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A comparative study of the school system of Holyoke, Massachusetts.

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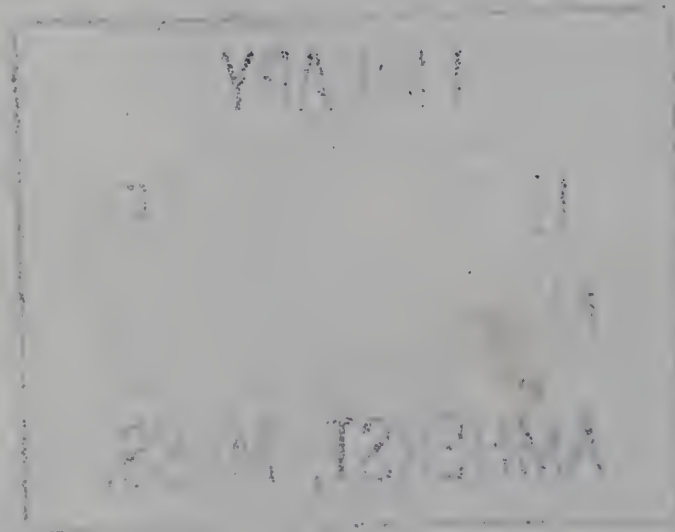
A COMPARATIVE STUDY OF THE
SCHOOL SYSTEM OF
HOLYOKE, MASSACHUSETTS

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A COMPARATIVE STUDY OF THE
SCHOOL SYSTEM OF
HOLYOKE, MASSACHUSETTS



BY
ROBERT L. HEMOND

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A problem submitted in partial fulfillment of
the requirements for the Master of
Science Degree

University of Massachusetts
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CHAPTER I

INTRODUCTION

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INTRODUCTION

Every locality normally has an educational system. This educational system is generally something like an old-fashioned patchwork quilt - it is a synthesis of the understandings, actions, attitudes, and concerns of the people of the community and the staff of the school system about public education. However, unlike the old-fashioned patchwork quilt, which, once it has been woven, remains in a stagnant status: the educational system of a community must be a changing, growing, expanding concept influenced by the major strands of life that are going on around the system.

Background of This Study -- Until recent years, the educational systems of the average community in the United States have been concerned with learning only "for its own sake". Education is knowledge, it was said; we must increase "the sum of knowledge". In a complacent manner, our educational systems used to aim at the goal that education is a "good thing in itself"; that, like virtue, it is its own reward. Since the change in recent years of the status of the world as a community, which has been made sharply evident by World War II, our school systems on the average are no longer complacent. The aim of education is no longer to add to the sum of knowledge - that is, to fill the mind as one would an ash can - but rather, to aid our young people to develop a sense of self-realization which will help them play their parts in all the institutions of society. What the young

people want to know is not how to manage monarchies and achieve conquests, but how to improve the common lot. They want to learn from the past only those interests, virtues, and values which have never failed to enrich the life of the common man, and those trends in modern life which must be carefully checked in order to prevent posterity from a sweep back to servitude, ignorance, and misery. Institutions evolve, and the collective intellect is constantly at work upon the enterprise of making better the machinery of these institutions in order that they better fulfill their functions. However, in order to effectively judge how far institutions are advancing to a higher plane of efficiency, comparative studies must be made from time to time on the relative status of the institutions over a period of years. To get some kind of a picture on the advancement that has been made from complacent educational systems to progressive educational systems, it is necessary to make such a comparative study. Such a study would aim at a broad comparison over a unit of time of the main aspects of a typical school system - such factors as buildings and equipment, operating costs, curriculum content, and status of teaching personnel - in order to arrive at a clear picture of relative improvements which the system has attained.

Subject of This Study -- To present a comprehensive picture of the average comparative improvement of educational systems throughout the United States over a period of years

would require a careful study of numerous school systems. Detailed investigation over a wide scope of material would be required involving painstaking care in the choice of the proper information before a clear picture could be fairly attained. Such a process means the expenditure of a good deal of time and money. Rather than become entangled in such an immense undertaking, in order to get an idea of the comparative educational advancements made in the average school systems of the country, it is preferable to make a study of only one school system which appears to the random eye to be of average caliber in light of current educational standards in the United States. Such a study, by its very nature, does not claim to be authoritative in any sense on a broad level. But, it is felt that a few general concepts can be derived from a study of an average educational system which will better enable an understanding of the relative advancements that American education has made on a whole. The subject of this study will be the public school system of the City of Holyoke, Massachusetts. A comparative study will be attempted of the status of the school system of that city in and about the year 1873 with the present-day set-up - a period of seventy-five years of growth.

Reasons for Choice of Holyoke's School System -- This year - the year nineteen hundred and forty-eight - the community of Holyoke celebrates its seventy-fifth year as an incorporated city in the state of Massachusetts. The choice

of the public school system of this city for a case study is based upon a feeling that a unique unit of time is available in these past seventy-five years for a comparison basis. It has been a period of dynamic change in all institutions of the communities of the country and the field of education in particular has undergone much in the line of face-lifting. In this period, Holyoke, in the typical American fashion, has grown in all it's civic aspects with the rising tide of the industrial revolution that made the United States the great nation that it is to-day. In the seventy-five years of life as a city, this community has moved in typical fashion from the horse and buggy life of leisure of the middle nineteenth century to the twentieth century pace of jet-propulsion, all the time attempting to keep it's educational standards up to the level of the demands of the time. The problems of the average American community as to providing finances for proper educational facilities, finding qualified personnel for the teaching staffs of the schools, and setting up satisfactory curriculums are to be found in adequate number in the history of this community.

Scope and Method of Study -- The scope of this study of the public school system of the City of Holyoke will cover a comparison of major aspects of the system in the years from 1873-1877 to the years 1944-1948. Rather than tie this study down to actual events and conditions which occurred only in the year 1873 with those of the year 1948, it was felt that

a better picture could be presented when the extremity years in this study also embraced four adjacent years. Strict rigidity as to interpretation of conditions will then be avoided in favor of a broader basis for comparison. It is recognized that some of the events which occurred in these years within the school system and some of the decisions which were made by the authorities in charge were affected to a degree by events in previous years not taken into account by this study. A general overall picture of the educational system in the Holyoke of 1873 will first be presented by a coverage of the organizational and administrative set-up as related in the annual reports of the School Department. In the same manner, the present-day educational structure will be presented. Then, this study will attempt to make a fairly detailed analysis of some general aspects of the system of 1873 and thereabouts with the 1948 system. It is recognized that when an historical comparison is made of a public agency, an individual sometimes leaves himself open to critical cries of misrepresentation voiced by current officials of those public agencies. Needless to say, every attempt will be made to present information fairly and impartially in this study without the injection of personal opinions.

CHAPTER II

ORGANIZATION AND ADMINISTRATION

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ORGANIZATION AND ADMINISTRATION

The community of Holyoke, Massachusetts was incorporated as a city in the year 1873 by an act of the legislature of the state. Under the provisions of the charter, the field of education was entrusted into the hands of an elected Board of School Committee. Upon their shoulders was placed the responsibility of directing the education of the youth of the community. An analysis will be made of the manner in which the School Board of the 1873 period handled this responsibility through organizational and administrative procedures in comparison to the present 1948 methods used, in an attempt to note any basic changes.

1873-1877 Period

With the setting up of the first School Board under the new City Charter, the Mayor of the City was made the presiding officer of the Board with the title of Chairman of the Board of School Committee. By ballot at each yearly organizational meeting, the Secretary of the Board was chosen, who was also to act as Superintendent of Schools. As Secretary of the Board, he had the duties of maintaining all records of proceedings and expenditures, prepare the Annual Report, prepare a Manual of the Public Schools, prepare payrolls of all salaries, and have general charge of all school property. Acting in his capacity as Superintendent of Schools, his general duties included supervision of the educational and disciplinary methods in the schools, visit the schools at

every opportunity available to him, investigate all cases of absentees, and maintain a file of candidates for teaching positions. His office hours were from 11:30 a.m. to 12:30 p.m. on days when the schools were in session, on Monday, Wednesday and Friday, one hour after the close of the afternoon session of the schools, and on Saturday, from 10:00 a.m. to 12:00 p.m., during term time. The Board of School Committee consisted of nine elected public officials who held office for three year terms each; three of the nine having been elected at each yearly city election. Two of nine of these officials were elected-at-large to represent all of the city; the other seven officials were elected by one of each of the seven electoral wards into which the city had been divided.

District School Committees -- The city was divided into three school districts with a District Committee of several School Board members for each one of the three districts. The Chairman of the Board of School Committee appointed the members of each committee. The First District Committee was in charge of the schools then known as the Lyman Street School, the Park Street School, the Ingleside School, and the Baptist Village School. The Second District Committee supervised the Chestnut Street School, the Northampton Street School, the West Street School, and the Rock Valley School. The Third District Committee controlled the Elm Street School, the Appleton Street School, and the Ewingville School. The number of members to be on each District Committee was

planned in proportion to the number of pupils in each of the school districts - in 1873, this meant three committeemen to each District Committee. The District Committees were given almost complete charge of the schools in their respective districts, and, with the Superintendent of Schools, could arrange the studies and classify the pupils in such a manner as they deemed best. In maintaining an overall control of the supervision of the schools, the School Board required that at least once a month, the District Committees visit each school in its district without prior notice to the teachers, and report back with quarterly reports on findings of these visits to a Board Meeting. With and by the approval of the Superintendent of Schools, the District Committees could make transfers of teachers as they may deem necessary within their respective school districts. If the transfer were to be permanent, and the teacher involved was not satisfied, the Board reserved the right to review any transfer and change the orders of the District Committee if necessary.

Other Committees -- Other standing committees were formed by the Board of School Committee in 1873 as follows: the Committee on Elections, Committee on Rules and Regulations, Committee on Accounts and Finance, Committee on Salaries, Committee on Music, Committee on Drawing and Writing, Committee on Textbooks and Printing, Committee on School Houses and Repairs, and Committee on the Evening Schools. In 1881, the Committee on Census, Attendance and Truancy were added to

this list. Each Committee contained a membership of three of the School Committee in its make-up. Specific duties of each Committee corresponded much in accordance with what the titles of the Committee would indicate. It is interesting to note that the Committee on Textbooks and Printing were restricted by the Board to the adoption or introduction of any new textbooks only at the beginning of any new school year.

Examination and Election of Teachers -- The month of June was chosen by the Board of the School Committee for the time of the annual election of teachers. The majority of the votes of the full Board were necessary for the election of a teacher for the next school year. Written notice was made by the Secretary of the Board (who was also Superintendent) of appointment to a teacher upon the favorable decision of the Committee. This appointment took effect at the beginning of the Fall term and continued until the close of the school year, the following June. The salaries of the teachers were fixed at the time of their appointment, with the Board having the right to vary them beginning with the next school term. This meant that at the end of the Fall term, the Board could raise or reduce a teacher's salary for the Winter term of the school year, but could not change a salary rate, by its own ruling during the operation of a school term. In case of a reduction of a salary, the teacher affected was generously given the liberty to resign at the end of a school term. Each District School Committee, with the Superintendent, con-

stituted an Examination Committee of instructors, and examined all applicants for vacancies, or instructors for new schools, established in their respective districts. Upon feeling that candidates for a teaching position have satisfactorily passed an examination - the nature of which was determined by each committee individually - the District Committees nominated their choice in respective order to the School Board for confirmation. Normally, the choice of a District Committee automatically was accepted by the Board since the candidate already had three votes in his favor, and needed but two more for a Board majority. There is evidence in the records to warrant a belief that more than once candidates applied for a position with each of the three District Committees at the same time in the hope of bettering their chances of landing a teaching job in the system. When a vacancy existed in the Principalship of the High or Grammar Schools, the Examining Committee consisted of the District Committee of the school in which the vacancy existed, two other members of the School Board appointed by the Chairman, and the Superintendent of Schools. In the School Board rules, it was provided that if a candidate for a teaching position was a graduate of a Normal School, a special examination of his ability could be dispensed with by the District Committee. However, if a candidate, so nominated, was appointed by the Board to a teaching position, he was nominated for confirmation as a regular teacher only

after a satisfactory trial of three months.

Terms, Vacations and Sessions -- The school year in 1873 was established on a forty weeks basis, beginning on the Monday nearest the first day of September, or at the close of the summer vacation of eight weeks, and ending on or before the third day of July. The school year was divided into three terms. The first term commencing with the school year, and continuing sixteen weeks, closing on or about the 23rd of December, followed by a two weeks vacation. The second term commenced on the first Monday in January, continued for twelve weeks, and then followed by a two weeks vacation. The third term, commenced on the second Monday in April, continued for a twelve weeks term, and then followed by the eight weeks summer vacation. The Chairman of the School Board was authorized to suspend the schools not exceeding three days in each municipal year. No other holidays were allowed except by vote of three-fourths of the members of the Board of School Committee present at a meeting for such a vote; and no other suspension of school was allowed except for important reasons peculiar to that school, and only then upon express permission of a majority of the District School Committee and of the Superintendent. The morning session of the schools commenced at nine o'clock, and closed at twelve o'clock, with a recess of twenty minutes for all pupils, when one-half of the session had expired. The afternoon sessions, from April 1st until October 1st,

began at two o'clock and closed at five o'clock, and from October 1st until April 1st, began at halfpast one o'clock and closed at halfpast four o'clock, with a recess of twenty minutes as in the morning sessions. The Primary Schools, and the primary classes in the ungraded schools were dismissed earlier at each session depending on the decision of the teacher in charge, subject to the Superintendent's limitations.

General Administrative Techniques -- The School Board provided in its 1874 regulations that the school rooms be opened with the teachers present fifteen minutes before each school session. The general routine of each morning exercise commenced with the reading by the teacher, or by the teacher and pupils of a portion of the Scriptures, followed by the Lord's Prayer. The afternoon session was closed each day with appropriate singing. Teachers were allowed to judiciously exercise the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons; such a detention, however, could not exceed fifteen minutes after the morning session ended, with safeguards that the pupil would in no circumstances be deprived of a recess. The School Board required that children could not be allowed to remain in classes unless they had the proper books and utensils required in the work of the respective classes. Where, through poverty or negligence of parents

or guardians, the pupils were not provided with the proper tools, the Superintendent was authorized to provide such tools at the expense of the City. Satisfactory evidence of vaccination was required before a child could attend school, and when suffering from contagious or infectious diseases, he was not admitted. The main weapon used by the School Board to keep down the degree of injury to school property was suspension of any pupil from school for damage to school property with refusal within one week's notice to repair such damage. In this period of 1873, the School Board stressed upon the teaching staff the importance of incurring good moral habits upon the students, by providing in its regulations that instruction be given daily in each of the schools in the principles of truth and virtue. The pupils were to be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner. The Board attempted to maintain a standard of discipline and instruction of equal level throughout the school system by allowing teachers, once each term, to visit schools in other school districts than the one they taught in, for the purpose of observing modes of discipline and instruction used. For such visits, the Superintendent could allow the teachers to suspend their classes for one-half day each term. Occasionally, the School Board held teacher meetings - generally in the evening - for the purpose of

of professional improvement. At a few of these meetings, lectures would be given by so-called experts of that day in the field of education. In case of the absence of a teacher from her regular class duties, a substitute was employed to maintain order for the day. The pay of this substitute came out of the salary of the absentee, except in rare cases approved otherwise by the Board. In employing a person as a substitute for more than one day in succession, approval had to be obtained from at least two members of the District School Committee in which the school was located. The need for physical exercise by the students and good room ventilation all year round was stressed repeatedly by the School Board. The Board required that every room in every school house have a thermometer and that the teacher make ventilation and temperature regulation an essential object of attention. Some kind of physical exercise for every scholar every forenoon and afternoon session was an essential must. On the question of whether a teacher could teach after school hours, the School Board had some definite regulations. It provided that no teacher could keep a private school, or teach in any other public school than the one assigned by the Committee; nor instruct private pupils before six o'clock p.m., except on Saturday, nor edit any newspaper, or religious or political periodical. Regular meetings of the School Board were held at the School Department office in the Lincoln Block on the

first Monday of every month when any citizen who had complaints to make, suggestions to offer, or advise to give on school matters, could have the respectful attention of the Committee. In 1880, the regular meetings of the Committee were changed to the evening of the first Tuesday of each month. It was provided that the Chairman or the members of the Committee, upon written request, could call special meetings of the Board with but a twenty-four hour notice.

Administration of Discipline -- On the question of administering discipline, the School Board of the 1873 period constantly suggested that an instructor aim at such discipline in his classroom as would be exercised by a kind, judicious parent in his family, avoiding corporal punishment in all cases where good order could be preserved by milder measures. This punishment declared the Board, when the necessity for it occurs, should be administered only after due deliberation, and generally not in the presence of the school, except when sudden and violent opposition to the authority of the teacher may call for instant punishment, without waiting for the trial of other means of correction. The School Board warned, however, that in no cases could teachers resort to cruel and unusual punishment. For violent or pointed opposition to authority in any particular instance, a teacher was empowered with the right to discharge a child from the school for the time being; but such teacher had to immediately inform the parent or guardian of the measure, and apply to the District

School Committee or the Superintendent for advice and direction. Regulations of the School Board of 1874 brought out the fact that when the example of any pupil was very injurious, and in all cases, where reformation appeared hopeless, it was the duty of the teacher with the approbation of the Superintendent to suspend such pupil from the school. Absence in 1873 was defined as not being in school for at least one-half of the daily session. Truancy was defined as having been absent for five consecutive school days without good and sufficient cause.

Administration of Instruction -- The School Board pointed out to the teachers that the books used and the studies pursued in all the public schools of the city shall be such only as may be authorized by the Board; and that they shall not permit the distribution in the schools of unauthorized books, tracts or other publications. The Board further required that all teachers make frequent and proper use of such apparatus, maps, charts, globes, blackboards, and other means of illustrations as may be furnished them for their use. An annual exhibition of the acquirements of the pupils of the public schools in music, was required under the direction of the Committee on Music. Examinations for entrance into the High School were required, with the Superintendent of Schools assigning the day and the hour at which the several examinations were to have commenced. These examinations were not to exceed three hours in length and were to be con-

ducted in such a manner as to present the actual proficiency of the scholars in the studies pursued during the year. The Primary and Intermediate Schools formed the lowest grade in the system of public instruction established in the City, and in them was taught the rudiments of an "English Education". Grades' I, II, and III consisted of the Primary Schools, and Grade IV made up the Intermediate School. The Grammar School, consisting of Grades' V, VI, VII, and VIII, furnished instruction in the common branches of an "English Education". The High School course of study consisted in 1873 of a General course with a Classical course added in 1874. Requirements for admission to the High School were a satisfactory knowledge of the studies pursued in the Grammar School plus the attainment of a 70% mark or better in the required entrance examination. The regular written examination, mentioned above as an entrance requirement, took place as near the close of the school year as possible. The questions for this examination were prepared by the Superintendent in consultation with the Principals of the High and Grammar Schools. The candidates' examination papers were corrected by the Superintendent and Principals, and those pupils attaining a satisfactory grade were admitted to the High School. Evening Schools for adults and for children over twelve years of age who could not attend the day schools had been established just prior to this era, with the books used and studies pursued in the Intermediate and Grammar

Schools, as far as practical, adopted. There was only one term of the Evening Schools, commencing on Monday evening following the Thanksgiving Holiday, and continuing twelve weeks, five evenings per week. The schools were opened at seven o'clock and closed at nine o'clock with the teachers present fifteen minutes before the opening of the school.

1944-1948 Period

The public schools of Holyoke are to-day managed and controlled by a school committee of nine members, much in the same manner as they were seventy-five years ago. The administration of the schools has been maintained by the Superintendent as in the past with increased powers having been delegated to him by the school committee. Such duties of the old District School Committee of 1873 as assigning and transferring of teachers, or classifying, transferring, examining, or promoting of pupils, are now entrusted to the Superintendent of Schools with the approval of the full Board. One duty of increasing importance which the Superintendent now has is the enforcement of the statutes relating to the education and the employment of minors and the authorizing of labor certificates to employees and of suitable blanks to employers for record of same. The absolute power to appoint teachers in the day and evening schools and heads of departments in the High and Vocational Schools has now been given to the Superintendent with Rule 16

of Chapter VI in the Rules and Regulations of the School Committee further stating that "the term of service of teachers so appointed---shall continue until the first meeting in June following the appointment, at which time the Board may proceed to ratify or reject the appointments of the Superintendent". In actual practice, a Superintendent can appoint, therefore, a teacher in July who will teach a whole year before such appointment is reviewed by the Board. The office of Assistant Superintendent of Schools is a new addition to the school system in comparison to 1873. An Assistant Superintendent of Schools is elected in the same manner as the Superintendent of Schools and performs those general and special duties of school administration and supervision assigned by the Superintendent. This officer also must give special consideration to the supervision of the work of the kindergarten and elementary schools (the first six grades), and to approved standards and tests and the correlation of work in the grades and schools below the junior high schools.

District School Committees -- The three school districts of 1873 still exist to-day with an increase in the scope of the districts, but a decrease in the duties of the District School Committees. Although the Committees still consist of three members of the School Committee for each district, their duties are now of but an advisory nature; such duties of the 1873 setup having been limited by the increasing power of the

Superintendent, as noted above. The First District Committee now has supervisory charge over the schools known as Elm Street, Highland, Nonotuck Street, West Holyoke, and William Whiting. The Second District Committee controls the schools known as Elmwood, Ingleside, Joseph Metcalf, Kirtland, Lawrence, South Chestnut Street, and Springdale. The Third District includes the schools known as Hamilton Street, Morgan, Park Street, Sargent Street, and West Street. An additional district committee has been added to the School Board organization since 1873, known as the High School Committee. The make-up of this Committee consists of one member from each of the District School Committees named by the Board Chairman, and such Committee has supervision in a general nature over matters pertaining to the High, Continuation, and Vocational Schools.

Other Committees -- The following standing committees of three School Board members to each committee make up the balance of the School Board organization: Committee on Rules, Salaries, and Finance; Committee on Buildings, Supplies and Course of Study; and the Committee on Special Departments, Evening Schools, and Attendance. Definite duties of administration and supervision are prescribed for each Committee. In recent years the practice of appointing advisory committees of private citizens for vocational educational improvement of the school system has been pursued. Such advisory committees are as follows:

Automobile Trades, Building Trades, Electrical Work, Household Arts, Metal Trades, Pipe Welding, Printing, Distributive Occupations, and Evening Practical Art Classes.

Examination and Election of Teachers -- As in 1873, the month of June is the time for the annual election of teachers. Only in that respect is the examination and election of teachers in the present school system similar to the system of seventy-five years ago. Teachers are now selected for service solely on the basis of merit - such merit having been evaluated by a Board of Examiners appointed by the School Committee. A somewhat more detailed examination will be made of this "Holyoke Plan for Teacher Selection" later in this paper, but it is important to point out at this time that a decided improvement on a scientific basis has been made for election of teachers over the hit-or-miss methods of 1873. The Superintendent is now better able than ever before to make fair and competent appointments or nominations to the School Committee for action. The salaries of the teaching staff are now based on a single-salary schedule which does not fluctuate in any manner or fashion as was the practice in the eighteen-seventies. Although the Board still maintains the right to vary salaries as they wish, the tendency is to adhere strictly to this schedule which, later on in this paper, will be further discussed. The marriage of a woman teacher in the school system shall, according to the regulations of the Board, operate to sever

her connection with the public schools.

Terms, Vacations, and Sessions -- The School Boards of the recent era have specified that the school year shall begin on the Wednesday following the first Monday in September and shall close on the last Friday in June. The year has been divided into four terms. The Fall term continues for sixteen weeks of work after the opening of school followed by a vacation of one week, and the three remaining terms designated as Winter, Spring and Summer terms are for eight weeks each with a vacation of one week between each term. In recent years, the hours of the school sessions have been as follows: for the Kindergarten, Elementary and Junior High Schools, from 8:45 a.m. to 11:45 a.m. and 1:30 p.m. to 3:30 p.m.; the High School, from 8:20 a.m. to 1:55 p.m.; and for the Vocational School, from 8:00 a.m. to 12:00 p.m. and 12:30 p.m. to 3:30 p.m. Recess for the High School was established as not to exceed twenty-five minutes, while for the lower grades, a ten minute outdoor recess in the forenoon and a five minute recess in the afternoon was designated.

General Administrative Techniques -- The routine administrative techniques used in the eighteen-seventies are still followed in much the same manner in the present school system. Teachers are required to read a portion of the Bible without comment along the same lines as seventy-five years ago. Another requirement is that from time to time

there shall be held such exercises as will teach the pupils the lessons of love of home and country. Emphasis also must be made by the teachers upon their classes on purity of speech, neatness and thrift, and special attention must be given to the dull and unfortunate. In case of absence, teachers are required to first notify the Principal at least forty minutes before the opening of the school day so that a substitute may be provided. A teacher is also required to notify the substitute as to the time of his return to school; failure to do this entitles the substitute who reported unnecessarily to one-half day's salary, same to be paid by the offending teacher. Ten days of absence during the year without loss of pay are allowed at present, but in excess of the above period up to three months in one year, the teachers are allowed the difference between the salary and the amount paid to a suitable substitute. In order to further the educational standards of the staff, the Superintendent is authorized to secure leading educators to discuss general topics of education and to discuss modern methods showing how to develop the best work in teaching before special meetings of the teachers. To advance the work and increase the efficiency in special areas of knowledge, the School Committee in recent years has made use of supervisors with special departments based on various levels of instruction throughout the school system. These special departments are in manual training, household arts, drawing,

writing, music, health, and physical training. Supervisors have control of their departments as principals have control of their schools. They are directly responsible to the Superintendent for the courses of study, the time schedules, the methods of instruction, and the progress of the pupils in the various special branches. They instruct their assistants, conduct teachers' meetings, and in general, see that all work of their respective departments is properly organized, deputed and supervised. Meetings of the School Board are again held on the first Monday of the month as in 1873, but now are held only for the specific purpose that the meeting is called for. In order to discuss matters of relative nature, meetings are held one week previous to regular meetings on a Monday night with the School Committee acting in a closed session.

Administration of Discipline -- On the broad question of administering discipline, the present outlook of the school system is much the same as in the past. Attendance officers are now part of the system to execute the laws of the state relating to truancy, irregular attendance, neglected children, and children employed in mercantile and manufacturing establishments. Their duty also includes making a yearly census of all persons of school age in the city. Children no longer are detained after the close of the morning session as allowed in 1873 and can be kept no longer than one-half hour after the close of the afternoon

session for purposes of study or discipline. This does not hold for pupils of the High School, however, who can be required to return to the special afternoon session from 3:15 p.m. to 4:30 p.m. to make up deficiencies in study.

Administration of Instruction -- All courses of study and textbooks have to have the approval of the School Committee before they can be put into operation in the same manner as required in the earlier period of the school system. Teachers are warned not to let their time at the school building be taken by book agents and other canvassers, nor can they tutor for pay any pupils of the public schools during school terms. Textbooks used in the schools can be changed by a two-thirds vote of the whole Board at any meeting, and not just once a year as in 1873. The lowest grade in the school system of the present day is the Kindergarten followed by the first six grades of the Elementary Schools. Then comes the VII, VIII, and IX grades of the Junior High Schools. The Senior High School is a four year school, but the ninth year is established mainly for graduate transfers from the eighth grade of Parochial Schools. Graduates of the ninth year of Public Junior High Schools move automatically into the tenth year of the High School. A Vocational School, a Continuation School, Evening Schools, Summer Schools, and a recently established Junior College make up the balance of the system of public instruction now maintained in the city.

CHAPTER III

BUILDINGS AND EQUIPMENT

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BUILDINGS AND EQUIPMENT

One of the major problems which confronts the educators of any school system is that of getting the most utility from the buildings and equipment which they have at their disposal. Just as to where is the limit that public buildings can be adequately used for the purpose of educating the youth and still maintain good standards is hard to say. But, it is fairly certain that more than once, that limit was stretched to a great extent in many of the school systems throughout the country. The Holyoke School system was not the exception in this respect. In examining the relative status of the buildings and equipment of the 1873 era with the present set-up of the school system, we should keep in mind a few cardinal guides which progressive educational systems adhere to. First of all, a school building and equipment buying program must take into consideration the immediate needs as well as the future needs of a school system. Each building which is planned, each bit of equipment bought, each addition made must be considered a part of the ultimate program of improving the whole level of the school system. No investment should be made except as it offers the best possible educational development for the community. In considering two different eras of educational development, thought should be given as to how well the various school committees followed this pattern.

1873-1877 Period

With the close of the year of 1872, the School Committee reported that in their opinion "the school buildings are all in good condition, and no extraordinary repairs are anticipated for the ensuing year".¹ School accommodations were felt to be ample for present needs of the time with the exception of possibly one school. The rapid increase in population in the section of the town where this school house was located necessitated at least planning for additional school room. The chronic difficulty of warming large school rooms during the arctic weather was thought to be still unmastered. To overcome this problem, the appropriations for the next year called for repairs on the furnaces of several of the schools, plus a new furnace for the High School. Near the end of 1873, it was noted by the Superintendent then in charge that the school accommodations near the then center of the city were fast becoming insufficient. The Lyman Street building located in this area - a Primary and Intermediate School - was thought to have been poorly planned when built. One of the rooms was noted as having seating capacity for only twenty-five scholars, while the adjacent room was inconveniently large. The recommendation at the time was to rebuild the wall between the rooms so as to divide the space equally. It was further recommended that a

(1) Report of School Committee, 1873, Page 28

new building be built between this building and the nearest school known as Park Street, so as to reduce scholars from either school. In making his recommendations, the Superintendent of the Schools, in his annual report, proposed the following foresighted thought. "While our citizens may well take pride in the substantial buildings which they have already erected, it does not seem to me that it would be wise now to incur great expense in the erection of other edifices. It is very important, however, that a large lot should be secured. Upon such a lot, a wooden building of not more than two stories may be erected, containing four rooms, with a seating capacity of two hundred pupils. If upon the growth of the city and changes in the centers of population, such a building should seem to be poor in location it could be disposed of without loss. Experience has shown in Holyoke, as elsewhere, that it is not always easy to tell where school accommodations will be most needed".² Evidences of a desire for more housing space for the scholars of the community is seen in the report of the Committee on School Houses and Repairs of 1875. This report pointed out that limited funds had been expended for repairs that were absolutely essential in order to expand the accommodations of several buildings. Special consideration was requested to expanding the High School building with the construction of

(2) Annual Report, 1873, Page 13

a laboratory, and if possible, a gymnasium. It was further requested in this report that future estimates for appropriations take into consideration that the city was growing and thus the school system facilities must enlarge to meet new demands. The need for better ventilation and heating was again recounted. By the end of 1876, little in the way of improving the housing facilities of the school system had been accomplished, for the Superintendent again voiced the theme of the 1875 report for immediate attention to expanding of the High School building along with others. Proper sewerage was requested for the Park Street School, another room was needed at the Baptist Village School, and a building "should be erected at South Holyoke, containing not less than six rooms, and even a larger building than this would be advisable on account of the constant increase in population in this portion of the City".³ Failure to heed the recommendations of the school authorities resulted by the end of 1877 in overcrowding of all the school facilities. Figures compiled in the Report of 1878 showed that while there was an average of fifty-one pupils for each room in the school system, the average number of sittings per room was only some forty-six. The Report thus stated that, "it is clear that the comfort of the pupils is dependent upon the tolerably constant rate of daily absences".

(3) Annual Report, 1875, Page 13

Status of School Buildings -- In order to comprehend to a degree the overall picture of the status of the buildings of the school system, Table I has been constructed. Eleven buildings in all composed the total housing facilities of the school system in the 1873 era. Two of these buildings were of wood construction, and the other nine were brick structures. Five of the buildings were rated by the School Committee to be in good condition, three in fair condition, and three in poor condition - one of which was next to the largest building used. The basis for rating of the condition of the buildings was on the general adequacy with which scholars were housed, the heating and ventilation condition of the buildings, and the general atmosphere inside and outside the buildings. As to the outside appearance of the buildings, the School Committees yearly asked that the city pay attention to properly grading and grassing of the yards surrounding the school buildings. Since little was evidently done to follow the advice of the school authorities in making the yards a proper place for recreation of the pupils, the general survey as to overall condition of the school buildings had to overlook this situation to some degree. From Table I it is to be noted that the number of sittings refers to the normal capacity of the different schools for handling of scholars, while the average number of pupils indicates the number of scholars which the buildings had to handle. Over one hundred pupils in excess of the

TABLE I

Status of School Buildings from a Composite of School Committee Reports in the 1873 Era.

Location of Schools	Grade	Material	Condition	No. of Rms.	No. of Sittings	Av. No. of Pupils	Size of Lot
Elm Street	High & Mix.	Brick	Fair	5	118	98	16520 sq. ft.
Appleton St.	Gram & Int.	Brick	Good	10	426	394	32000 sq. ft.
Chestnut St.	Prim & Int.	Brick	Poor	8	400	369	24000 sq. ft.
Lyman St.	Prim & Int.	Brick	Fair	4	204	201	8600 sq. ft.
Park St.	Prim & Int.	Brick	Good	8	413	555	24315 sq. ft.
Ewingville	Mixed	Brick	Good	2	89	84	
North Street	Mixed	Brick	Poor	1	32	23	11500 sq. ft.
Baptist Village	Mixed	Brick	Good	2	64	52	12500 sq. ft.
Ingleside	Mixed	Brick	Good	1	40	28	21780 sq. ft.
West Street	Mixed	Wood	Fair	1	30	26	8167.5 sq. ft.
Rock Valley	Mixed	Wood	Poor	1	32	24	8167.5 sq. ft.

number of sittings in the Park Street School were temporarily housed in the basement of the nearby German Church for several years.

Description of Several School Buildings -- At various intervals in the School Committee Reports of the 1873 era there is listed some details of the school buildings of the system. A compilation of these facts has been made to present the following overall description of several of the school buildings.

1. The Elm Street High School House -- There are four rooms upon the first floor of this building, three for ordinary recitation and one for laboratory, measuring respectively 25 feet in length, 21 feet 5 inches in width, and 12 feet in height. These rooms were provided with settees only for the pupils. It was often hoped, by the School Committees, that desks or chairs with desk arms be introduced, for this would have added greatly to the convenience of both teachers and pupils. The study hall, embracing the entire second floor, measured 60 feet 8 inches in length, 41 feet 9 inches in width, and 15 feet 7 inches in height. It had sittings for one hundred and eighteen pupils, floor area of 2,533 square feet, and air space of 39,473 cubic feet - an average of 22 square feet and 334 cubic feet for each pupil. The building was heated by furnaces. A bell was located in this building for the signaling of school hours for all the schools throughout the city. However, the bell was felt not to be suffi-

ciently powerful to be heard at all the schools, besides the the fact that its use impaired the strength of the building and at the same time, was very annoying to the classes therein. Eventually, the City Hall bell was rung in place of this one. Valuation of the property within this school was reported around 1880 as shown in Table II.

TABLE II

Valuation of Property Within the Elm Street School.

Philosophical apparatus and chemicals	\$ 220.00
Decorations	134.00
Reference Library	<u>333.00</u>
Total	\$ 687.00

2. The Appleton Street Building -- This building was of three stories in height, with ten schoolrooms and a hall. The hall was 80 feet in length, 30 feet in width, and 13 feet in height. In general, the rooms were 31 feet long, 28 feet 4 inches wide, and 12 feet high. The number of sittings in the building was 426. The floor area per pupil was 21 square feet, and the air space was approximately 247 cubic feet on the average. The building was felt to be insufficiently heated with steam by a supposed 30 horsepower boiler, and two direct radiators of 120 feet surface each in each room. Ample provision was made for carrying off vitiated

air through heated flues. A principal's room was built and furnished in the north corner of the hall. The room enclosed one of the radiators, and its south side was hung from above with hinges and could be raised to the ceiling by pulleys, opening the room into the hall. The floors of the building were thought to be old and splintered. The blackboards in the lower story rooms were placed too high for the primary classes, so stated the Superintendent's Reports of this era. Table III records the valuation of the property within this building around this period.

TABLE III

Valuation of Property Within the Appleton Street School.

Organ	\$ 25.00
Value of Books	234.87
Value of other material	123.30
Library pictures	25.00
Case of insects	15.00
Cabinet of eggs	100.00
Cabinet of birds and animals	300.00
Cabinet of minerals and seeds	100.00
Teachers' Library	<u>486.15</u>
Total	\$ 1409.32

3. The Park Street Building -- This school house was

two stories high with eight rooms. The general dimensions of each room were 28 feet 6 inches in length, 28 feet wide, and 12 feet 6 inches high. The building had room for 413 sittings, and averaged about 15 square feet of floor, and 189 cubic feet of air space for each pupil. The building was reported as being "warmed" by steam, and two direct radiators in each room, with the 20 horsepower boiler failing to furnish sufficient heat to make the school comfortable on cold days. The foul air was conveyed away through heated flues. The lack of a hall for general exercises was deplored more than once.

4. The Chestnut Street Building -- This school house had eight rooms, each 13 feet high, 28 feet 8 inches long, 23 feet 8 inches wide, containing 678 square feet of floor, and 8,820 cubic feet of air space per room. The building had four hundred sittings, and an average of 13 feet 6 inches of floor and 176 cubic feet of air space for each pupil. The building was heated by stoves. There were flues for ventilation which were not heated.

5. The Baptist Village Building -- This was a one story, two-room school house. The rooms were 13 feet high, and measured respectively 24 feet by 38 feet, and 24 feet by 31 feet. The front room was for primary classes, with 19 square feet of floor and 258 cubic feet of air space per pupil, and the rear room of mixed classes had 15½ square feet of floor and 20½ cubic feet of air space per pupil.

The structure was reported as having been built without any plan contemplated for enlargement in later years, although the lot was an ample one for expansion.

6. The Ewingville Building -- The school house was of two stories in height with two rooms of 12 feet in height and 27 feet by 33 feet floor space. The building housed 96 sittings, and averaged $18\frac{1}{2}$ square feet of floor, and 223 cubic feet of air space to each pupil. In a few years time, the attic room was finished to give the building an added capacity of 30 sittings. The thin board partition which separated the two rooms on the first floor was found to be inconvenient because seated in either room, one could hear two recitations.

Maintenance of Buildings -- Under the City Charter of 1873, the Board of Aldermen was given the power to authorize expenditures for new buildings and additions to old ones when requests for the same had been received from the School Committee. The Board of Public Works was responsible for the construction, alteration and repair of school buildings. Such a system often caused considerable delay in effecting even slight repairs to school buildings. Dissatisfaction at not being able to control the repairing of the school buildings even to a limited degree was voiced in 1874 when the School Committee declared that, "certainly a body of men elected by the people to have the oversight of the schools of the city is better qualified to attend to any needed re-

pairs than those who do not make the success of the schools a speciality."⁴ Special yearly appropriations to the School Committee sufficient to cover the expenses of making thorough repairs and necessary alterations in the buildings was repeatedly requested by the School Committee of the Board of Aldermen. The Report of the Committee on School Houses and Repairs of 1876 urges "the Committee (School Committee) to recommend to the City Council (Board of Aldermen) a liberal appropriation for general repairs upon the several buildings. We urge this matter again in the interest of every tax-payer, as it is certainly no economy to allow our buildings to suffer for want of necessary repairs and attention, and in a few years to be compelled to spend a much larger amount of money, and with far less satisfactory results than if proper repairs were made from year to year".⁵ Such efforts on the part of the Committee resulted only in the right to expend a sum not exceeding \$50 per month for repair work without special sanction. On the average, about three thousand dollars was spent yearly by the city during this period for building care and repairs, under the direction of the Board of Public Works, in accordance with some of the recommendations of the School Committees. This money was mainly spent in an attempt to improve the poor heating

(4) Annual Report, 1874, Page 7

(5) Annual Report, 1876, Page 22

systems in the various schools, for the introduction of plumbing in some of the buildings so as to supply running water, and for the painting and repairing of the outsides of the buildings and of surrounding fences. The type of maintenance that was needed can be visualized by the Report of 1876 upon the question of proper sewerage for the Park Street School. On this question, the School Committee stated "the necessity for some means of drainage for a building where more than four hundred persons are daily using water is apparent, and two old barrels, sunk in the basement, by no means satisfy our demands".⁶ Table IV is a summary of the expenditures recorded for this era on care and repair of the buildings.

TABLE IV

Summary of the Expenditures Recorded for the Period of 1873-1877 on Care and Repair of School Buildings.

Year	Care	Repairs	Total
1873	\$ 1645.23	\$ 374.49	\$ 2019.72
1874	(Appx.) 1093.79	2679.02	3772.81
1875	1747.10	1902.81	3649.91
1876	1987.78	1676.63	3664.41
1877	1868.61	1400.09	3268.70

(6) Ibid, Page 21

Equipment -- The status of the school system on the question of the amount and condition of the equipment available for use by teachers and pupils alike has been hard to determine. Earlier in this report, it was noted that textbooks had to be bought by the students unless in certain cases where they were not able to pay the price that was required. In such instances, the city paid the cost of the textbooks. A twenty percent discount from the established retail rates was generally obtained by the schools for the pupils when new books were required. But, many of the early educators of the city were dissatisfied with this system, for the 1873 School Report notes the suggestion that the city purchase and supply free to the pupils the necessary textbooks. As a result, around 1880, the city began to loan pupils textbooks rather than require that they purchase them. Weeks of instruction were thought to have been saved, for the textbooks were now ready for use from the first hour of a new school year. Evidence of lack of any amount of instructional equipment is seen in the Report of 1877, in which the Superintendent deploras the absence of philosophical and chemical apparatus; of classical and historical maps indispensable to instruction in the ancient languages, history, and geography; and of geometrical blocks and books of reference. A summary of the expenditures made by the city for maps, books, and furniture for the schools has been compiled under Table V. From the various reports of this period, the

status of the equipment in each of the eleven schools of the system has been compiled under Table VI.

TABLE V

Summary of the Expenditures Recorded for the Period of 1873-1877 on Equipment for the School System.

Year	Maps & Books	School Furniture	Total
1873	\$ 190.94	\$ 13.00	\$ 203.94
1874	422.86	1873.39	2296.25
1875	790.31	1126.61	1916.92
1876	478.44	568.59	1047.03
1877	542.01	431.41	973.42

1944-1948 Period

The modern era of the school system of Holyoke finds that the physical plant has been tremendously improved when compared to the set-up of seventy-five years ago. Not one of the old buildings remain for use. At present, the system consists of thirteen main school buildings plus other auxiliary structures, such as the Trade School and the High School Annex. Evidences of the fact that all these buildings are in good condition is seen by the fact that the last of the school buildings - the Morgan School - received on April 21, 1945, a certificate of usage or occupancy from the Massachu-

TABLE VI
 Status of the Equipment in the School Systems from a Composite of School Committee Reports in the 1873 Era.

Location of Schools	No. of Furnaces	No. of Stoves	Val. of Heating Apparatus	No. of Single Desks	No. of Double Desks	Value of Furniture	Value of Books and Apparatus
Elm Street	1	4	\$ 350.00	118		\$ 922.00	\$ 840.00
Appleton St.	3	1	800.00	426		1660.00	734.00
Chestnut St.		8	140.00	112	144	832.00	145.00
Lyman St.		4	100.00	180	12	593.00	43.00
Park St.	4	3	975.00	363	25	1520.00	136.00
Ewingville		1	25.00	64		200.00	18.00
North Street		1	15.00		16	79.00	37.00
Baptist Village		2	50.00	49	20	274.00	47.00
Ingle side		1	25.00	40		145.00	37.00
West Street		1	25.00	30		95.00	18.00
Rock Valley		1	25.00		16	64.00	12.00
Total:	8	27	\$2530.00	1382	233	\$6384.00	\$2067.00

setts Department of Public Safety to the effect that building in all essential features met the minimum safety regulations of that department. Upon this event the Report of the Public Schools of 1945 states, "Holyoke may now boast that every public school building in the city has been approved by state authorities as a safe place for children to attend - a distinction enjoyed by very few cities and towns in the commonwealth". The Report goes on to say that "this very fortunate condition did not just happen, but was the direct result of a policy---".⁷ But at the same time a warning was made when the Report stated; "the fact that our school buildings have been officially pronounced safe, however, does not mean that they are in first class condition. There is still a long list of repairs and improvements to be carried out which have been recommended year after year. Most of our buildings are in chronic need of painting and re-decorating,---".⁸ The most used building of the system, without a doubt, is the High School building. Classes are in session there night and day, even in summertime, not only the traditional day and evening classes, but veterans' classes and Junior College groups. Planning in recent years for the elevation of the level of the school system through more adequate buildings was held up to some degree by the recent

(7) Annual Report, 1945, Page 12

(8) Ibid, Page 13

War. But, the school educators of this system had foresight to realize that the war would undoubtedly be followed by a period of business depression and emergency unemployment which might well be relieved in part by a broad program of public works. In early 1943, they, therefore, came forward with a post-war plan which would meet the long range program of school building needs. The Report of 1942 states, "First, an elementary school should be planned on the Highlands, north of Dartmouth Street. Second, two wings should be added to the front of the Highland School to provide the facilities of a junior high school organization. Next, the Trade School should be enlarged --- also --- a large gymnasium---".⁹ These plans, however, were altered somewhat in the ensuing months when the critical need of a new junior high school in the Highlands became obvious. The facilities of that area showed the Highland School building to be overcrowded and lacking facilities for carrying on a satisfactory program. And the nearest building to the Highland School, the Nonotuck School, was felt to be obsolete and outmoded and should be abandoned. Culmination of efforts to get an entirely new junior high school to offset the conditions in the Highlands area came in November of 1945 when the Board of Aldermen formally voted approval for the erection of a new school. Final plans are now being completed

(9) Annual Report, 1942, Page 18

for a beautiful new building which will contain fourteen regular classrooms, a gymnasium, auditorium, library, and all the special rooms, features and appointments of a modern junior high school. Although construction should have begun in 1946, political bickering has held up the work, resulting in a growing overcrowded condition in the Highland area. Despite such temporary set backs, the School Committee is also looking forward to added construction in the South Holyoke area to replace the old-fashioned, 1887 Hamilton Street School.

Status of School Buildings -- A brief picture of the status of the school buildings of the present school system has been compiled from various School Committee Reports in Table VII. The buildings listed here are only the main structures used for Public Day Classes and does not include those used for vocational work, for there status is effected to a high degree by State and Federal school aid. Such aid was not known in the 1873 era; and, therefore, an unfair comparison would result if these schools were part of the regular list. In 1930, the school system of Holyoke was surveyed by an educational research group from Columbia University. Although this report was made outside the time scope of this study, it does contain a few comments on school sites and playgrounds which are of interest. In Table VII, the playground area per child, determined by this research group is listed. In connection with these figures, the

TABLE VII
 Status of School Buildings from a Composite of School Committee Reports in the
 1948 Era.

Location of School	Grade	Condition	Date of Erection	No. of Rooms	Aver. No. of Students	Playground Area per Child
High School	High & Jr. College	Good	1898	50	1176	
Elmwood	Kindergarten & Elm.	Fair	1894	11	313	12 sq. ft.
Hamilton	Kindergarten & Elm.	Fair	1887	6	264	6 sq. ft.
Highland	Kindergarten Elm. & Jr. High	Good	1901	16	494	50 sq. ft.
Kirtland	Kindergarten & Elm.	Good	1909, 1927	12	314	60 sq. ft.
H. B. Lawrence	Kindergarten Elm. & Jr. High.	Good		24	616	
Jos. Metcalf	Jr. High.	Good	1912	12	287	
Morgan	Elm. & Jr. High	Good	1901	12	277	11 sq. ft.
Monotuck	Elm.	Fair	1882	12	299	15 sq. ft.
South Chestnut	Elm.	Good	1885	6	180	12 sq. ft.
Springdale	Elm.	Good	1900	3	56	34 sq. ft.
West Street	Kindergarten Elm. & Jr. High	Good	1896	15	375	17 sq. ft.
William Whitting	Kindergarten & Elm.	Good	1911	8	206	32 sq. ft.

following was stated: "Almost no consideration has been given in the past to the adequacy of school sites. There is no school building which has a site which might be pointed to as a model. Apparently little consideration has been given to the need of physical exercise for boys and girls in the elementary schools and the junior high schools. The standards for school sites which are widely accepted today are five acres for elementary schools, ten to twelve acres for junior high schools, and twenty acres for senior high schools. When measuring the adequacy of the site for a given school, the measure must be square feet per child in average daily attendance. The accepted minimum standard of playground area per pupil enrolled is 100 square feet".¹⁰ All of the buildings are of a brick or stone construction, and three of them are listed in fair condition due to their inadequacy to handle present enrollments of scholars,

Description of Several School Buildings -- Time has not been available to make the detailed analysis necessary to exactly describe the various school buildings of the present system. Some descriptive comments on some of the buildings has appeared in recent school reports, and upon these, a composite picture has been developed. The aim here is to show the basic degree of difference there is of present conditions with those of seventy-five years ago.

(10) Survey of Holyoke Schools, 1930, Page 108.

1. The High School -- The main building of the High School is a four story, stone constructed structure with an attractive exterior. The auditorium and the lunch room are located in the center section and are surrounded on four sides by classrooms totalling fifty in number. The building was built in 1898, namely, before the period of modern school building standards. It is the busiest and most fully utilized school building in the city, and now houses four separate schools. For this reason, it is continually in need of repairs such as painting to keep it in the highest possible level of cleanliness and efficiency. Notwithstanding its fifty years of age, it still is considered a very useful building which serves its purpose well. Across the street from the High School is located the High School Annex building, which contains the High School Gymnasium and Swimming Pool and several classrooms.

2. The Hamilton Street School -- This nine room school is an old-fashioned, extravagantly constructed elementary school house, which was erected in 1887 and extensively renovated in WPA days. It is considered to be poorly located on a small plot of land at the edge of a public park, between two busy streets, and with little or no playground area around it. At the present time it contains a kindergarten, eight elementary classes in grades one to four, a very much needed Child Care Center occupying two rooms, and a School Lunch Program in the basement. One room in the building is not utilized. The auditorium is located in the attic por-

tion of the building and considered unsatisfactory.

3. Kirtland School -- The original building was erected in 1909 with six rooms. In 1927, it was remodeled with an addition of six more rooms. The site of this building is one of the best in the city, and the playground space fairly adequate. Most of the classrooms of this elementary school are 28 feet by 32 feet in size - a size thought to be somewhat extravagant. It lacks an adequate auditorium.

4. Highland School -- This is a fairly attractive three-story structure used for elementary and junior high levels. It is, however, required to carry a serious overload of pupils. This has meant that the basement had to be converted into rooms for educational purposes, and that the third floor auditorium had to be cut up into two classrooms. The building was erected in 1901 and contains sixteen classrooms.

Maintenance of Buildings -- The maintenance program of the public schools in the present era is carried on under the same general system of 1873 - in other words, under the supervision of the Board of Public Works. Although professing that the schools were in good condition, the School Committee had the following to state concerning maintenance in 1946. "Our maintenance program is hopelessly in arrears. The chief need at the moment is paint - paint to relieve the drabness and cheerlessness of most school interiors, paint to protect and preserve outside doors, cornices and window

frames, paint to cover the accumulated dirt of years and to restore the wholesome and inviting atmosphere which all schools should possess. Cyclical repairs of this type will never be satisfactorily handled until they are programmed over a period of years, and each school is treated regularly and in proper sequence. Other renovations too are needed; such as the transfer of toilet rooms from dingy basements, the installation of modern lighting fixtures, the laying of new floors, the fencing and surfacing of playgrounds, the repair of walks, seeding of lawns, etc."¹¹ In Table VIII, a compilation has been made of the cost of maintenance over the past few years.

From this table it is to be noted that the figures for total costs includes salaries paid to the maintenance staff of the schools.

TABLE VIII

Summary of Expenditures Recorded for the Period of 1944-1946 on Maintenance and Equipment for the School System.

Year	Ed. and Dept. Sup.	Building Supplies	Text and Lib. Books	Furn. and Equip.	Total Costs
1944	\$12365.96	\$4583.37	\$9255.93	\$4611.93	\$738334.51
1945	13093.65	4036.51	7837.47	3951.92	759179.17
1946	12611.48	3823.87	11468.13	3288.08	762483.53

(11) Annual Report, 1946, Page 20

CHAPTER IV

CURRICULUM AND METHODOLOGY

CHAPTER IV

GURRICULUM AND METHODOLOGY

In recent years, much advancement has been made in the science of curriculum construction as well as in the methods used by teachers in the classrooms. Exactly what in the way of advancement has been made, however, is hard to state in specific terms since such techniques varied as each individual in the school system varied. But, generalizations can be made on the basic trend of the period under study, and with such in mind, an investigation will be made of the two eras of the Holyoke School System involved in our problem.

1873-1877 Period

In the Report of 1874, the School Committee set-up a prescribed course of study for every grade in the school system. Their purpose was to establish a uniform minimum of attainments for convenience in comparing classes of the same rank, and so that teachers may have a systematic organization of their labor. However, strict adherence to the prescribed course evidently was not required for some elastic and comprehensive allowance is seen when the Committee stated that, "the intention is not to place useless restrictions upon our teachers which may crush their individuality and render their work mechanical, but to allow the greatest individual freedom consistent with the perfect and harmonious development of an organized system".¹

(1) Annual Report, 1874, Page 56

Trend in Curriculum Content -- The content of the curriculums of the schools were selected in the 1873 era with the end in mind to develop more careful training in observation and in expression, a more thorough knowledge of nature and of language. The School Committees called for that education which fits one to examine carefully, to act judiciously, to talk and write fluently, intelligently, and in such a manner as to excite attention and produce conviction. The tendency was a beginning move to the concrete rather than the abstract, to the practical rather than to the ideal. This undoubtedly was due to the public criticising more closely than ever before the results of school work. For the School Committee of 1876 stated, "the demand is less for schools which make fine exhibitions and appear well on 'dress parade' while there is a constantly increasing tendency to trace the good and evil in manhood and womanhood back to the training in childhood and hold the schools responsible for the success or failure. Less anxiety is felt concerning head-marks and high percentages, frequently attained by dint of hard cramming in a narrow gauge, and the question arises whether there is a perceptible normal growth of intelligence, and whether a fit foundation for broad scholarship is laid in our public schools. The natural order of acquiring knowledge (perception, conception, and generalization) demands more and better training of the perceptive faculties than has been customary in public schools".² Further evidences

toward a practical outlook on curriculum content is seen in the statements of the Superintendent, who commented in his 1876 report that, "we have, too often, attempted to train the mind and disregard the senses; to grasp conceptions before perceptions, and to demand thought in little children which we attain only after years of experience in the world".³ Just previous to 1870, the curriculum in the high school level courses could be so adjusted that such scholars as wished to graduate in half the usual time could do so by extra work and recitations during each school day. A brief trial demonstrated the impracticability of this method, and it was abandoned. In 1874, upon the demand of the citizens, a preparatory course with a change in the content of some of the curriculum was introduced for meeting entrance requirements into leading colleges. A few years later, a scientific course was also introduced. In the general or business course, no pupil was required to take either French or Latin. There was also a trend to make the pupils more familiar with the leading topics of the day through selected articles, read and commented on by the teacher, and discussion of questions of social, historical, musical or dramatical in nature.

Trend in Methodology -- The trend in the era of seventy-five years ago on the question of teaching methods seems to

(2) Annual Report, 1876, Page 35

(3) Ibid, Page 36

be fairly liberal in the school system of Holyoke. Said the School Committee, "a good teacher may safely be entrusted to adopt such methods as may have proved beneficial in practice".⁴ In 1873, the School Report had a few comments on methods of teaching which must have seemed extremely progressive in those days, for they could be looked on even to-day as liberal thinking. Said the School Committee, "the scholar who is obliged to review a perfect recitation, merely to accommodate an indolent or delinquent classmate whose recitations are imperfect, in order that both may arrive together, at precisely the same point in the textbook at the end of the year, suffers a hardship which no system can justify by any compensating advantages. Few classes are so evenly balanced by individual studiousness and intelligence, but that, if each member were allowed to advance in his studies according to his own application and merits, there would be a wide divergence at the end of the term. To encourage and stimulate the progressive efforts of every scholar, should be the object of all educational processes and the aim of every teacher".⁵ The need for the use of daily lesson plans was clearly evident in 1873, when the then Superintendent stated "that some (teachers) have failed to see the importance of a careful preparation of each lesson before entering upon the duties of the day. Before attempting to explain difficulties to a

(4) Annual Report, 1873, Page 29

(5) Ibid, Page 30

pupil, a teacher should decide what and how great those difficulties are and should choose the method by which he will remove them from the scholar's path. Any delay occasioned by hesitation or consideration when a difficulty arises is at once noticed by the pupil and may cost the teacher his confidence never to be fully regained".⁶ School Board rules suggested that each teacher post up in the school room, an established order of exercises for each day of the week, assigning a definite time for the beginning and ending of each exercise. It was warned that no deviation be made from the established order, except in rare and unexpected exigencies, for it was thought unjust to use time assigned for any one class for the benefit of another.

1944-1948 Period

Trend in Curriculum Content -- The studies and investigations of educational research on curriculum construction in recent years has produced many important findings and voluminous amounts of literature. The Holyoke School Committee, by 1944, realized from this new movement that if the city was to attain the "ultimate" in education, it needed effective leadership in the field of curriculum development. An understanding seemed to be grasped that no longer would the occasional revamping of a course of study by a special committee of busy teachers meet the demands of modern educa-

(6) Ibid, Page 36

As a result, they recommended that the full time services of a Director of Curriculum Research be attained. In comparison with the era of seventy-five years ago, the curriculum content of the present day schools evidenced far more awareness of the need to meet individual differences of scholars. Strict formalized education so characterized in the past years by rigid adherence to the traditional question and answer type of technique has given way to the use of the unit approach in curriculum construction. Although Holyoke has not moved to that extreme where everything is admitted into the curriculum merely because it is different or new, it has aimed at building upon sound and sensible foundations in light of the currently accepted educational trends. The need for an audio-visual aids program and the mechanical facilities for making an effective program possible and thus enhancing the various school curriculums, was voiced in the 1946 School Report. It was subsequently proposed that an audio-visual aids center be established at the H.B. Lawrence School with a full time director for the School system. The curriculums of the schools were organized around substantial yet flexible courses of study, the latter serving the teachers as guides at the various grade levels. Improvement in curriculum content in recent years has been sought through the desire to make more use of standardize testing programs and to encourage more student achievement in social participation in school affairs. A

sound basic system in reading, new texts in language and spelling, and a well articulated program in social studies through the grades has been sought. More curriculum aids such as maps, globes, and supplementary reference materials are being used than in the past. The present day schools realize that curriculum construction and content goes far beyond attaining merely the practical goals of 1873. For to-day, the curriculum is looked upon as the heart of the school, something which is in need of continuous growth and revision.

Trend in Methodology -- The School Committee of the present school set-up has had the same liberal outlook toward methods of teaching used by teachers as in the past; that is, that methods need not be stereotyped to be good, and that the good teacher will always use methods that have proved beneficial in practice. More use of methods of correlation of one subject with another has been the basic trend that seems evident in the present methodology used. In this respect, the Report of 1946 stated, "Holyoke has never gone along with a notion popular in the last ten or fifteen years that the mechanics of the fundamental subjects could be satisfactorily taught in an incidental or informal manner. While incentives to achieve proficiency in the so-called literacy subjects may stem from interest in certain units of work, - as in the social studies, for example - the mechanics of those subjects must nevertheless be taught separately in

an orderly and systematic way. On the other hand, recognizing that there are certain areas of learning which invite natural correlations, ---relate these subjects through the unit approach."⁷

Course of Study for the Public Schools of 1874:

Primary Schools:

Grade 1: First Term.

Reading and Spelling -- To be taught from the blackboard, charts, and cards. Word teaching should be conducted by the spelling method.

The Methods by which pupils may be carried on from first lessons in the elements, to connected sentences in a reader are fully described in approved works upon this matter.

Particular attention should be given to tones and inflections. Make a careful discrimination between the sounds of p, and b; t, and d.

Oral Instruction -- Simple conversations upon familiar objects are desirable. Care should be taken to encourage the pupil to tell the teacher, in his own language, about his toys and plays. The human body, the senses, the form, size and color of various objects will furnish abundant subjects for oral instruction.

So far as the pupils are induced to express themselves in proper terms, a lesson in language is given in addition to that upon objectivism or rather in connection with it. Require pupils to answer questions in complete sentences.

Printing and Drawing -- There should be systematic and simultaneous exercises in printing and drawing. Great pains should be taken to teach the pupil, at the outset, a proper position and the correct method of holding the pencil. Too much stress cannot be laid upon the importance of forming good habits respecting position. Pupils should print each lesson which they read.

Physical Exercises -- From three to five minutes should be employed, at least twice each session in some pleasing form of physical exercise.

Music -- Sing for a few minutes at least twice a day.

In General -- Endeavor to render the pupils familiar with the duties of the schoolroom and accustomed to necessary restriction. Occupy the whole time and never have the children sitting still with nothing to do. Let every

pupil be provided with a slate and pencil.

Second Term.

Reading and Spelling -- Monroe's First Reader, to p. 42. Continue other exercises as during preceding term.

Third Term.

Reading and Spelling -- Monroe's First Reader, to p. 69. Continue exercises of preceding term.

Number -- Teach combinations of numbers as far as ten. Count to one hundred. Learn to write the Arabic figures.

Writing -- Commence to form script letters.

Grade II: First Term.

Reading and Spelling -- Complete and review Monroe's First Reader. Write spelling lessons in script letters.

Number -- Commence to count by two's, three's, etc.

Oral Lessons, Language, Music and Physical Education -- Instruction will be continued through all the grades. The specific arrangements will, for the present, be left to the discretion of the teachers. No further mention will be made of these topics.

Drawing -- Use drawing cards. (Smith's)

Second Term.

Reading -- Monroe's Second Reader, to p. 55.

Spelling -- Leach's Speller, to p. 27.

Number -- Combination of numbers as far as twenty-five. Continue exercises of preceding term.

Drawing -- Use drawing cards. (Smith's)

Writing -- Continue exercises of preceding term.

Third Term.

Reading -- Monroe's Second Reader, to p. 103

Spelling -- Leach's Speller, to p. 29.

Arithmetic -- Eaton's Primary Arithmetic as far as lesson X.

Grade III: First Term.

Reading -- Monroe's Second Reader, to p. 134.

Use Miss Hall's "Our World No. 1" two days each week, read as far as part second.

Spelling -- Leach's Speller, to p. 33.

Arithmetic -- Eaton's Primary Arithmetic, to p. 50.

Drawing and Writing -- The same as the preceding year and continue the same until Grade IV.

Miscellaneous -- During the time allotted for this grade and the one following, give Oral instruction in Geography and pay special atten-

tion to map-drawing. Teach by topics. Be sure that the pupils attain a practical and available knowledge of the fundamental principles of mental arithmetic. Let pupils understand that the object of reading aloud is to convey impressions to other people and see that they read to the teacher.

Second Term.

Reading -- Monroe's Second Reader completed, and review commenced. "Our World" two days each week as far as lesson XX.

Spelling -- Leach's Speller, as far as p. 47.

Arithmetic -- Eaton's Primary Arithmetic, as far as p. 84.

Third Term.

Reading -- Complete the review of Monroe's Second Reader. "Our World" to p. 78, three days each week.

Spelling -- Leach's Speller, to p. 52.

Intermediate Schools:

Grade IV: First Term.

Reading -- Monroe's Third Reader, to p. 72.

"Our World" to p. 96, one lesson a week.

Spelling -- Leach's Speller, to p. 62.

Arithmetic -- Eaton's Intellectual Arithmetic, to p. 84.

Drawing and Writing -- Smith's Drawing Books, Payson, Dunton and Scribner's Copy Books will be employed until the time of graduation from the Grammar School. The particular book for each class will be determined by the teacher, after consultation with the Principal of the school.

Language -- Let oral instruction during this and the succeeding grade tend especially to secure correct expression of both spoken and and written thought.

Miscellaneous -- Have written examinations at least once each month. Pay particular attention to spelling and punctuation. Be careful to make the reviews thorough and comprehensive.

Second Term.

Reading -- Monroe's Third Reader, to p. 145.
Complete "Our World", one recitation each week.

Spelling -- Leach's Speller, to p. 75.

Arithmetic -- Eaton's Intellectual Arithmetic, to p. 101.

Third Term.

Reading -- Monroe's Third Reader, completed and reviewed. "Our World" reviewed by topics.

Spelling -- Leach's Speller, to p. 89.

Arithmetic -- Eaton's Intellectual Arithmetic,

to p. 125.

Grammar Schools:

Grade V: Reading -- Monroe's Fourth Reader: 1st term, to page 63; 2nd term, to page 99; 3rd term, to page 136 and review. Hooker's Child's Book of Nature once a week.

Spelling -- Leach's Speller; 1st term, to page 102; 2nd term, to page 111; 3rd term, to page 123.

Arithmetic -- Commence Eaton's Written Arithmetic; 1st term, to page 51; 2nd term, to page 67, and review work of previous term; 3rd term, to page 80, and review work of the year.

Geography -- Commence Warren's Common School Geography; 1st term, to Part II; 2nd term, to Maine, and review work of previous term; 3rd term, to Massachusetts, and review work of the year.

Language -- Taught orally.

Grade VI: Reading -- Monroe's Fourth Reader; 1st term, from page 136 to page 188; 2nd term, finish; 3rd term, review the entire book. Hooker's Child's Book of Nature, once a week.

Spelling -- Leach's Speller; 1st term, to Page 135; 2nd term, to page 142; 3rd term, to

page 151.

Arithmetic -- Eaton's Written Arithmetic; 1st term, from page 80 to page 128; 2nd term, to page 183; 3rd term, review the whole from beginning.

Geography -- Warren's Common School Geography; 1st term, from Main through Southern States; 2nd term, from Western States to South America; 3rd term, from South America to Europe, and review the whole book.

Grammar -- Greene's Introductory Grammar; 1st term, from Part I to Adjectives; 2nd term, from Adjectives to Conjugation, and reviewwork of last term; 3rd term, from Conjugation to Elements of Sentences, page 141, and review work of the year.

Grade VII: Reading:-- Monroe's Fifth Reader; 1st term, to page 70; 2nd term, to page 115; 3rd term, to page 160, and review. Hooker's Child's Book of Nature, once a week.

Spelling -- Leach's Speller; 1st term, to page 165; 2nd term, to page 176, (completed); 3rd term, written exercise daily, independent of textbooks.

Arithmetic -- Eaton's Written Arithmetic; 1st term, from page 183 to page 211, and review

from Common and Decimal fractions; 2nd term, to page 242, and review from percentage; 3rd term, review work of last two terms.

Geography -- Warren's Common School Geography; 1st term, from Europe to Africa; 2nd term, finish and review from beginning to Territories; 3rd term, review entire book.

Grammar -- Greene's Introductory Grammar; 1st term, from Etymology to Syntax; 2nd term, to Agreement and Construction of the Pronoun; 3rd term, to Prosody, and review the work of the year.

History -- Anderson's Grammar School History; 1st term, to New Jersey; 2nd term, to American Revolution; 3rd term, review work of last two terms.

Grade VIII: Reading -- Monroe's Fifth Reader; 1st term, from page 160 to page 213; 2nd term, to page 267; 3rd term, finish and review.

Arithmetic -- Eaton's Written Arithmetic; 1st term, from Profit and Loss to Involution, and review from Percentage; 2nd term, from Involution to Arithmetical Progression and review from beginning of book to Decimal fractions; 3rd term, review work of the two terms.

Grammar -- Greene's English Grammar; 1st term,

from Etymology to Syntax; 2nd term, from Syntax to Rule II, page 222; 3rd term, complete to page 277, and review all of Syntax.

History -- Anderson's Grammar School History; 1st term, from American Revolution to Pierce's administration; 2nd term, finish the book, and review from beginning to American Revolution; 3rd term, review entire book.

High School:

General Course:

First Year: Algebra; Physiology; French or Latin; Natural Philosophy.

Second Year: Geometry; Natural Philosophy; French, German or Latin; Chemistry; Bookkeeping or Languages; Botany.

Third Year: Botany; Rhetoric; Trigonometry of General History; Natural History; English Literature; and Geology.

Fourth Year: Mental Philosophy; Astronomy; English Literature and Authors; Moral Science; American Institutions and Constitution of the U.S.; English Analysis; Higher Arithmetic; and Reviews.

Classical Course:

First Year: Latin Grammar and Reader; Algebra; Ancient History.

Second Year: Caesar, Latin Prose Composition; Geometry; Greek Grammar and Reader; Natural Philosophy; and Virgil, Ancient History.

Third Year: Virgil; Natural Philosophy; Anabasis; Chemistry; Cicero; Latin Prose Composition.

Fourth Year: Cicero; Iliad; Bucolics and Georgics; Reviews and Latin Prose Composition.

CHAPTER V
TEACHER STATUS

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In the preceding chapters, an analysis has been made of the comparative advancements achieved over the years in the school system of Holyoke in the fields of organization, administration, buildings, equipment, curriculum and methodology. From these analysis, it has been noted that relative progress has been made toward raising the general level of education in the city to a higher plane of efficiency and productivity. No analysis, however, has as yet been made of the human element which, as part of the system, was largely responsible for the advancements that were achieved. A comparative study of the status of the teaching staff should in itself indicate what relative advancement the school system has made, as well as reveal the role which the staff played in the overall picture.

1873-1877 Period

One subject which more than any other commanded the thought and attention of the administrative officials of the school system was the establishment of a stable and satisfactory teaching staff. The officials of the era of 1873 were constantly plagued with the turnover of the teaching personnel, a condition due in large measure to the low salaries paid. In the 1873 Report of the Superintendent there is found comments on the large number of vacancies occasioned by the resignation of teachers. Twenty-eight individuals encompassed the total staff of the school system, and this num-

ber included assistants and regular substitutes. Nine of this group were reported as having resigned in 1873; four in order that they might accept more lucrative positions. Commented the Superintendent, "Many of our citizens say in regard to teachers, "We want the best". The unpleasant fact remains, however, that at the present salaries, very many of our teachers could improve their circumstances by going elsewhere to labor. For this reason and because no female teacher could, after paying the prevailing prices for board and other expenses, accumulate any considerable sum to provide for sickness or age."¹ The Report of the U.S. Commissioner of Education of 1872 stated that 362691 teachers were employed in the country, but that within a year, it had been estimated that 120897 teachers would be needed to fill vacancies caused by the withdrawal of one-third from the profession. Holyoke very closely conformed to this average in 1873 and 1874, when ten of the thirty teachers then in the system were appointed in the winter term as replacements. As to the type of trained teachers that were employed on the average, the School Report of 1874 had this to say, "The difficulty of procuring trained teachers to supply vacancies may be appreciated after consideration of the statement that the Normal Schools do not furnish one in thirty of the teachers employed. Fourteen in fifteen of the teachers of the country commence

(1) Annual Report, 1873, Page 8

their labors, not only inexperienced, but without special training for the work. If then, it is sometimes necessary for us to employ inexperienced teachers, whose first year's work frequently results in better instruction for themselves than for their pupils and after training them to successful service in our schools, lose them when they are most efficient, our experience does not differ from that of nearly every city and town".² The School Committee later stated that judging from the statistics of the country at large, as well as with their past experience, from eight to twelve new teachers each year would be required. As a result, they requested consideration of establishing a training school for instruction in the science of education. By 1875, the law of average for replacements of teachers in the school system was still being sadly maintained, for by the end of that year, fourteen vacancies in the corp of teachers had been filled. However, that year a training school was established where young ladies, wishing to teach after having graduated from the High School, were employed at a small compensation to teach under the supervision of experienced instructors. By practice they acquired the art, while at the same time they were taught the theory of teaching. A brief statement of the organization of this school was made by the Superintendent that year, who said, "Ten young ladies are employed as pupil teachers in the

(2) Annual Report, 1874, Page 26

Park Street School house. There are four critic teachers, each in charge of two rooms. No young lady is without intelligent direction and criticism for a half-day even. The critic teachers have taught in the same building for two years, some of them for a longer time, and are familiar with the pupils and with the peculiar needs of the district. A principal is in charge of the whole school, attends to the general discipline, and instructs the young teachers in school economy and the special requirements of this State and City, in the theory of teaching and in the presentation of topics relating to nature."³

Teacher Selection -- In an earlier section of this survey, it was pointed out that among the duties of the District School Committees was one of nominating teachers for schools in each of their respective districts for consideration of appointment by the decision of the whole Board of School Committee. Because of the rapid turnover of personnel, it was evidently the case that when a person presented himself for consideration, he had a better than fifty-fifty chance of being selected. Such was the case in 1873, for of the fifteen candidates which offered themselves for examination, ten were accepted. The type of examination which each teacher candidate had to normally take before nomination had questions covering the same ground as those which the scholars were re-

quired to answer on applying for admission to the High School. The per cent required to be attained also had to be the same. An example of this type of examination appears at the end of this report. It would seem that teachers in the school system should be able to tackle more academic work than the students under them; and, therefore, a harder type of examination should have been required for prospective candidates. Awareness of the need for a better method of examining such candidates was evidently felt by the Superintendent in 1873, for in his report of that year, he voiced a disapproval of methods then used. Favoritism toward selection of local candidates over the applications of outsiders was generally the case. Said the School Committee in 1877, "While it has been the uniform intention of the committee to appoint the teacher best adapted to the position to be filled, all other things being equal, preference is given to young ladies residing in the city."⁴

Teacher Salaries -- The importance of the securing of a decent living wage for teachers in 1873 was of the same magnitude as it is to-day. The average pay per week for all the teachers was nine dollars and though we may grant that its relative purchasing power dollar for dollar was greater in 1873 than it is today, this salary must still have been relatively low for that day. A study of Table IX will support

(4) Annual Report, 1877, Page 31

this statement. In analyzing those figures, it must be kept in mind that over ninety per cent of all the teaching staffs throughout the state were made up of female teachers and that the male teacher salaries included those paid to Superintendents.

TABLE IX

Average Monthly Compensation Paid to Teachers in Massachusetts, 1874, as Compiled from the 36th Annual Report of the State Board of Education.

Name of City	Average Monthly Compensation for Male Teachers.	Average Monthly Compensation for Female Teachers.
Holyoke	\$ 108.33	\$ 36.00
Springfield	170.00	50.57
Worcester	140.56	53.28
Newton	185.85	59.67
Cambridge	215.74	66.49
Charleston	196.12	67.62
Salem	141.50	50.78
Fall River	139.68	44.70
New Bedford	141.50	50.82
Taunton	121.05	36.30
Northampton	172.50	42.80
Lowell	167.35	45.87
Chelsea	230.00	46.00
Boston	246.20	74.80

From Table IX, it will be noted that Holyoke paid it's teachers a lower average compensation per month than any other city in the state. No wonder the Superintendent stated after a one-dollar raise was given in 1873 to the teachers that "in so doing, we believe that we are by no means extra-

vagant, or paying too much for instruction".⁵ The idea of graduated pay scales came into the picture in 1874 as a suggestion to induce teachers to remain longer in the schools. It was felt at the time that an injustice was being perpetrated when the same salary was paid to an inexperienced teacher as paid to one who had been years in the service. On the question of salaries for principals, the paying of sixteen hundred dollars by the city was relatively high for the average in the state was one thousand, three hundred and sixty-three. But the average pay for superintendents in the state was two thousand, seven hundred and five dollars, with Holyoke's sixteen hundred a year, the lowest of all the communities in Massachusetts. From Table X, an overall picture of the rising costs to the city of teachers' salaries can be noted for this period of the school system's history.

TABLE X

Composite of Expenditures for Teachers' Salaries for the 1873 Era.

Year	Amount
1873	\$ 13,911.42
1874	13,811.40
1875	17,286.25
1876	18,592.75
1877	19,242.00

1944-1948 Period

The status of teaching in the present-day school system can probably be best judged by noting a recent report of the Superintendent which stated, "teachers' salaries in Holyoke are at unprecedentedly high levels, and teaching in this city for the first time has begun to assume the character and attractiveness of a career service".⁶ The problem of replacements for yearly turnover is nowhere as great to-day as in the 1873 era. It still is necessary to keep bringing in some new blood each year; but in general, the personnel unit of the system is stable and functioning on a routine basis. Approximately three hundred and fourteen individuals are now permanent employees in the School Department. The greatest turnover of this number in recent years came at the start of the war in 1942 when twenty-two people left the system on grounds of leave of absences or for having reached compulsory retirement age. The average number of replacements each year is generally no more than the five required in the coming school year. The average number of pupils per teacher, indicative normally of whether more teachers are employed than needed, was 23.7 in 1944. The average teacher-pupil rates for the state is 20; therefore, it is evident that Holyoke does not employ more teachers than are actually needed. Special teachers are now employed in the schools for rendering

(6) Annual Report, 1946, Page 9

of certain specific services - a type of setup unknown in the 1873 school system. These teachers are employed to advance the education of physically handicapped as well as for speech correction, lip reading, art, music, and physical education for all the grades. As in the period of seventy-five years ago, when the school committees of that day set up a training system for the purpose of developing a better rounded corps of teachers, so to-day, the school system has followed in much the same line. In 1944, a cadet system of training was instituted in the effort to secure the best teachers available and at the same time, to afford unemployed teachers greater opportunity to qualify for regular appointments. Under the plan, a substitute teacher was assigned to report to the same school every day for a stated period of time. Whenever one of the regular teachers in that school was temporarily absent from duty for any reason, the cadet teacher took the regular teacher's place at the usual substitute rate of pay. On days when there were no teacher absences, the cadet teacher was assigned to work with a regular teacher in a grade or subject matter field in which the cadet was interested and to which he was seeking an appointment. On these occasions the cadet teacher received only one-half the usual substitute pay. Here he observed and assisted, learned the routine of the school, helped with records and reports, familiarized himself with the course of study and materials of instruction, and acquired a fuller understanding

of the basic educational policies of the school system.

Teacher Selection -- In recent years, the trend for selection of teachers has been definitely on the basis of merit rather than political favoritism, an over-worked method of the past. This new trend is adequately expressed in the School Report of 1942 which commented as follows: "The Holyoke School Committee took a long step forward in 1942, in approving the full adoption of an effective program of teacher selection to correct a problem which had for years plagued the administration of the schools. This consisted of the simple expedient of appointing two outstanding committees of principals and supervisors, called the Boards of Examiners, to review and report upon the qualifications of all candidates for teaching positions in the elementary and secondary schools. The membership of these Committees was the chief guarantee of impartiality and fair play. They were made up of men and women who had long been connected with our schools, whose tenures were secure, whose professional competency was recognized, and whose standing and reputation place them above the slightest suspicion of personal and political pressure. To disparage the program was to indict the professional capacity or personal integrity of some of the best-known people in the community."⁷ After a few years of working under this system of nomination of new candidates, it began to be realized that

(7) Annual Report, 1942, Pages 13 & 14

a unified basis of evaluation of all candidates was lacking. As a result of extensive experimentation on the part of the Board of Examiners, there evolved an original plan known as the Holyoke Plan for Teacher Selection. Under the new plan all candidates seeking positions in the regular day schools of Holyoke will be given ratings on a composite point scale of 100 points apportioned in the following manner: (1) personal fitness, 30 points; (2) general scholarship, 15 points; (3) preparation and experience, 20 points; (4) teaching ability, 35 points. In the end of this survey will be found a copy of the objective type rating scale currently used.

Teacher Salaries -- Until very recently the salary schedules of the school system had been almost stationary for twenty-five years and were consequently inequitable and out of date. Their principal defect lay in the fact that they did not put a high enough premium on educational and professional preparation, nor enough incentives for improvement on the part of the staff. On this question, the superintendent said in 1944, "Notwithstanding the fact that no one knows the worth of education at any given point, Holyoke continues to pay its teachers on the basis of the positions they hold or the grades they teach rather than the training they possess -- other qualifications being equal. Salary revision has been postponed precisely because contrary to the hopes of those who are seeking lower costs, this would increase them. Yet the fact remains that it is not our sala-

ries, but our salary policies which are much in need of change".⁸ As to the average salary paid at this time for all supervisors, principals, and teachers, the amount was approximately \$2472. As far back as 1927, Holyoke had adopted the policy of equal pay for men and women teachers. In this respect it was far ahead of most of the cities of the state, which only recently have tended in majority numbers to move toward this goal. In 1946, the Single Salary Schedule or Preparation Type Schedule was adopted to replace the old Position Schedule. New salaries are now based entirely on the degree of training or preparation which a teacher has. A master schedule of salary rates has been established containing several columns, each with a prescribed maximum governing various levels of preparation or training. Teachers may now promote themselves by the mere expedient of adding to their training. From Table XI, an overall picture of the costs to the City of teachers' salaries can be noted for this period of the school system's history, and should be compared with Table X.

(8) Annual Report, 1944, Page 24

TABLE XI

Composite of Expenditures for Teachers' Salaries for
the 1948 Era.

Year	Approximate Amount
1944	\$ 587,619.08
1945	585,730.06
1946	582,177.85

CHAPTER VI

CONCLUSIONS

CHAPTER VI

CONCLUSIONS

Briefly, the preceding pages have made some comparisons of the main aspects of the school systems of Holyoke, Massachusetts in 1873 with the present school system. Much information undoubtedly could be added to what has already been gathered, but it is felt that the main theme of this study has been adequately supported with what is there.

This comparative study has shown that in a few instances, at least, one of the many average school systems in this country has no longer remained contented with itself in a state of passive stagnation. When the present has been viewed side-by-side with the past, it becomes more than evident that a new trend toward progressive action is occurring in the educational institutions of our country. No attempt was made to interpret a detail meaning behind the various facts presented for it has been felt that they speak largely for themselves. It is surely evident, for instance, that the conditions of the school buildings and equipment have greatly improved both from the material as well as the functional standpoint. The method of teacher selection is in itself a vast step forward in the way of improving past methods of using the school system as a part of a political patronage system, and its set-up on a merit basis is strong evidence of the fact that progressive thinking is now the rule rather than the exception. The key to this new movement in education may well be found in the changing philosophy which is occurring

in the American public mind toward education. It is now being understood that no longer can the country continue the waste of childhood that goes on under the mistaken notion that anybody of pleasant disposition can teach youngsters. It is generally well realized to-day that the subject-matter that is to be taught is not the important factor in education, but rather the values inherent in the course of study which develop and activate the student. It is this new bending of educational programs to meet the nature and needs of youngsters which is the basic course which the school systems are now following.

APPENDICES

Admission Examination for High School; 1874.

A grade of 70% or better required to pass this examination. All candidates for teaching positions must also pass this examination with a grade of 70% or better in order to be considered for nomination.

Arithmetic

1. What is the least common multiple, and what is the greatest common divisor of 16, 24, 35, 56?
2. A man spent $\frac{3}{8}$ of his money for cloths; $\frac{1}{6}$ of it for a hat, $\frac{1}{4}$ of it for boots, and has \$25 left; how much money had he at first?
3. Divide 5 by .125, multiply the quotient by .0005, and divide the product by .02.
4. How much greater is the interest of \$750.25 for two years, 4 months, 15 days, at 8 per cent, per annum than the interest of \$570.52 for 22-3 years at 9 per cent per annum?
5. Lent \$114 at 7 per cent interest; on its return it had gained \$13.30; how long had it been on interest?
6. A merchant sells silk at \$4.00 a yard and gains 25 per cent; what per cent would he gain if he sold it for \$6.00 a yard?
7. How much more is the bank than the true discount on \$800 for three years, 4 months, and 18 days?
8. A farmer sold a grocer 20 pounds of butter at 15 cents a pound, 18 dozen eggs at 12 cents a dozen, 9 bushels of potatoes at 30 cents a bushel, and received in payment 25 pounds of sugar at 14 cents a pound and the remainder in rice at 9 cents a pound; how many pounds of rice did he get?
9. If 5 men dig a ditch 150 feet long in ten days, in how many days can 12 men dig a ditch 600 feet long?
10. A general has an army of 141,376 men; how many must be placed in rank and file to form them into a square? Find the cube root of 80,568,161.

Grammar

1. Construct a sentence containing a proper noun in the nominative case modified by a limited adjective, and a common noun in the objective case modified by a qualifying adjective.

2. Give the verb "study" in all the tenses of the indicative mood, with the pronoun I.
3. Write the possessive singular of Thomas, righteousness, negroe; also the possessive plural of eagle, man, servant. Write the plural of knife, chief, staff, beau.
4. Re-write the following sentences and correct all grammatical errors.
"This is very easy done".
"It was him and me that was chosen to go."
"What boy amongst us can fortell their future career".
"He is a man of remarkable clear intellect".
5. Construct a sentence containing an abridged proposition, and then expand it.
6. Re-write the following sentence and correct all gramatical errors: "me and them boys hadn't ought to have went to Partys saterday night and stayed to home sundays to break god's holy Day be playing cards".
- 7, 8, & 9. Analyze the following sentence and parse the words in italics: "the settler swung his echoing ax amid the sealike solitude, and the Titans of the wood, rushing and thundering were flung down". (Italics are underlined)
10. Construct a sentence the subject of which is to be limited by an adjective word and an adjective phrase, the predicate by an objective element, an adverbial phrase and an adverbial clause.

History

1. Name the first three discoveries in North America, in chronological order, with the names of the discovers.
2. Give an account of the Pilgrams.
3. Give an account of two leading battles of the French and Indian War.
4. What were the causes of the American Revolution.
5. Give an account of the battle of Saratoga and of its results.
6. State what you know concerning the treason of Benedict Arnold.
7. Give an account of the Battle of Lake Erie.

8. What were the causes of the Mexican War?
9. State what you know of the causes of the Civil War.
10. Give a brief account of Lincoln's assassination.

TABLE XII

Comparison Table of All Places in the State in 1876
Containing More Than 10,000 Population and Less Than 25000,
on Amount per Capita of Students Enrolled in Public Schools.

City	Population	Enrollment	Exp. Per Capita	Appropriations
Adams	14416	2965	\$ 9.26	\$ 27,482.00
Pittsfield	12267	2109	13.09	27,617.83
Taunton	20429	3654	11.49	42,000.00
Gloucester	16734	3801	10.65	40,500.00
Haverhill	14628	2887	16.62	48,000.00
Newburyport	13323	2571	11.70	30,100.00
Chicopee	10331	1478	14.02	20,725.00
Holyoke	16260	1841	11.54	21,250.00
Northampton	11108	2207	11.87	26,300.00
Malden	10843	2315	15.11	35,000.00
Newton	16105	3087	24.76	76,442.13
Somerville	21868	3626	17.70	64,184.33
Brockton	10578	1998	10.76	21,500.00
Chelsea	20695	4079	14.86	60,653.38
Fitchburg	12289	2502	13.64	34,129.52

The above table was compiled from statistics in the
39th Report of the Massachusetts Board of Education. The
average amount of money appropriated per student was \$13.80.

TABLE XIII

Compilation of Statistics on Scholars for 1873-1877.

Year	No. of Children 5 to 15	No. Registered Public Schools	Average Attendance	Exp. per Scholar	No. of Day Absences
1873	2318	1424	976	\$ 15.78	24,881
1874		1086		14.04	
1875		1557	860		21,030
1876	3251	1841	1023	11.54	19,995
1877	2523	2031	1116	9.24	

A percentage of the children from 5-15 who did not attend the Public Schools were being educated by Parochial Schools. The use beginning in 1886 of a truant officer to enforce school attendance laws accounts for the most part in the drop in day absences and the proportionate increase in average attendance.

Preparation Type Salary Schedule for the School System
of Holyoke, Massachusetts; 1948

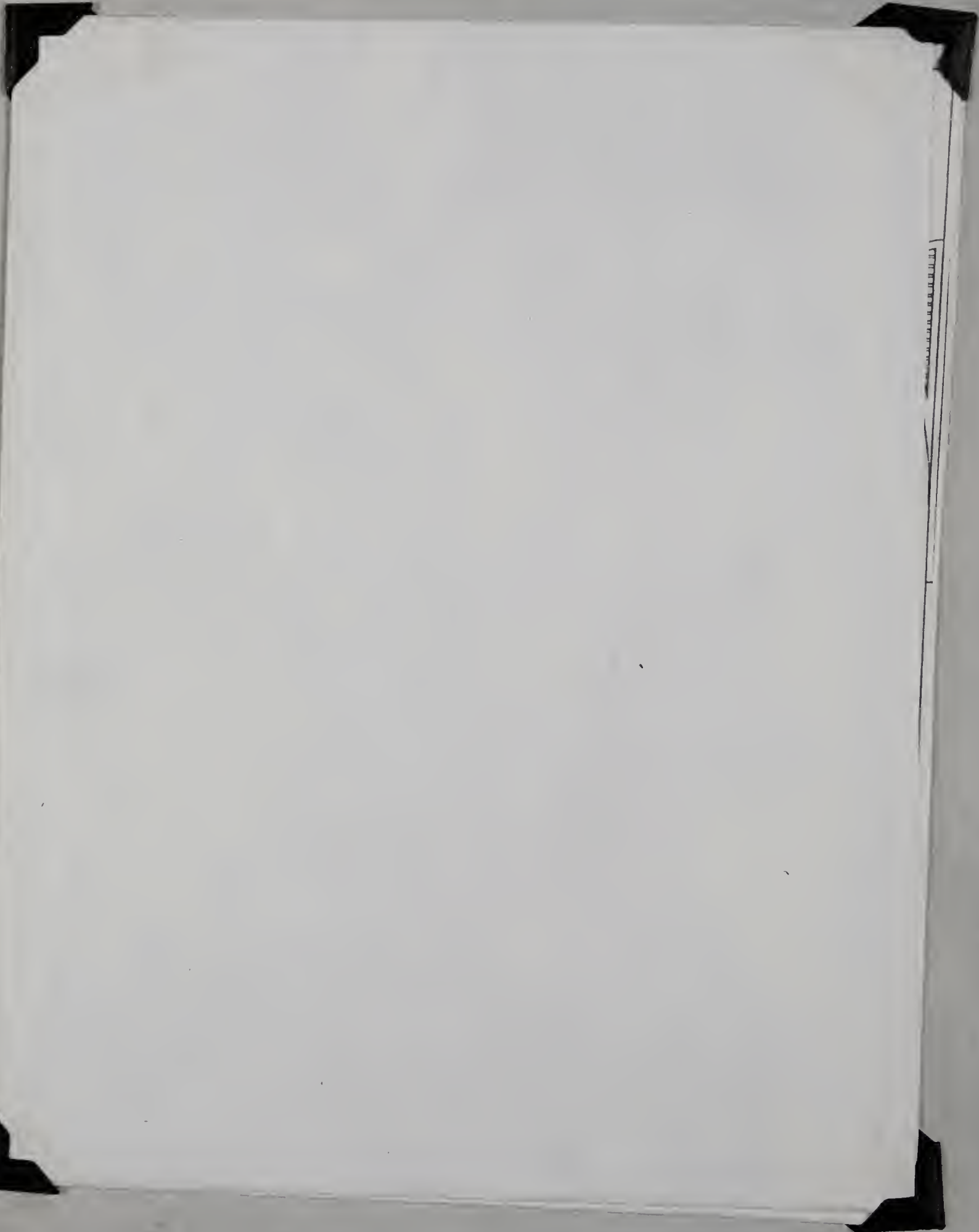
Minimum Salaries:

No degree:	\$ 1,500
4 years or Bachelor degree:	1,900
5 years or Masters degree:	2,000

Maximum Salaries:

No degree:	2,725
4 years or Bachelor degree:	3,025
5 years or Masters degree:	3,425
6 years or Doctors degree:	3,850

Map of City of Holyoke in 1881





HIGH ST
MOLDOKE & WESTFIELD R.R.
FIRST LEVEL CANAL

SECOND LEVEL CANAL
EAST ST
BRIDGE ST
SUMMER ST

THIRD LEVEL CANAL
CANAL ST
SECOND LEVEL CANAL

FRONT ST
SUMMER ST
MOSHER ST
EAST ST
JEWETT ST

A. P. Foster

69

100

KEY TO MAP

City of Holyoke in 1881

HOLYOKE

- A - City Hall
- B - High School
- C - Grammar School
- D - Intermediate Schools
- E - Primary Schools
- F - Engine House
- G - St. Jerome Institute
- H - First Congregational Church
- I - Second Congregational Church
- J - Second Baptist Church
- K - Methodist Episcopal Church
- L - St. Paul Episcopal Church
- M - Unitarian Church
- N - St. Jerome Catholic Church
- O - Sacred Heart Catholic Church
- P - Sacred Blood French Catholic Church
- Q - German Lutheran Church
- R - Park and Soldiers' Monument
- S - Opera House and Windsor Hotel
- T - Post Office and Holyoke House
- U - Temperance Hall
- V - Parson's Block
- W - Connecticut River R.R. Depot
- X - Holyoke & Westfield R.R. Depot
- Y - Mt. Tom
- Z - Mt. Nonotuck

SOUTH HADLEY FALLS

- A - Congregational Church
- B - Methodist Church
- C - Roman Catholic Church
- D - School House
- E - Post Office
- F - Carew Mfg. Co.
- G - Hampshire Paper Co.
- H - Glasgow Mills
- J - Cemetery

HOLYOKE PUBLIC SCHOOLS
Holyoke, Massachusetts

Scale for the Rating of Teachers Seeking
Positions in the Holyoke Schools

AREAS OF EVALUATION	POINT SCORE
Personal Fitness	30
General Scholarship	15
Preparation & Experience	20
Teaching Ability	35
TOTAL POINTS	100

Name.....

Address.....

Position Sought.....

Candidate's Score.....

Date of Rating.....

Rated by the.....School Board of Examiners

PART I

PERSONAL FITNESS	10-9	8-7	6-5	4-3	2-1	TOTAL	DEFINITION OF TERMS
1. Appearance							1. Appearance —whether neatly, appropriately, and tastefully dressed most of the time; whether careless in attire some of the time; whether completely lacking in neatness. 2. Voice —whether enunciation is distinct, and voice clear, flexible and moderately pitched; whether enunciation is careless, and voice harsh and unnatural some of the time; whether little attention is paid to enunciation and voice placement. 3. Command of English —whether there is precision, conciseness, and grammatical correctness in the use of English; whether there is an occasional lack of command; whether there is little attention paid to expression and diction. 4. Enthusiasm —whether there is an appreciation for, and a keen interest in teaching and children, whether indifferent unless constantly stimulated; whether lacking in interest most of the time.
2. Voice							
3. Command of English							
4. Enthusiasm							
5. Adaptability							5. Adaptability —whether able to meet and make reasonable change; whether unable to meet the demands of change some of the time; whether candidate finds adjustment difficult most of the time. 6. Social Manner —whether good tempered, good humored, and sociable most of the time; whether temperamental, unfriendly, unreasonable some of the time; whether moody most of the time. 7. Enrichment Activities —whether willing to participate actively in worthy cultural and community activities; whether interested only in such activities as will bring personal honor; whether disinterested in cultural and community activities.
6. Social Manner							
7. Enrichment Activities							12 SOURCES —Interviews with candidate, and references from superintendents, supervisors, and principals, with whom the candidate has trained or worked. CODE —10-9, excellent; 8-7, good; 6-5, average; 4-3, doubtful; 2-1, unsatisfactory. SCORING —Point Score = $\frac{\text{Raw Score Achieved} \times 30}{\text{Total Raw Score Value}}$
TOTAL RAW SCORE							
TRANSMUTED VALUE							

PART II

GENERAL SCHOLARSHIP	10-9	8-7	6-5	4-3	2-1	TOTAL	DEFINITION OF TERMS
1. In Background Subjects							1. Background Subjects —meaning an average of the grades received in subject matter courses in teacher training institutions, in college, the university, and professional improvement courses. 2. Methods and Techniques —meaning average of grades in all (subjects) courses having to do with methods of teaching and teaching techniques.
2. In Methods and Techniques							
TOTAL RAW SCORE							
TRANSMUTED VALUE							

SOURCES—School Records
CODE—10=A; 9=A-; 8=B+; 7=B; 6=B-; 5=C+; 4=C; 3=C-; 2-1, Unsatisfactory
SCORING—Point Score = $\frac{\text{Raw Score Achieved} \times 15}{\text{Total Raw Score Value}}$

PART III

PREPARATION AND EXPERIENCE	10-9	8-7	6-5	4-3	2-1	TOTAL	DEFINITION OF TERMS
1. Training							SOURCES —Records of the candidate CODE —10 points: Post-graduate work with higher degree 9 " Master's Degree 8 " Baccalaureate Degree plus professional improvement work of 15 or more credits 7 " Baccalaureate Degree 6 " Three years of training beyond high school plus professional improvement work of 15 or more credits 5 " Three years of training beyond high school 4 " Two years of training beyond high school plus professional improvement work of 15 or more credits 3 " Two years of training beyond high school 2-1 " Training inadequate for appointment to a teaching position in the Holyoke Public Schools
2. Experience							
TOTAL RAW SCORE							
TRANSMUTED VALUE							

Experience

- 10 points: Experience of an unusual character
- 9 " Ten years of experience in field of position sought
- 8 " Five to ten years of experience in field of position sought
- 7 " Three to five years of experience in field of position sought
- 6 " Two years of experience in field of position sought.
- 5 " One year of experience in field of position sought
- 4 " Three years or more as regular substitute in position sought
- 3 " One to three years as regular substitute in position sought
- 2 " Mixed experience of one year or more in other teaching field
- 1 " Irregular substitute experience

Training

N. B. Whenever a candidate has had regular experience plus substitute experience, one additional point is credited for the latter if the regular experience plus the substitute experience exceeds the maximum years for the respective bracket under which a candidate's regular experience would ordinarily be scored. Full credit for mixed experience in another teaching field may be added to the points assigned the candidate's regular experience, but in no case shall the total points accrued exceed ten.

SCORING—Raw Score Achieved x 20
 Total Raw Score Value

PART IV

TEACHING ABILITY	10-9	8-7	6-5	4-3	2-1	TOTAL	DEFINITION OF TERMS
A. RELATIONS WITH PUPILS							A. RELATIONS WITH PUPILS 1. Appreciative —whether aware of needs of students most of the time, some of the time, rarely. 2. Pleasant —whether friendly and congenial most of the time, some of the time, rarely. 3. Self-Possessed —whether calm and poised most of the time, only when things go well, rarely.
1. Appreciative							
2. Pleasant							
3. Self-Possessed							B. MANNER OF PUPIL RESPONSE 1. Interest —whether inclined to show active interest and attention most of the time, some of the time, not at all. 2. Control —whether there is evidence of firm but natural control; whether there is evidence of forced and imposed control; whether class is com-
B. MANNER OF PUPIL RESPONSE							
1. Interest							
2. Control							
3. Quality of Work							

PART IV — (Continued)

TEACHING ABILITY	10-9	8-7	6-5	4-3	2-1	TOTAL	DEFINITION OF TERMS
C. TEACHER PERFORMANCE							
1. Evidence of preparation							pletely lacking in control.
2. Ability to motivate work							3. Quality of Work —whether speech, content, and written work are suited to the grade and maturity of the students; whether standards are sacrificed some of the time; whether work is shiftless most of the time.
3. Ability to initiate and direct discussion							C. TEACHER PERFORMANCE
4. Ability to organize worthwhile activities							1. Evidence of Preparation —whether there is evidence of previous preparation for the work presented; whether teacher appears to struggle with her own presentation; whether work shows complete lack of presentation.
5. Ability to correlate							2. Ability to Motivate Work —whether the teacher uses a sound approach to her work; whether there is complete lack of motivation.
6. Ability to assign work							3. Ability to Initiate and Direct Discussion —whether teacher can start and control meaningful discussion; whether he lets it get out of hand some of the time; whether there is no discussion at all.
7. Care for appearance of room							4. Ability to Organize Worthwhile Activities —whether there is evidence of purposeful activity; whether there is some meaningless activity; whether there is little activity of any kind.
8. Awareness of hygienic condition of room							5. Ability to Correlate —whether, where possible, there is a natural correlation of the area of interest with allied subject matter fields; whether correlation is forced and ineffective; whether correlation is neglected entirely.
TOTAL RAW SCORE							
14 TRANSMUTED VALUE							

6. **Ability to Assign Work**—whether assignments are clear, definite, and related to the work under discussion; whether assignments are confined to pages of a text-book; whether there is confusion as a result of the type of assignment given.
7. **Care for Appearance of Room**—whether the room looks orderly and attractive; whether it is as neat as it could be; whether the room is lacking in neatness and arrangement.
8. **Awareness of Hygienic Condition of Room**—whether there is reasonable regulation of heat, light, and fresh air; whether teacher must be reminded of regulation of room radiation and lighting before attention is given to it; whether there is utter disregard for atmospheric condition of the room.

SOURCES—Direct observation of the candidate's work, and references furnished by superintendents, principals, or supervisors with whom the candidate has trained or worked.

CODE—10-9, excellent; 8-7, good; 6-5, average; 4-3, doubtful; 2-1, unsatisfactory

SCORING—Point score = $\frac{\text{Raw Score Achieved} \times 35}{\text{Total Raw Score Value}}$

FINAL SCORE —	Score for Part I	Score for Part II	Score for Part III	Score for Part IV	TOTAL
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*Forms Used in the
Holyoke Plan of
Teacher Selection*



HOLYOKE PUBLIC SCHOOLS
Holyoke, Massachusetts

OFFICE OF SUPERINTENDENT OF SCHOOLS

.....has applied for a position as

.....in the.....

schools of Holyoke. Since your name has been given as a reference will you indicate by checking the form below your estimate of this applicant's qualifications for this position.

	Excellent	Good	Average	Doubtful	Unsatisfactory
Health					
Appearance					
Voice					
Command of English					
Enthusiasm					
Adaptability					
Social Manner					
Enrichment Activities					
Professional Promise					
Relations with Pupils					
Manner of Pupil Response					
Teaching Performance					

How long have you known this candidate as a teacher?.....

Why did this candidate leave your school system?.....

Knowing what you do about this candidate, would you engage him (or her) for the above position?.....

Information unfavorable to this candidate will be considered confidential.

Please use the reverse side of this sheet for any additional comments.

Name.....

Date..... Position.....

TEACHER'S APPLICATION
HOLYOKE PUBLIC SCHOOLS, HOLYOKE, MASSACHUSETTS

NOTE: Read carefully and follow directions exactly. Errors may influence your ranking.

Date of Application.....

Name..... Permanent Address.....
 Teaching Address.....

Place of Birth..... Date of Birth.....

Present Grade or Subjects.....

Grade or Subjects Preferred.....

Major subject in College..... Approximate hours taken.....

Minor subject in College..... Approximate hours taken.....

I. Preparation:	Name and Place	Course (or Majors and Minor)	Degree Earned	No. Years	Dates	Evaluation (Do not fill in)
High School						
College or Normal School						
Graduate Work						
Summer School						
Extension						

II Extra-curricular, cultural, and community service background.

List activities you have engaged in under proper heading.

- A. Activities as student in college
- B. Travel
- C. Special study, as Music, Art, etc.
- D. Community Service, as Service Clubs, Red Cross, Scouts, other Clubs and organizations.

III. Academic Record (This must be supported by a transcript from college sent to the Supt. of Schools by the candidate.)

What was your college average (as A, B, C, D, etc.)?.....

Evaluation
(Do not fill in)

IV. Experience:	To Whom May We Refer?	Place	Type of Work	Dates
Student Practice Teaching				
Substitute Teaching				
Regular Teaching Assignments				

V. Intelligence Quotient:
(Optional)

I. Q..... Date..... Place.....

VI. Teaching Personality:

(Not to be filled in by candidate)

	Name	Place	Date
Interviewed by			

VII. Other References:

Name	Address	Position

VIII. This is an opportunity for the candidate to tell of himself. Answers are voluntary.

Evaluation
(Do not fill in)

Answer carefully and briefly in your own handwriting:

1. Why have you chosen teaching as your profession?

2. What is your ultimate aim in educational work. What type of position do you hope to attain?

VIII. Continued

3. a. What is your purpose or philosophy of teaching?

Evaluation
(Do not fill in)

b. What is your philosophy or attitude toward classroom discipline?

4. What do you consider to be a teacher's responsibility for the execution of rules and regulations formulated by the School Committee?

5. Tell of any other things you think we should know.

My signature attests to the correctness of all statements in this application.

Signature.....



HOLYOKE PUBLIC SCHOOLS
Holyoke, Massachusetts

DIRECTIONS FOR FILLING OUT TEACHER'S APPLICATION BLANK

In filling out the accompanying application blank, please do so *very carefully*, in ink, and in your own handwriting.

Item I (Preparation) and Item III (Academic Record) must be substantiated by a transcript from the college or colleges from which the candidate graduated, and must be sent direct to the superintendent of schools. It is the *responsibility of the candidate* to see that this is sent to the superintendent of schools.

Item II (Extra curricular, cultural and community service background) gives the candidate an opportunity to indicate outside activities in which he has participated in college or in the community in which he lives.

Item IV (Experience) should be completely filled in and the superintendent's office will write to those people named as references for recommendations. *Form recommendations* given the candidate will *not* be considered.

Item V (Intelligence Quotient) must be substantiated by an authenticated statement sent to the superintendent of schools by the institution giving the examination.

Item VI (Teaching Personality) is not to be filled in by the candidate.

Item VII gives an opportunity for the applicant to state other references which he would like to have the superintendent contact.

Item VIII may or may not be filled in by the candidate. However, it gives the candidate an opportunity to tell a bit of himself and his educational philosophy so that the Holyoke school authorities may determine how well he would fit into the Holyoke system.

FINALLY: REMEMBER THAT YOUR APPLICATION BLANK IS AN IMPORTANT BASIS UPON WHICH SCHOOL AUTHORITIES ARE TO JUDGE YOU. FILL IT OUT CAREFULLY.

If your application is on file you may be assured that your case will be given careful consideration.

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Approved by:

Albert W. Purvis

Chas. J. Oliver

Problem Committee

Date March 21, 1949

