement and I assure you the data furnished him will be used with intelligence and professional dignity.

Yours very sincerely,

H. E. Schrammel

Director,
Bureau of Educational Measurements.

HES on

AMERICUS RURAL HIGH SCHOOL

ARTHUR KELLER, Principal

AMERICUS, KANSAS

June 17, 1939

Mr. John Doe,
Worthytown, Kansas,

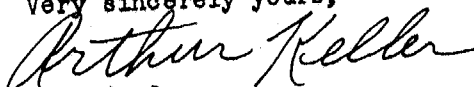
Dear Mr. Doe:

In making a study of routine administrative techniques followed by high school administrators, I find an apparent lack of usable information on enrollment procedure.

Since I believe that information concerning the methods employed by successful administrators in the conduct of pupil enrollment, set up in organized form, should have a distinct professional value, I am attempting to prepare such an organization of material. To this end I am seeking your co-operation by asking you to please fill in the enclosed form and return it at your earliest convenience.

I shall be grateful to you for the time and thought which you may give to this matter. If you desire to receive a summary of the findings of this study, I shall be glad to send you a copy.

Very sincerely yours,



Principal,
Rural High School,
Americus, Kansas.

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