

1959

## Junior high school administration and philosophy.

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JUNIOR HIGH SCHOOL ADMINISTRATION AND PHILOSOPHY



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JUNIOR HIGH SCHOOL ADMINISTRATION AND PHILOSOPHY

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by  
Kenneth G. Hewitt

A practicum presented in partial fulfillment of  
the requirements for the Master of  
Education Degree

University of Massachusetts

1959

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THE HISTORY OF THE  
CITY OF BOSTON  
FROM 1630 TO 1880

CHAPTER I  
INTRODUCTION



## CHAPTER I

### INTRODUCTION

#### The Junior High School

This chapter will attempt to sketch briefly the history of the junior high school; its goals; the qualifications of a junior high school principal; and the justification for pursuing related elements of this subject throughout the entire paper.

Its Early Beginning. The value of the junior high school has grown considerably since reorganization of our school system seemed desirable. This transitional development, the inclusion of a two year junior high school in our school system, issuing from President Eliot's appointment of the Committee of Ten on Secondary-School Studies, evolving to the Committee of Fifteen and to other committees, finally developed into what we know today as the junior high school. It is interesting to note that none of these committees recommended an intermediate school except the Committee on Economy of Time, but by the time it made its report several junior high schools were already established in the United States.

"Columbus, Ohio, and Berkely, California, in the school year of 1909-1910 instituted the beginning of the junior high school movement. These two school systems used a 6-3-3<sup>1</sup> school organization."

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<sup>1</sup>

Gruhn, William T., The Modern Junior High School, New York, The Ronald Press Company, 1947, p.17

The junior high school exists today in an era of rapid development, and it exists in various forms depending upon the needs of the community which it serves.

The Goal of a Junior High School. As an administrative unit, the junior high school is unique in its goals and objectives, in its physical make-up, the type of student it enrolls, the activities it offers, the type of teacher it employs, and in many other aspects. Because of its uniqueness a new philosophy of administration developed. Many of its sub-philosophies apply only to the junior high school while some imply general administrative procedures applicable to the senior high school as well, but basically, the junior high school was to provide an effective program of education for early adolescents.

Because the junior high school serves young adolescents, it was necessary, from its inception, to develop a program of education that would effectively meet the needs, interests, and abilities of this age group.

The Junior High School Principal. Is the principal of a junior high school to be a different type of administrator also? The answer cannot be a positive or negative one. He comes from the same stock that breeds other administrators, but environment is the differentiating factor, the environment of a junior high school. Dr. Herman L. Frick, Professor of Education at Florida State University at Tallahassee, Florida, comments on the principal of a secondary school:



"First, he must understand thoroughly the culture, its problems, alternatives, commitments, in which he lives and works. Second, he must have a thorough understanding of the appropriate role in that culture. Third, he must have skill in interpreting the culture and the role of the school in the culture to teachers and to laymen in his community. Fourth, he must have the ability to help teachers and other school personnel in identifying their problems and in planning to meet these problems in relationship to the role of the school."<sup>2</sup>

These perhaps could be the background prerequisites for a secondary-school principal, but more specific qualifications have to be met: the ability to create human relations within the school with the teachers and the pupils; and to have skill in handling organizational procedures. These being but a few of a long list, a generalization is necessary: the principal must be a solid school citizen, perceptive and active in every aspect to alleviate problems and develop the best possible system of education suited to the type of student the junior high school enrolls.

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2

Frick, Herman L., "Qualifications of a High School Principal", The Bulletin of the NASSP, Vol. 38, No. 201, March 1954, p. 33

Reason for This Paper. This paper was written while the author was actively participating in and observing the educational processes by which the children of Amherst of junior high school age were learning to become active citizens. Written through the eyes of a future administrator, this paper seeks to bring to light the type of education provided the children of Amherst. The paper is of importance to the writer as it was written in conjunction with the present junior high school principal who very kindly gave his time in explaining many phases of administration. Through this on-the-job training, many valuable ideas, methods, and procedures, have been obtained which unquestionably will be of great value in the future to the writer who desires administrative work in education. The descriptions set forth in this paper are in operation today, even though some of them are in a transitional period and are subject to future change.

During the internship period, from September 1958 to June 1959, the writer held frequent meetings which came during lunch periods, free periods, but more frequently after school with the principal. At these meetings the principal explained the administrative processes by which he ran the school. These meetings brought to light many of the problems faced by the administrators but unknown to the teaching staff.

Also during this internship period, the writer worked



on a problems committee in the junior high school. This committee, composed of five teachers, the principal, the administrative assistant, and the guidance director, studied current problems and attempted to arrive at the most expedient solution. The work of this committee included: setting up the schedule for the next school year, developing a warning card indicating their child's progress to be sent home to parents, and developing a letter to be sent home to parents explaining standardized test scores, plus many other administrative problems. The work done on this committee and the frequent meetings with the principal, combined with the writing of this paper, have provided a basic background of administrative philosophy which will be invaluable in any future administrative position taken on by this writer.

W. J. ...  
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...

CHAPTER II

AMHERST, MASSACHUSETTS, AND ITS SCHOOLS

## CHAPTER II

### AMHERST, MASSACHUSETTS, AND ITS SCHOOLS

In this chapter an attempt will be made to describe the Amherst School System, its philosophy, and organization, with comments on its effectiveness.

Amherst. Amherst, Massachusetts, is a picturesque town located in the Connecticut Valley under the shadow of the Pelham Hills. Amherst is a college town with the University of Massachusetts marking the north entrance and Amherst College marking the south entrance. Between these institutions of knowledge is the center of activity for approximately eight thousand industrious citizens, many of whom are following a course of life related in some way to education, the jugular vein of the town.

For two hundred years the town has virtually remained the same; unhurried, with an undercurrent of tranquility governing the four seasons. A modest, conservative, out-of-the-way existence has left Amherst almost unscarred by the Industrial Age, the depression, and other major events changing other towns in Massachusetts. Being void of industry and surviving alone by educating part of a state and a nation, Amherst has pursued a quiet pattern of life.

This pattern has not left Amherst a blank page in the history of Massachusetts, nor of the country. Out of its history have come such universally-known personages as Noah Webster, Emily Dickinson, Robert Frost, Helen Hunt Jackson,



and Eugene Field, and the future will list those who are presently excelling in major studies at its halls of learning. These are not violent victories, but achievements designed to further peace and knowledge in a world beset by turmoil.

Since the Amherst Academy was founded in 1814, education has dominated the town, presently by its two educational institutions. A community of teachers, professors, students, shopkeepers, and farmers cultivating the tobacco, onion, and asparagus fields, compose this genial, unhurried town, not visibly changed by the outside world. The friendliness of the town is indicated by the street signs marking the two main paths of activity, Amity and Pleasant.

Philosophy of the Amherst School System. Every school system needs a philosophy of education to guide its educational processes and a code of ethics by which to govern the school personnel in doing the best job possible. Without the two a school system is unable to evaluate the job being done by the schools or the teachers.

The Philosophy and Code of Ethics for the Amherst schools is a copy of the proposed code of professional ethics for Massachusetts teachers put out by the MTA Committee of Teacher Education and Professional Standards. The proposed copy was presented in the Massachusetts Teacher, December, 1955. A copy of this philosophy and code of ethics will be found in Appendix I.

The Amherst-Pelham Regional School System. The Amherst-Pelham Regional School District includes the towns of Amherst, Pelham, Leverett, and Shutesbury; and from these towns, students in grades seven through twelve. In Table I is shown the number of students from each town. It is interesting to note that the greatest majority of students in any one grade are entered from the town of Amherst, Shutesbury entering the least number of pupils.

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TABLE I

Number of Students Enrolled from the Four Towns in the Six Grades Comprising the Regional School District.

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Enrollment by Grades  
October 1, 1958

Town	Junior High School			Senior High School			Total
	7	8	9	10	11	12	
Amherst	114	123	125	110	128	108	708
Pelham	10	10	10	18	12	6	67
Leverett	19	12	12	12	5	7	69
Shutesbury	3	5	5	7	6	1	26
Totals	<u>146</u>	<u>152</u>	<u>152</u>	<u>147</u>	<u>151</u>	<u>122</u>	<u>870</u>

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The Amherst-Pelham Regional School District Committee, a six-year school district, is responsible for the operation and maintenance of both a junior high school and a senior high school. In addition to staffing these two schools, the district is also responsible for supplying various other personnel including a school nurse, doctor, etc.



The school committee for this district has a membership of nine. Five of the members serve also as members of the Amherst School Committee. Two of the three members of the Pelham School Committee, and one each from the Leverett and Shutesbury School Committees, make up the total membership. The committee holds regular meetings on the second Monday of each month during the school year, although a number of special meetings are usually scheduled throughout the year.

Table II shows the apportionment of capital costs. This is in direct proportion to the number of students enrolled by each town as shown in Table I.

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TABLE II

Apportionment of capital costs has been computed as follows:

Amherst	88.2%
Pelham	4.5%
Leverett	4.1%
Shutesbury	3.2%

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The Regional School Staff. In the Amherst-Pelham Regional School District, forty-eight teachers are employed, twenty-five to serve in the senior high school and twenty-three to serve in the junior high school. These teachers are under the direct supervision of five administrators,

two in the senior high school and three in the junior high school. These teachers are but a part of the entire staff. In addition a Teacher of Homebound Instruction is employed by the district. Of the total, twenty-eight members of the staff are men, twenty-three are women.

In the junior high school there are 19.7 students per teacher while in the senior high school there are 16.8 students per teacher.

Further Education. The graduating class of 1958 had the largest percentage of pupils to go on to advanced education. The follow-up study revealed that 63.8 % of the graduating students went on to some type of further education; 16.2 became employed; 9.5 entered the armed services; 4.8 became married; and 5.7 were undecided as to their future plans. The class of 1958 contained 105 students of which 52 were girls and 53 were boys.

Comments. As a general rule most of the items in the Amherst philosophy are adhered to by the staff. Most of the teaching personnel consider the pupil their primary responsibility and as such, endeavor to assist the pupil in any possible way. However, in the secondary schools where the average number of pupils per day per teacher is in excess of one-hundred, it is difficult to do everything possible for any one pupil.

An honest appraisal of each child is given to his parents in order to create a working relationship with the



~~with the~~ home. Nevertheless, there remains a great number of parents who have yet to enter the schools regarding the progress of their son or daughter. This makes a difficult situation as no line of communication has been established between the home and the school. All too often the negligent parents are the parents of students who are under-achievers, constantly a source of trouble, or who are, for some reason, problems other than discipline cases. For the most part the schools see most those parents whose children are a credit to the home, school, and community. Some line of communication must be instituted, bringing the school and the home into greater contact with each other.

The Amherst Junior High School has tried a Seventh-Grade Parents' Night, an Eighth Grade Parents' Night, and an Open House. These activities are successful in bringing to school parents of students working successfully in school.

Adherence to ethics in regard to professional ideals needs more of a follow-through than it is currently getting. Education is a profession only when the people involved in education recognize it as such. Since the general public considers teachers semi-professional people, the incentive for complete recognition must come from within. Particularly among the younger teachers, first and second year teachers, is there an apathetic attitude toward this goal. Much can be done perhaps, in institutes preparing teachers and professional organizations. Every teacher must strive for

public acceptance if the processes of education are to attain fulfillment.

When the regional school district was formed, towns in the surrounding area expressed a desire to join with the original four participating schools. Because of the increased costs in transportation, if other towns participated in the regional school district, it was decided that only the four original schools would participate. Outside of Amherst, none of the other three towns in the district would be able to educate their children properly in the secondary schools if each town had its own junior and senior high school.

The present junior high school building is crowded to near capacity. Formerly, this was the old high school building. The present senior high school is able to accommodate approximately one-hundred more students. It is felt that some redistribution of pupils is necessary, and that some action should be taken before the beginning of the next school year. This redistribution would probably mean including the ninth grade in the regional high school. The district at the present time is maintaining a 6-3-3 type of school organization. Increasing enrollment is having a large effect in both the junior and senior high schools. Reverting to a 6-2-4 type of school organization would mean hiring more teachers which would be added expense to the town or having a number of teachers who presently are



teaching both eighth and ninth graders teach in both the junior and senior high schools. This would mean that they would have to go from school to school, which is not a reasonable request to make of any teacher. There is also the viewpoint that ninth graders mature more quickly if they are in a three year junior high school; they develop leadership and actively participate in sports, which in a senior high school would be limited to only a few or small minority of the total student body.

The figures, 19.7 students and 16.8 students per teacher in the junior and senior high schools respectively, are misleading. Included in the number of teachers are the shop and home economics instructors, the reading consultant, the Teacher of Homebound Instruction, and others who do not have more than fifteen students in a class, and in most cases, have many less than fifteen. Actually, the number of students per teacher totals, in most cases, twenty-five, with many teachers having in excess of twenty-five. "If individual attention with extensive group work is the rule, as it is in our better public schools, 20 to 25 students is a satisfactory number."<sup>3</sup> An addition to the present junior high school should be considered, or using one of the elementary schools in the adjoining lot. This would mean a

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<sup>3</sup>

The American School Superintendency, Thirtieth Yearbook, AASA, Washington, D.C., NEA, 1952, p. 72



new elementary school that would combine several of the smaller ones. The 6-3-3 type of school organization should remain intact. The 6-2-4 type of school organization might serve Amherst as well as the 6-3-3, but in terms of convenience, economy, and developing leadership among ninth graders provision should be found elsewhere for the increasing influx of new students.

Sixty-three percent of a graduating class going on to further education is a high percent. This figure would seem to indicate the caliber of work done in the school system of both the teachers and students. However, some consideration must be given to the fact that education is the town's only industry. This seems to indicate that 63.8% is as average for Amherst as 35% is for an industrial town. A certain percentage of students will never go on to further education, but it is possible to convince a great many of those who are capable of college work to go on to further education. This would seem to be the ultimate goal of a high school guidance department.

The Town of Amherst School System. In the Amherst Public School System there are eight elementary schools, seven of the schools containing grades 1-5 and the eighth containing five sixth grades. There are six first grades, five second grades, one grade containing both first and second graders, four third grades, one grade containing both second and third graders, three fourth grades, two grades contain-

containing both third and fourth graders, four fifth grades, one grade containing fourth and fifth graders, and five sixth grades.

The Town of Amherst School Committee. The Amherst School Committee is composed of five people who are elected by popular vote to office for a term of three years. The five members of the Amherst School Committee also serve as members of the Amherst-Pelham Regional School Committee. The functions of the Amherst School Committee are presently involved with the Amherst Public Elementary Schools.

Elementary School Staff. The principal administrator for the elementary schools is the Supervisor of Elementary Education. Under her direct supervision are eight principals, each principal being a teacher, and twenty-four teachers. Completing the staff is a Teacher of Handicapped Children, a guidance director, art supervisor, two vocal music supervisors, one instrumental music supervisor, and a director of physical education. Thirty-four members of the staff are women, the remaining four are men.

Pupil Enrollment. The following table indicates the pupil enrollment for the first six grades in Amherst.

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<u>TABLE III</u>							
Enrollment - October 1, 1958							
Grades	1	2	3	4	5	6	Total
Enrollment	178	146	145	133	141	130	873

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The School Day. In the Amherst public elementary schools, the school day begins at 8:45 a.m. and ends at 3:30 p.m. with one hour and fifteen minutes for lunch. In the regional school district the school day begins at 8:15 a.m. and ends at 2:55 p.m. with thirty minutes for lunch.

Comments. Both the elementary and secondary schools in Amherst are meeting the minimum state requirement of five hours of actual instruction. Despite the controversy that arises because of the extended school day for elementary students, and the fact that secondary-school students leave school earlier, the present physical set-up makes a transition impossible. Because of the number of small elementary schools, it is virtually impossible to administer a hot lunch program in each school. Although it is desirable, the facilities are not available in any one of the schools, and it would mean hiring cafeteria personnel, an additional expense to the town. If this were possible, and the noon hour shortened by one half an hour so the students could be dismissed at 3 o'clock, there is still the problem of transportation. The same busses used for the secondary-school pupils are used for the elementary schools. The half hour between dismissals leaves just enough time for the busses to return and transport the elementary students. Dismissal at 3 o'clock would mean contracting more busses or letting the smaller children wait half an hour for transportation home.

This is not even a remote possibility or an expedient one.

Television in the elementary schools is a thing of the future. Again the schools are not large enough to operate closed circuit television instruction. If television does come in the near future, it will undoubtedly make its appearance in the junior and senior high schools where a greater number of students will benefit from it in specialized areas.

Any departmentalization that might occur in the elementary schools would probably be in the Intermediate School; this school contains five sixth grades. The size of the other schools does not permit effective departmentalization. However, in the Intermediate School, mathematics, English, science, and social studies, could be departmentalized. It would be a relatively easy job to schedule and administer this type of program. The only obstacle would be acquiring qualified teachers well versed in each of the four fields of major studies.

The elementary school physical set-up is an unusual one. Only one of the ten schools employs more than four teachers, and two of the schools contain only two teachers. The two schools containing only two teachers are schools located in Pelham; these schools contain students in grades 1-5. This also accounts for two grades being taught by the same teacher, as all four teachers in these two schools instruct two grades. In other areas where one teacher does



instruct two grades, there is an overflow of students in the grade immediately below; this overflow places one to ten students with the teacher instructing the next grade.

There is no question but that the elementary schools are filled to capacity. If the situation continues, the elementary schools will be on double sessions within the next two years. It is interesting to note that for the actual teachers in the elementary schools, who number 32, there are 27.3 pupils. This would seem to indicate that as the enrollment increases each year, double sessions or a new physical plant will be needed. The amount of increase in enrollment from October 1, 1957 to October 1, 1958, is sixty-four students. Theoretically, for each additional twenty-five students, an additional teacher, room, and instructional materials should be provided. (See Table III) One answer to this problem is to construct a central elementary school combining several of the smaller schools. Not only would this alleviate over-population, but also one teacher being responsible for two grades. Another possible solution is the University school which might combine a number of smaller schools. Although a probable reality, this proposed school seems to be beset by personnel and policy problems which would have to be cleared before any redistribution of students is done.

The elementary school staff totals forty-two members of which four are men. Two of the men are principals, one

a physical education instructor, and the other an instrumental music supervisor. Few men are desirous of teaching elementary school if no opportunity for a principalship is present. This is the situation in Amherst. The number of students limits the number of available principalships or supervisory positions available. The size of Amherst is such that the proportion of men to women will probably remain the same until such time as the elementary enrollment increases sufficiently to warrant several new positions .

At one time foreign languages were offered in the elementary schools for the superior student. During a class period the students were divided into two sections, and one group did regular school work while the superior students studied a foreign language. The program has been dropped for lack of a qualified language teacher. However, this is certainly a desirable activity. It is all the more necessary today to have command of two languages, regardless of future aspirations, than it was twenty years ago.

Some provision should be made for the superior students in the primary grades also. This type of student should be recognized as soon as possible and cultivated in such a way that the most will be made of his ability.

The Teacher of Handicapped Children in the elementary schools is the same as the Teacher of Homebound Children in the secondary schools. This teacher is concerned only with those students who, because they are bedridden, are unable to



attend school. These children usually have a temporary physical disability or are recuperating from a serious illness. There is no question as to the value of a teacher of the mentally handicapped or permanently disfigured. There is a need for such a teacher in Amherst. A classroom teacher cannot spend the necessary time with this type of student, and consequently the student is left alone to do with the school day as he wishes.



CHAPTER III  
THE ADMINISTRATIVE PROCESSES  
IN THE  
AMHERST JUNIOR HIGH SCHOOL

### CHAPTER III

#### THE ADMINISTRATIVE PROCESSES IN THE AMHERST JUNIOR HIGH SCHOOL

This chapter will attempt to review the processes by which the principle administrator, the principal, operates an efficient junior high school, always keeping in mind the ultimate goal of education.

#### Introduction - The School Plant

The Old Senior High School. In 1956 the Amherst-Pelham Regional District contracted a construction company to erect a senior high school to contain grades ten, eleven, and twelve. Prior to this time, for two years, grades seven through twelve were on double sessions. The three grades in the senior high school went to school from eight to twelve-thirty; grades seven through nine attended school from twelve-thirty to five o'clock. Limited guidance, co-curricular activities, sports programs, instructional periods, were the result of this organization. These were primary reasons for erecting a new senior high school. The decision to erect a new senior high school rather than a junior high school was based on the physical plant needed to prepare students adequately for college or vocational work.

The old senior high school became the present junior high school. The number of students in grades seven, eight, and nine, now totals 465. The expected enrollment for the coming year is 500, an increase of 35 students over the present school population.

The Auditorium. The auditorium is located on the second floor of the building. Its seating capacity is 408.



It is of rectangular shape with the stage in the center of one of the longer sides. The auditorium measures approximately 80 feet by 40 feet. The stage is 25 feet in length. At the back of the auditorium are windows going the entire length. Directly underneath the windows are radiators. At each end of the auditorium is a hot and cold air ventilator which is operated by a chain. Classrooms are located at either end, connecting to the auditorium by a single door. A large door at either end permits students to enter the assembly hall from main corridors. The windows at the back of the auditorium and on the doors can be covered, when necessary, by blackout shades.

The seats are arranged in five sections; these are stationary as the legs are placed in runners screwed to the floor. On either side of the stage is a wing which may be used as a dressing room. Each of these wings opens to a main corridor. A roll-up screen is suspended from the ceiling in front of the stage directly over the footlights. One stage curtain may be drawn across the stage.

A Typical Classroom. Very few classrooms are alike in the Amherst Junior High School although a great number of rooms have physical features common to each other. The average room contains thirty seats of which most are moveable; only three rooms have stationary furniture. One side of every room is covered with blackboard area, either green or black. Another side contains bulletin board area, usually extending from one wall to the other. Ventilation in

any room comes from side windows; even corner rooms do not have cross ventilation. Furniture in a typical room would include a teacher's desk and chair, file cabinet, bookcase, and possibly a conference table with chairs. If two rooms adjoin each other, there is a door connecting them; otherwise, a single door opens to a main corridor. Only three rooms have two opening to main corridors. Radiators and ventilator shafts also provide hot and cold air in each room.

The Gymnasium. The gymnasium in the junior high school is a relatively large one. It measures approximately 120 feet by 60 feet. A partition divides the gymnasium into two sections; when not in use, it is folded from the center to either side. At either end and on each side are basketball nets, totaling six in all. Collapsible bleachers are on each side with a total seating capacity of four hundred and fifty. Markings on the floor enable basketball, badminton, and volleyball games to be played. The gymnasium can be used by both boys and girls at the same time. Frequently, it is used for assemblies. For example, the graduation assembly is always held in the gymnasium as well as all school dances. Outside groups frequently use the gymnasium for special activities. The Boy Scouts hold their meetings here, and the Parent Teachers' Association will have a dance or a meeting here. Two small storage rooms lead from the gymnasium. Doorways lead to the locker and shower areas as well as to the outside.



The Cafeteria. The cafeteria is located in the basement area. Three large rooms are used for eating purposes. A group of students enters the cafeteria every twelve minutes; this is necessary as only one line where students may pick up their trays is in operation. All of the cafeteria furniture is moveable. When the cafeteria is not in use, one of the three rooms used for eating is converted into a study hall. Adjoining the cafeteria rooms are the basement areas for both the boys and the girls, the locker rooms and the home economics rooms. Main corridors lead from the cafeteria to all adjoining rooms and to the outside as well as to the first floor.

Other Rooms. As a visitor enters the front door of the junior high school, he faces the office. The main office has room for two secretaries and office equipment. Two semi-private offices are located at the back of the main office. These are used by the guidance director and the administrative assistant. The private office of the principal is entered through the main office and from the main corridor.

A small room on the first landing is used as the audio-visual aids room. All audio-visual equipment is found here as well as extra storage space. On the other side of the first landing is the "sick" room. This room contains a cot and a small adjoining toilet room. Other rooms include the teachers' lounge, storage rooms and a spare room in the basement area which is currently being used by the custodians.



## School Policies

The Daily Time Schedule. The teachers in the Amherst Junior High School are expected to arrive at the building at 7:50 a.m. Fifteen minutes are available for the teacher to review the day's lesson plans. The students are not allowed to enter the building until 8:05 a.m., the ringing of the first bell, unless the weather is inclement in which event students go to the basement area and remain there until the first bell rings. Since the doors are kept locked until that time, it is hoped that the students will not arrive beforehand, thus avoiding any pre-school mishap. At 8:05 a.m., when the first bell rings, students are allowed into the building, and the teacher is in his homeroom. At this time the students have an opportunity to dispose of their coats in their lockers and gather their books for the day. A second bell rings at 8:10 a.m. The students now report to their homerooms as loitering about the hallways or locker rooms is discouraged. The third bell rings at 8:15 a.m. This is the time that attendance is taken by the teachers in their homerooms. A short homeroom period takes place between 8:15 a.m. and 8:20 a.m. During this time morning exercises, consisting of a Bible passage reading, the Lord's prayer, and the flag salute, take place. Either the teacher or a student offers these exercises to begin the school day. This is done in compliance with the state law. This time also gives the student an opportunity to gather his books for classes and for important announcements to be

read.

Tardiness. Although the student is expected to be in the building at 8:05 a.m., inclement weather might prevent this. Therefore, he is not marked tardy until 8:15 when attendance is taken. A student reporting to school later than this time is considered tardy and first reports to the school office for a pass as he has not officially entered school until then. He is marked tardy by the office and the homeroom teacher. Adhering consistently to a time schedule is mandatory, and the student must realize he is expected at prescribed times. Tardiness is discouraged, and few excuses allow the student to escape the half hour detention period immediately following the school day. If a student is repeatedly tardy, his detention time may be doubled or trebled at the discretion of the principal and homeroom teacher. The time is spent with the homeroom teacher.

Being tardy to a class period results in the same type of action. The student has two minutes between classes to change rooms. This is ample time to travel from one room to any other room in the building. If the student arrives in class after the bell has rung, he reports to the office for a pass slip admitting him to that class; the pass is marked either excused or unexcused, and if unexcused, a half hour detention is given to the student.

Absenteeism. If a student is absent from school, the office calls home to find the reason for the absence. If



the office is unable to contact the home, the student must bring in a signed excuse the following day. A half hour detention is given each day the excuse is not brought to the office. When a student misses a school day, he has the day he returns and the following one to make up the work he has missed. For example, John was absent Monday and Tuesday. It is his responsibility to get the assignments he missed from each teacher. All of the work that he missed must be made up by Thursday at the end of school. If John does not make up the work that he missed, he receives a failing grade for the two days he was absent. All excuses for days absent are placed in the student's personal folder.

Room Assignments. The total number of students in any one particular subject determines, in itself, the room suited to their needs. A class of ten students should not use a room suited for thirty-five students; neither should a class of thirty use of room suitable for twenty. This one factor is important in determining the use of a room. However, many teachers have homeroom assignments and prefer to do their teaching in the same room throughout the entire day. In most cases this is possible with a minimum of changes. Running from room to room with instructional supplies, textbooks, and the like is no panacea for a shortage of rooms, but for lack of large classrooms some teachers do have to travel from room to room.

Science classes, mechanical drawing, and other diversi-



fied classes determine, by the nature of their courses, the type of room best suited to their needs. English, mathematics, and social studies require different physical environments by which to impart knowledge, but for lack of adequate space are often interchangeable. Bulletin board space, blackboards, and library facilities, are a necessity in all these subject-matter areas, perhaps more so in English and social studies. The size of the class and the type of class should provide ample criteria by which to assign rooms to teachers.

### Discipline

The Teacher's Role in Discipline. A big problem facing every new teacher is discipline. No learning situation can take place unless the classroom has order in it, unless there is an established rapport between the teacher and his students. When the student with unturned collar, unbuttoned shirt, and duck-tailed haircut, refuses to adhere to the teacher's requests, the teacher has to assert himself, if necessary, to have his wishes carried out. In the junior high school each member of the teaching staff is the administrator in his classroom or in other parts of the building where he is present and a student makes an infraction of a rule. The school's philosophy makes no provision for detention halls except the individual classroom, and no detention teacher except those who feel justice can be better administered in an after school session at their own inconvenience. If a teacher feels a student's disruption or rebellious attitude demands a correctional period after school, then that teacher

must administer the punishment. It is agreed that little teaching can be done without some semblance of order; careful organization and planning have much to do in alleviating disorder or disruption due to boredom or non-recognition of individual differences.

The Principal's Role in Maintaining Discipline. When a student is openly rebellious against school policies, when the classroom teacher is unable to maintain proper discipline because of a disrupting student, or when a student openly flaunts a regulation outside the classroom, the principal should assert his authority and end the disturbance. If guidance fails with the rebellious student, the principal has the power to suspend the student for a period of one day or as much as one week. Students of junior high school age are usually between the ages of eleven and fifteen with most students falling into the twelve to fourteen age group. This means that a student, who is openly rebellious, is without a desire to improve himself, and is a constant source of trouble to normal school operation, cannot, by state law, be suspended or dropped from active membership for the school year except by the school committee.

The Role of Guidance in Discipline. Whenever possible, the guidance director, involved teachers, and the principal, attempt to assist the rebellious student in realizing his problem and finding the means by which to attain its solution. The philosophy: if a student can be made to under-



stand his problem, to realize and to use the means by which to attain its solution, the student will no longer be a problem, is the most feasible means of attaining the goal of the school. This goal is to prepare every student for active citizenship. More often than not, guidance is a power not considered by the student and which frequently helps the problem child.

Assemblies. The most frequent type of assembly in the junior high school is the awards assembly. This assembly usually takes place after a marking period has ended. A recognition of athletic and honor roll achievement is made at this time.

Other assemblies include: a science club assembly, dramatic club assembly, and music assembly. Frequently, an assembly is presented to the ninth graders on Friday during the period 3B. Many times this assembly is a career assembly, news-in-review, or nature assembly. The school year ends with a graduation assembly.

Principal-Teacher Relationships. The principal is the administrative head of a school and as such, he is responsible, not only for the welfare and learning progress of the students in the school, but the teachers as well. It is granted that teachers can take care of themselves, and that their interest should be directed toward the welfare of the students, but the teacher demands something of the principal. It would be hard to define this role in one word as it encompasses many things. The principal is looked upon as a

friend, counselor, leader, supervisor, and immediate superior by all the teachers. Therefore, the principal should deem it his responsibility to continue and increase professionalism and morale among his staff.

It is also the responsibility of the principal to develop leadership among staff members and place responsibilities with staff members whenever possible. This means dynamic faculty meetings where value is placed on the ideas of individuals and groups, and their worth is made manifest. As it is up to the teacher to create a learning atmosphere in the classroom, so is it up to the principal to create a comparable atmosphere for teachers. "In planning the school organization, the principal should seek the individual and collective co-operation of the staff. . . . .

. . . This co-operative approach to school organization is the important initial step in developing 'esprit de corps'.<sup>4</sup>

Principal-Student Relationships. To the students the principal is the highest authority in the school and therefore must command their respect. He stands aloof of them, but he is also friend and advisor when necessary. Knowing each student and taking an interest in them, as individuals, is necessary if there is to be compatibility between the student and the administrator.

Comments. The auditorium has a total seating capacity of 408 students. With an expected enrollment of nearly 500

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Kyts, George C., The Principal at Work, Boston, Ginn and Company, 1941, p. 124



for the school year of 1959-60, it is obvious that more room is needed. An assembly program for the entire school population will be a difficult undertaking. Presently, fifty-seven students are without seats in the auditorium during an assembly presented to the entire school; these students stand in the back or on the sides. Absenteeism would reduce this figure, but many students still do not occupy a seat. In the seating sections on the far sides of the stage, students find it difficult to see and hear all that is happening. However, it would be difficult to rearrange the seats as they are placed in stationary runners. The gymnasium is much larger and could be used for assembly programs. There are two drawbacks here: many of the students mark or scratch the floor with their footwear, chairs would have to be set up and taken down for each program. The period before and after the assembly would have to be used to set up and take down the chairs. With classroom space becoming more crowded, there is the possibility that in the next year or two the auditorium will be converted into three or four classrooms. If this happens, then all the assemblies will be held in the gymnasium.

Perhaps the greatest need in the junior high school is that of a library, administered by a qualified person. Approximately four hundred and fifty students could find much value in a school library if it were available. There are small classroom libraries, but these are unable to supply all the students with books of their interests.

Classrooms should contain different physical features. Ideally, a ninth grade science class should be able to do some laboratory work; this is impossible under the present physical setup in the junior high school. Of the three rooms used for teaching science, none contain working area for projects or experiments. All are equipped with one faucet which is primarily used by the teacher in conducting experiments. One of the science rooms is a lecture room. The seats are arranged in tiers of seven seats each; the teacher's desk and experiment table complete the furniture in this room which is half the size of a regular classroom. The other twenty-one classrooms vary in size.

The junior high school needs a utility room, one which could be used by any class or group of students. It should contain classroom furniture and a small stage. This would be extremely helpful to English classes or social studies classes.

The cafeteria combines three rooms for eating purposes. Only one cafeteria line is possible because of limited space. If two cafeteria lines were possible, the lunch period could be shortened by a number of minutes. The furniture is old and the tables are constantly in need of repair. Monitors have to be present in each of the three rooms. If a new and larger lunchroom were made available, many of the present problems would be alleviated.

The five minute homeroom period beginning the school day is sufficient time for the teacher and the students to



prepare for the school day. A longer homeroom period would place too much time at the student's disposal and might create disorder. A longer homeroom period follows later in the day. The later period is a combined study-activity-lunch period. The early morning routine sets the pattern for the rest of the school day for both the students and teachers. For students of junior high school age a set pattern or routine is important as it assists them in organizing their school and home life.

Little bookkeeping and checking is necessary when students are tardy. It is a simple procedure and requires little time on the part of the teacher. The office, however, spends considerable time calling homes of absent students and filing excuses in student record folders. The two minute interval between classes goes quite far in discouraging students to waste time in the hallways and perhaps find themselves in trouble. Tardiness is at a minimum in the junior high school due to this philosophy that is both agreeable to parents and teachers. This again establishes routine which children of this age group need.

There will always be discipline cases that will require some action by the teachers and the principal. It is possible to hold them to a minimum through the realization of the problem and the means of attaining a solution. The principal must back the teacher when a discipline case arises. This is essential if the results are to have any effect upon the student. The junior high school student is at a difficult



age in so far as deportment is concerned. This is understandable and must be realized by the teachers. However, this does not mean that the teacher relinquishes his control over the student. Conversely, the teacher must exercise a greater amount of control over the students in the classroom.

From this age group the men teachers seem to draw more respect from the students than the women teachers and are able to discipline them easier. The discipline problems are fewer with the men teachers than the women teachers.

Many more assemblies could be presented during the school year. Especially desirable would be more assemblies with student participants. The value of this type is evident and the experience invaluable to those involved. Perhaps more assemblies could be presented during the time part of the school population usually attends religious education classes. Different clubs, classes, or homerooms, might present assemblies at regularly scheduled intervals during the school year. During the awards assembly, more emphasis should be placed on those who made the honor roll than athletic award winners. Only too often has the emphasis been placed upon athletics while honor roll members remained in the background. Students should receive as much if not more recognition by making honor roll grades than those winning athletic awards. Assembly periods do not always consume the same time period during the school day. They are alternated so one period will not always be excluded every time an assembly is presented. This desirable if every teacher is to have equal



oppertunity to complete the year's work.

CHAPTER IV  
THE CURRICULUM



## CHAPTER IV

### THE CURRICULUM

In this chapter an attempt will be made to expand the philosophy and goals of a curriculum and present the curriculum employed by the Amherst Junior High School.

#### Curriculum Influences and Philosophy

Influences upon the Curriculum. The world in which we live is certainly a complex one, and the processes of living and learning are necessarily more perplexing and will continue to be so. The schools constitute one of the many agencies which influence the education of children growing up in such a world. But of the many agencies exerting an effort to guide tomorrow's citizens, the schools have one of the most important constructive roles to play. The total educational scene is a complicated one, out of which an effective and well planned curriculum should serve to bring some order and understanding.

The curriculum is not simple, and is not above the influence of outside sources affecting the total education picture. Instead, it is an integral part, not only of the school but of the community. Individuals can be named as having definite influences upon the curriculum: Pestalozzi, Henry Barnard, John Dewey, Robert Hutchins, Alan Zell, and Arthur Bestor; but more important today are community organizations like the American Legion, Parent-Teachers Associations, National Citizens Council; the state legislature, the churches and business organizations. This partial list of outside influences, if nothing else, shows the need for the

curriculum to identify itself with the community and reflect its thinking in a way beneficial to everyone involved.

Curriculum Philosophy. Because the curriculum is housed within the school plant, it can most efficiently be developed with regard for the facilities made available. The goals and learning situations, with these other factors, should all be part of the large frame of reference, those who build the curriculum should be cognizant.

"Those who participate in building the curriculum should endeavor to develop one which will:

1. Deal with real problems in a meaningful and purposeful manner.
2. Help to reduce the drop-out rate among secondary-school pupils.
3. More obviously affect observable pupil behavior and make a real difference in the way people live.
4. Build pupil and public confidence in education.
5. Keep up to date.
6. Provide a maximum of educational opportunity with a minimum of pupil participatory costs.<sup>5</sup>"

If the conditions enumerated above are met through the curriculum, much will be done to combat the attacks upon public education today. The curriculum must make sense to the public and the curriculum must be meaningful to all involved.

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Romine, Stephen A., Building the High School Curriculum, New York, The Ronald Press Company, 1954, p. 5



## Meeting Individual Differences

Challenging the Academically Gifted. One of the greatest problems facing education today is the education of the academically talented. Hardly an issue of a professional periodical is printed without some reference to the "gifted," the "superior student," or the "fast" learner, and with this reference, a list of identifying characteristics, qualifications for teachers of the gifted, and general concepts to be developed in their education.

Meeting the Problem. Russia's technical progress has finally made the general public aware of our vast unearthed and hitherto undeveloped potential leaders in science, the arts, medicine, and other fields vital to our national security. Schools throughout the country are seeking the most expedient methods for challenging the superior student and developing him in such a way that the best interests of the individual and the country are served. It is good that this program is finally underway, but unfortunate the impetus was not from within our democratic boundaries but from a foreign power whose doctrines are diametrically opposed to ours.

Criteria for Identification. The talented student is one who attains an I.Q. score of 120 or better on a standardized test, is a rapid reader, can reason, think in abstract terms, and can express himself in both written and oral composition. This problem, identifying the gifted, was one facing the junior high school. The above statement is part of the definition resolved for identifying this type of student. A flex-



ible criteria for identification was finally developed.

(This criteria is in Appendix II.) The criteria is given to the sixth grade teachers, who, after careful consideration, recommend students for able groups the following year.

Placement of Superior Students in Classes. After careful consideration of this problem, it was decided that a class of superior students taking the same subjects throughout the school day is undesirable. A student who excels in mathematics will not necessarily excel in English or in science. For this reason students are scheduled individually for each academic class. Superior English students are placed in superior English classes, and unless a definite aptitude is shown, this same student is placed in heterogeneous math, science, and social studies classes. However, even in the superior English group, there is no true homogeneous grouping; individual differences are seen here as clearly as in another group. This type of scheduling is done in the seventh and eighth grades and only in the English and mathematics classes. Upon recommendation of the junior high school staff, it was felt that social studies classes should not be grouped according to ability, as the nature of the subject matter demands a wide range of talent and thought. The science teachers felt that the superior student could be given enrichment within the classroom, and that it would be more beneficial to have them in a mixed grouping of ability than to separate them from their peers.



In the ninth grade students are grouped according to ability in the English classes. Eighth grade English teachers recommend students for these groups by what the students accomplished in the previous year. There are six ninth grade English classes, all of which are grouped homogeneously. Superior students and college-bound students are guided into Latin, algebra, and world geography. These classes are not limited to the superior students alone. At any time of the year, but usually after the first marking period has ended, a student may be transferred from one group to another according to the work he is doing. It is seldom that a student is ever transferred after the first marking period, however. Students promoted from the ninth grade are then guided into one of a five-track program in the high school.

#### The English-Social Studies Plan

Use of Two Classes. The following learning experiences form part of the curriculum in the Amherst Junior High School. It is believed that this is one more way in which individual differences can be used to the school's and to the child's benefit.

This particular phase of the curriculum is concerned with two groups of students. Both are eighth grade classes and both are regularly scheduled for English and social studies the last two periods of the day. One period goes from eleven minutes after one to one minute after two; the other period extends from three minutes after two until five minutes before three. One group attends an English class while the

other group attends a social studies class the same period. The next period the group that had English now has social studies and the group that had social studies now has English. The English room and the social studies room lie adjacent to each other with a door joining the two. The teachers involved are experienced teachers, one an English teacher, the other a social studies teacher; both have master's degrees in their subject areas and both have had professional training in reading.

Organization of Classes. The students in these two classes are individually scheduled according to their reading ability. Twenty students with definite reading problems are placed in these groups. The problem is basic to all of them: reading on a level far below their peers. The other students in these sections are selected from the remainder of the eighth grade students needing no special qualification other than that of average reading ability. This program excludes superior students. The two groups will be referred to as Section X and Section Y for the remainder of this explanation.

Section X is scheduled for social studies during the sixth period, and Section Y is scheduled for English during the same period. In the seventh period the students of Section X are scheduled for English and Section Y for social studies.

#### The Social Studies Program

Weekly Schedule. On Monday, Wednesday, and Friday of



any given week, Section X and Section Y go to their regularly scheduled social studies classes. Both groups contain readers of different abilities. This scheduling has two noticeable effects: there is little stigma attached to the under-achievers in reading; instead, a sense of belonging to a group of mixed abilities is felt; the same textbooks, supplementary materials, and learning experiences, are common to every class member.

On Tuesday the pupils with reading problems from each section are grouped in the social studies class for either a single or a double period. The time is dependent upon the activity in progress and the immediate goals for the day. During the one or the double period, most of the time is given to practice in the reading skills. The materials used, however, deal in subject matter with the unit of study being covered by the regular social studies classes. All students, therefore, are studying the same phase of history but with different materials and textbooks.

Materials for the Slow Learner in Social Studies. The regular textbook for the course, American History - Wilson and Lamb, offers too many problems for the slow learner and would discourage him rather than encourage him to do his best. Therefore, the Tuesday class in social studies is often conducted working with two texts which are on a lower reading level: Our New Nation - Barker, Cavanah, and Webb, and The Story of Our Country - Barker, Alsager, and Webb.

When the class is working with these texts, the following reading skills are practiced:

1. Associating dates with events
2. Finding main ideas
3. Grasping details
4. Outlining
5. Map reading
6. Cause and effect
7. Summarizing

It has been found that by using a textbook on a lower reading level with this class on Tuesday, the slow reader grasps the material with fewer frustrations and at the same time is better prepared to work and participate in the regular class meetings on Monday, Wednesday, and Friday. The lower level texts are used only on Tuesday and are kept in the social studies room. During the rest of the week, the slower readers carry with them and use the regular text.

Supplementary Aids. A second reading aid used by the slower readers in Tuesday's class is the Prentice-Hall Series: Be a Better Reader. Many of the exercises in this series have material from U.S. history as subject matter. Whenever the teacher finds such selections, the class works with them. Such selections not only reinforce the practice of one or more specific reading skills but also enriches the student's background in the social studies unit.

A third source of reading material used during the



Tuesday's meeting is The Heritage of America - Commager and Nevins. Only the most colorful and action-packed selections are used with these students. They are read for enjoyment and no time is given for detailed skill development. With this book the main idea is to show how reading and history can be fun.

A fourth source of reading material used is the American Heritage Book of the Revolution. It is hoped that in time more books of this nature can be found to enrich the other units in the course. This book is one of the most elaborately illustrated history books published. The slow readers cannot handle the reading in this book, but they do enjoy the many beautiful illustrations. During the unit on the Revolution, much time is spent in looking at the pictures while the teacher offers oral explanation or leads the group in "reading the pictures."

Working with the Average and Rapid Reader. On Thursdays the average and rapid readers meet with the social studies teacher for a single or a double class. In practice it has been the double period that is most often used with both the slow readers and the average and rapid readers.

The book most often used with the Thursday group is The Heritage of America - Commager and Nevins. Many more selections are read and they are read in greater depth. Historical understandings are stressed, and the students have to be able to answer the question: Why was this selection placed in the book? Time is spent in developing an appreciation

for source material and exactness. Practice is given in the development of generalizations based upon fact obtained in more than one selection. E.g., What was life like on the frontier and what kind of people lived there?

Another source used with these students is sets of high school level texts. These books give the faster and better readers a chance to obtain a deeper understanding of the material they have read in their textbook.

The Thursday group also used The American Heritage Book of the Revolution. Not only do they study the elaborate illustrations, but they spend more time on the reading to gain understandings.

In brief, the Thursday classes are used more for enrichment in ideas than for practice in skills. However, on occasions they work with the books in the Prentice-Hall Series.

Comments by the Social Studies Teacher. In evaluating this schedule and class organization, the social studies teacher feels:

1. This type of organization makes it possible for the slow reader to obtain a mastery of the material and therefore be more able to achieve the goals of the course.
2. The teachers involved have to be able to work well together.
3. The social studies teacher should take a back seat



with regard to grouping and the skills to be practiced. This is not to say that the social studies teacher should not make suggestions. However, the English teacher is more acquainted with the reading field and should have greater freedom to deal with the reading problems as they appear.

4. The social studies teacher should have some professional background in reading.
5. Both teachers should be experienced teachers.
6. The system allows for greater flexibility in grouping.
7. It is possible to save time in such areas as visual aids by showing both sections the aid at the same time.
8. The slow reader is spared the social and psychological pressure of being placed in a full time "special class." Most of the week he is in a regular social studies class doing the regular work with a regular text.

#### The English Program

Teacher Planning and Cooperation. Extensive planning and cooperation is a necessity with the teachers concerned with this program. When the English classes are in session, another teacher enters the program; this is the reading consultant. With the three teachers working together as a team, it is possible to shift the physical make-up of the two sec-

tions in lieu of their ability and treat them accordingly to the various areas of subject matter. This will be shown more clearly with a brief day-by-day description of the two classes.

The Week's Schedule. On Monday when the single classes are in session, these students receive instruction in formal grammar and in the rudiments of English composition. On Tuesday there is a double period of social studies. The reading consultant assists the English teacher on Wednesday in spelling and word analysis; this instruction lasts for one period. On Thursday there is a double period of English. The entire time is placed on literature, and the major literary works for eighth graders are given to the average and above average readers; these include Evangeline and the advanced version of Huckleberry Finn. Friday sees both groups together as a regular class unit in their respective sections. The subject matter varies, but it must be material that can be understood by the entire group. Stories like "The Man Without a Country," "The Legend of Sleepy Hollow," or the "Kidnapping of Bill Paterson," are presented to this group. The better students participate more actively in oral reading and discussion, but the poorer student is introduced to better literature by participating as good listeners.

On Monday the poorer readers study word analysis and spelling with the reading consultant for the one period.

Tuesday brings a double period of English, and here any number



of activities might be in progress. Grammar is studied, but it is practical grammar and not formal grammar. Common errors, letter writing, spelling rules, capitalization, and punctuation, are the order for the day. If the day's planning includes composition, simple description and the student's own experiences are emphasized. If it is to be reading, the students will read orally with short written exercises on character development and simple vocabulary. Sample books are: Rebel Mail Runner, Rebel Seige, or Days of Adventure - Classmate Edition; this last book has two editions geared to two different reading levels. Wednesday is a one period day. A continuation of Tuesday's work, with emphasis on practical grammar, with the students doing much of their work on the blackboard, takes place. On Thursday there is a double period of social studies. Friday brings both groups together as a regular class unit.

The following is a list of the books used with the two sections of English. For the better group these books are used:

Better English 8 - Herzberg, Guild, and Hook

Land of Evangeline - Thomson

The Adventures of Huckleberry Finn - Great Classics

Adventures for Readers-Book 2 - O'Daly

The poorer students will use these books in his English classes:

Enjoying English - Singer Co.

Developing Our Language(workbook) - McKee

Huckleberry Finn (adapted) - Brown

Days of Adventure - Classmate Edition

Adventures for Readers-Book 2 - O'Daly

Rebel Mail Runner -novel

Rebel Seige -novel

#### Released Time

Friday's Schedule. On Friday the Amherst Junior High School provides released time for students to attend religious education classes at the churches in town. Each regular class is shortened by seven minutes to provide this time. Released time comes after the second period. During the third period, the seventh graders who are participating in this program leave for religious education, held at the catholic church or at one of the protestant churches. Seventh graders not in this program have a study period in their homerooms the first part of this period which is 3A. The eighth graders attend their regular classes during this time. The second part of this period, 3B, finds the seventh graders attending their regular classes; the eighth graders who are participating in the program attend religious education classes this period while non-participants study in their homerooms. The ninth graders attend their regular classes 3A, study in their homerooms 3B. The fifth period follows; this is the lunch period. After lunch the periods continue, fourth, sixth, and seventh, respectively.



Religious Education. Before a student attends religious education classes, he must first obtain a permission slip from his parents stating they wish their child to attend. Ninth graders are not participants in this program. All seventh and eighth graders do not attend these classes.

The table below shows the number of boys and girls, by grades who attend these classes.

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TABLE IV

Students Attending Religious Education

Grade	Total
Seventh Grade - - - - -	149
Boys - - - - -	34
Girls - - - - -	43
Eighth Grade - - - - -	153
Boys - - - - -	38
Girls - - - - -	40
Percentage of Total Enrollment of Seventh and Eighth Grade Students Attending Religious Education Classes	- - - 50.3%

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Comments. The junior high school has made great progress in educating the superior student, but there is such more that can be done in the future. The program seems to be successful to everyone involved as far as it has gone. Future curriculum changes might mean languages being taught

to these students, as another subject matter class in the seventh grade. Algebra could be offered to very capable seventh and eighth graders as well as a more intensive science course. Creative writing and oral expression should be offered these students aside from their regular English. In other words, these students should have a course of study geared to their ability in major subjects demanding it. This does not mean they would be segregated from their classmates, as minor subjects and perhaps other classes would be mixed groupings.

The English-Social Studies program means more work for the teachers involved, and the necessary cooperation between teachers, several sets of books for students of different reading levels, and experienced teachers desiring to assist both levels as much as possible. If these elements are present, the program will be successful. The Amherst Junior High School feels this is one way to develop the individual as much as possible, to make him aware of his talents and develop these talents and abilities to the greatest possible degree. More work is accomplished with these groups treated individually than if the two groups were combined for every class. The students are able to see their progress and are not pushed into the background, feeling their contributions will not add to the class discussion. This is but another way in which individual differences are recognized and served.



To some extent the school should separate itself from the church, the home, and the community of the learning obligations of which it is responsible. It should be separation in only this respect. The schools should not teach religion or allow for religious education from the churches within the school except through incidental learning. This does not mean the school does not teach moral and ethical values. If the church cannot perform its duty to the child through the church then it has made an admission of failure. The church is also responsible to the community through the church as the school is through the school. To prepare every student for active citizenship is a momentous task. The school can accept outside influences. This is necessary if the school is to reflect the thinking of the community, but the school needs all available time to accomplish its goal.

CHAPTER V

THE GUIDANCE PROGRAM

MILITARY SERVICE

U.S. ARMY

1945-1946



## CHAPTER V

### THE GUIDANCE PROGRAM

Guidance in the Junior High School. "Guidance is no mechanical process, whereby counselors and teachers sort our boys and girls as a grading machine sorts apples--this one to stay on the farm, that one to work in an airplane factory, this one to be a teacher, that one to run a local garage. Guidance is rather the high art of helping boys and girls to plan their own actions wisely, in the full light of all the facts that can be mustered about themselves and about the world in which they will work and live.

Guidance is not the work of a few specialists. It is rather a service from the entire school staff, which requires some people with special knowledge and skills, but enlists the cooperation of all.

Guidance is not limited to vocational matters. It includes the whole gamut of youth problems. Guidance, moreover, is not peculiar to the secondary schools. Good education from the earliest grades onward includes guidance from understanding teachers, principals, and counselors."<sup>6</sup>

The guidance counselor in the junior high school is immediately involved with the functions of the junior high school and the inclusion of these functions into

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6

"Education for All American Youth," Washington 6: The Educational Policies Commission, N.E.A. and A.A.S.A., 1944, p. 39-40

the curriculum. The guidance department also attempts to coordinate all phases of school work, making the guidance department the focal point; in doing this, each student is considered individually in regard to course of study, activities, and other implementations of the junior high school.

An extensive testing program is always in progress to evaluate the student in terms of future counseling and classes, and the school in terms of reaching its goal. (See Appendix III.)

The guidance counselor's activities are many and varied, including work in orientation, programming, interviewing, and many other important phases of counseling.

Dr. James B. Conant in The American High School Today comments on the counseling system. His comments, for the most part, apply to both junior and senior high schools.

"In a satisfactory school system the counseling should start in the elementary school, and there should be good articulation between the counseling in the junior and senior high schools if the pattern is 6-3-3 . . . . . There should be a full-time counselor for every two hundred fifty to three hundred pupils in the high school. The counselors should have had experience as teachers but should be devoting virtually full time to the counseling work; they should be familiar with the use of tests and measurements of the aptitudes and



achievement of pupils. The function of the counselor is not to supplant the parents but to supplement parental advice to a youngster. To this end, the counselor should be in close touch with the parent as well as the pupil. Through consultation, an attempt should be made to work out an elective program for the student which corresponds to the student's interest and ability as determined by tests of scholastic aptitude, the recorded achievement as measured by grades in courses, and by teachers' estimates. The counselors should be sympathetic to the elective programs which develop marketable skills; they should also understand the program for the slow readers and be ready to cooperate with the teachers of this group of students."

Guidance Director's Schedule. Guidance is a full time job as each activity the counselor undertakes is part of a long-range program, and much preparation and follow-through has to be done. Below are some of the activities in which the counselor of the Amherst Junior High School either directs, organizes, or actively participates:

1. Interviewing - All of the 465 students in the junior high school are interviewed at least once during the school year. These interviews enable the counselor to know each student and assist him as much as possible during the school year.
2. Interviewing - The counselor talks with students who get blue cards and failing marks on their report

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 Conant, Dr. James B., "Improving Public Secondary Education"  
The American High School Today, McGraw-Hill, N.Y., 1959, p.44-45



- cards; counsel students with emotional and social problems and make referrals to other agencies when necessary. One agency might be the Mental Health Clinic in Holyoke.
3. Testing - The counselor plans and administers with teachers the testing program. These tests include the Iowa Tests of Basic Skills in the seventh grade; the Otis Q-S Beta Test in the eighth grade along with the Differential Aptitude Test; the Iowa Tests of Basic Skills in the ninth grade. All testing is done in the fall of the year.
  4. Testing - Frequently, individual intelligence tests are given by the counselor.
  5. Consulting - Representatives of the mental health clinic frequently consult with the junior high school counselor.
  6. Program Planning - Eighth grade students plan their program for the ninth grade under the supervision of the counselor. This takes place mainly through group guidance, unless problems or conflicts arise which need individual attention.
  7. Meetings - The counselor also plans an eighth grade parents night. At this time the parents of eighth graders learn about the courses offered in the ninth grade and meet the ninth grade teachers.
  8. Meetings - The counselor plans a seventh grade parents night. At this time the parents of seventh graders meet with seventh grade teachers who discuss their course of study. An opportunity is given here for individual consultation with teachers.
  9. Orientation - The counselor conducts an orientation program in the spring of the school year for sixth graders who will be seventh graders in the fall. These students, with present seventh graders as guides, attend classes and follow through a day's schedule similar to the one they will have in the fall.
  10. Conferences - The counselor usually arranges and presides at parent-teacher conferences. Many times all of the teachers of a particular student meet with the parent at the same time.
  11. Conferences - The counselor conducts teacher conferences about individual children.



12. Conferences - The counselor also conducts parent conferences with those parents who have expressed a desire for counseling.
13. Programming - The counselor arranges and confers with parents and students all program changes.
14. Programming - The counselor plans and assists teachers in conducting ninth grade program selection for the tenth grade.
15. Programming - The counselor arranges programs for students new to the school in the middle of the year or after the school year begins.
16. Work - The counselor arranges with students part-time and summer work when it is available.

These are most of the activities in which the guidance counselor participates. It is a full-time job requiring many different abilities of a trained person.

What is a Counselor? The person who administers the guidance program should be a well-trained counselor, not necessarily a psychologist, but a person well-versed in psychology. The counselor should be an affable person, one the students and faculty can respect. He should have a free hand in making appointments for students to come to his office during class hours. His records should be confidential and used in the highest ethical manner. Above all he must be a sincere man with a high degree of interest in youth. This last characteristic is essential if the goals of the guidance department are to be attained.

Brewer, in his book, Education as Guidance, gives an outline of the work of the educational counselor. What Mr. Brewer outlines is similar to the activities of the Amherst

## Junior high school counselor.

1. Keep in touch with the schools from which the pupils come, to help with the preliminary guidance as much as possible.
2. Cooperate in the admission and enrollment of entering students, conducting the guidance part of freshmen week or other forms of induction.
3. Make the office an attractive place to which visitors and students can come with their problems.
4. Learn how to receive students in the best manner: business-like without being formal, dignified but not pompous, friendly but not familiar, happy but not jovial, direct but not hurried, intimate when necessary but not inquisitive, helpful but not patronizing.
5. If possible teach one or two or the classes in educational or vocational information, or both.
6. Watch throughout the school year, and consult with teachers, for the incipiency of problems; but more important, prevent acute problems from arising. So far as possible, by constructive guidance, fit children to deal with problems in their own motion.
7. Keep such records as will be an asset to you and to others; secure and make use of scores on tests, and grades in school studies.
8. Make such outside contacts as are necessary to your work.
9. Cooperate with persons within the school and outside who are giving other forms of guidance. Watch especially matters concerned with discipline and student activities.
10. Organize the teachers interested in educational guidance for the cooperative formulation of policies.
11. Inform all the teachers thoroughly about your work. Have a faculty advisory committee for consultation.
12. Use appropriate opportunities to inform the public



about the need for and the work of educational guidance.

13. Give special aid to those pupils who leave school for any reason, helping them in taking the next steps.
14. Be ready to direct the student to information on other life problems.
15. Apply to your work such forms of measurements as seem promising, conduct researches, and constantly improve the character of your work.
16. Take part in the supervision of the sample courses in academic studies.
17. Take part in all forms of curriculum revisions.

One of the most important of the criteria listed above is the keeping of accurate records for each student from the time he enters the school. Two record forms that seem to be very good are the Cumulative Personal Records put out by the National Association of Secondary-School Principals, and the Cumulative Record published by the American Council on Education. The best guidance program yet devised is a full-time job for any man and needs the full cooperation of the whole school. Where definite problems exist, the counselor should bring in all external factors in solving the problem.

Comments. A serious problem has existed in the Amherst Junior High School guidance program. The situation will be rectified during the school year of 1959-60. The present guidance director has been the sole counselor for 465 students. Working with such a large number of students has, the writer believes, reduced the efficiency of the guidance program. A similar problem has existed in the senior

high school; there, the guidance director was the sole counselor for the tenth, eleventh, and twelfth grades. During the coming school year, another guidance worker has been employed by the regional school district. One counselor will work with the seventh and eighth grades exclusively, one with the ninth and tenth grades, and one with the eleventh and twelfth grades. This will reduce the number of students for the present two counselors by one-hundred and fifty.

More orientation might be attempted, especially with the incoming seventh grade students. Perhaps incoming seventh graders could be in attendance a day earlier in the fall, giving them time to orientate themselves with the building, their schedule, and their teachers.

With the superior student more vocational guidance should be done in preparation for courses in the senior high school. Too often superior students are not guided into the harder courses, especially advanced mathematics, advanced sciences, and a third and fourth year of a foreign language. With college requirements becoming more difficult, this becomes almost of necessity.

Available scholarships should be made known to the students at an earlier date, perhaps when they enter the tenth grade. Not only would this give more students the incentive to attain higher grades, but a greater number of students would realize a scholarship to a college of their



choice, or at least recognize the availability of loans, grants, and scholarships.

The guidance program needs to be the focal point in the junior high school organization. It is possible and advisable to incorporate teachers into guidance activities through inservice courses. Much more could be done along this line.

All too often discipline cases take too much of the guidance director's time. Teachers well versed in guidance activities could help to alleviate the counseling load by handling minor disciplinary cases themselves. This is important as it leaves the counselor free to carry on other activities. A step in the right direction might be the formation of a guidance council composed of teachers interested in the program. This council should not be a terminal organization, but one which continues to meet regularly after the program has been put into operation to discuss problems that arise and to make necessary program adjustments. A constant growth can be maintained by regular study and adaptation to changes.

Less clerical work should be done by the guidance counselor. At his disposal should be at least one secretary to assist him with his work.

The work of the guidance director is not an end in itself. It should tie in with work being done in the community and the state, to improve community situations involving

students. For example, a community guidance council might be formed. Members would include representatives from all agencies responsible for children: police, youth service board, welfare, health, recreation boards, boys' and girls' clubs, churches and schools. Better liaison and understanding among these organizations would further the cause of guidance and establish a constant upon which young people of the community could depend.



CHAPTER VI

THE CO-CURRICULAR PROGRAM

## CHAPTER VI

### CO-CURRICULAR ACTIVITIES IN THE JUNIOR HIGH SCHOOL

The Co-curricular Program. In recent years education has seen more and more activities formerly outside the curriculum being included in the curriculum. Changes in traditions, facilities, time, and finances, have contributed largely to this transition. These elements, coupled with the theory that every student should be able to work or play at a level of which he is capable, have made our present day school a combination of learning activities involving subject matter, games, discussions, debates, dramatics, and many other phases of social integration. The value of such a varied program is manifested in its results. A program with sundry activities is invaluable and contributes to the overall social development of the child. This is the concept underlying the co-curricular program in the Amherst Junior High School.

Guidance should be instrumental in assisting a student in his selection of an activity. The student should not necessarily select an activity in which he has a great degree of proficiency. True, he would become more skilled and learn other aspects of that activity, but this is not the primary purpose of a club program. The underlying theory of a co-curricular program is: "To provide opportunities for the pursuit of established interests and the development of new interests;"<sup>8</sup> to educate for citizenship through experiences



and insights that stress leadership, fellowship, cooperation, and independent action." <sup>8</sup> If every student could be guided into an activity unfamiliar to him, learning would take place to a much greater degree. A student who excels in athletics should be guided, if possible, into a stamp club, dramatic club, or chorus, to bring to light his other talents, and participate in athletics as a second choice.

At the beginning of the school year, the students indicate a choice of activities on a mimeographed sheet explaining the co-curricular program and the activities in which they may participate. It is suggested to every student that he participate in one activity during the school year. This is important as the student will see another side to school life and have the opportunity to meet and work with students other than those he has in his daily classes. If a student can handle two activities and still attain a high degree of success in his studies, he is permitted to do so. If a student cannot handle more than the one activity, he is discouraged against joining the second by the guidance director and the sponsor of the activity. Students are rarely participants in more than two activities. This is discouraged as too much time is consumed if a student is to be an active member of an activity. Some students will, however, participate in three activities, but these are the students whose grades indicate they are having a successful school

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Miller, Franklin A. Planning Student Activities, N.J., Prentice-Hall Inc. 1956, p. 13

scholastic year.

The following is a list of the activities offered to the students of the Amherst Junior High School:

1. Quidnunc. This is the junior high school year-book developed by only ninth graders. This is their yearbook, and it unfolds three years in the junior high school.
2. Keyhole. The Keyhole is the junior high school newspaper. The staff is composed of seventh, eighth, and ninth graders.
3. Ninth Grade Dramatic Club. Composed only of ninth graders, the dramatic club presents one three-act play each year.
4. Eighth Grade Dramatic Club. Eighth grade members produce three one-act plays each year.
5. Seventh Grade Dramatic Club. This group produces one one-act play each year.
6. Audio-Visual Club. Under the direction of the audio-visual director, this club learns the management and upkeep of the equipment belonging to the regional school district.
7. Intramurals. There is a separate intramural program for boys and girls in the seventh, eighth, and ninth grades.
8. Stamp Club. Buying, selling, and trading stamps is the main activity of this group.



9. Varsity and Junior Varsity Basketball, Football, and Baseball. The three grades in the junior high school are represented in these three sports. The seventh graders primarily belong to the junior varsity team.
10. Golf Team. The golf team is a combined effort of the junior and senior high schools. The junior high school contributes five members to the team.
11. Student Council. The three grades in the junior high school are represented in the student council. Three members and an alternate from each grade are chosen by the other members of that grade.
12. College Prep Club. This club reviews college entrance requirements and visits colleges within a one-hundred mile radius of Amherst. Speakers are frequently scheduled for weekly meetings.
13. Ninth Grade Science Club. The science club learns that science can be fun. The club presents a science assembly each year.
14. Seventh Grade Science Club. This group holds weekly meetings and learns of the oddities of science.
15. Band and Orchestra. Each of these activities meets twice a week. The band is a combined junior-senior high school organization.

Many more students participate in intramurals than any other activity, and for many students, this is the only

activity in which they participate during the school year. Approximately 80% of the total student enrollment belongs to at least one activity.

Placement of Activity Period in the School Day. Just where to include the program of activities in the school day has always been a question of debate and research among authorities. However, its inclusion is best left up to the individual school and the type of program it is able to provide for its student body.

Schools vary with differentiated programs and intrinsic characteristics related to the needs of the community. The co-curricular program might appear in the first period of the day, the last period of the day, after school, during the homeroom period, or in a "floating" activity period. The co-curricular program is the homeroom period in the Amherst Junior High School. During this period any number of activities might be in progress, ranging from athletic contests to dramatic clubs.

Four periods precede the homeroom period; this period is the fifth period and is approximately ninety minutes long. During this time, while activities are in progress, part of the school is eating lunch. Basically, there are three lunch periods; 5A, 5B, and 5C, respectively seventh grade lunch, eighth grade lunch, and ninth grade lunch. Most of the students eat in their respective lunch periods, but any student, depending upon the activity in progress,



may eat in one of the remaining periods. For example, a seventh grade student would ordinarily eat 5A; if this student belongs to the student council which meets 5A, he would have to eat 5B or 5C. This is the most expedient time of the day for the activity period to take place. More students are able to participate in activities at this time than any other.

Supervision of Activities. Every activity is supervised by a teacher who is both interested and competent in the activity. Many of the activities bring to light hidden abilities on the teaching staff. No teacher is coerced into an activity, and no teacher is required to supervise one. Some activities are part of a teacher's job. For example, the physical education instructor will supervise intramural activities. At the same time, if he wishes, the science instructor would supervise a science club, the English instructor a dramatic club.

It is the school's policy to free the beginning teacher from any type of co-curricular activity. Naturally, faculty meetings and the like are required of everyone. In fact it is recommended that no undertaking except class preparation consume the beginning teacher's time. In his second year of teaching the new teacher may sponsor or co-sponsor a club if he so desires.

New clubs may spring up when enough interest is shown by the students. In the last six months the junior high

school has added three activities to the activity program. No teacher is sponsor of more than one club at any one time.

A great majority of the students participate in at least one activity. This is desirable and recommended in a versatile society such as ours. Through activities the students learn social decorum and social integration, and even more important, to cooperate with their classmates.

Comments. The present co-curricular program in the Amherst Junior High School embraces approximately 380 students and 20 teachers in 18 activities. With a response like this the program's value is evident. A great deal can evolve from a well administrated and well organized club program such as the one in the Amherst Junior High School.

It is difficult to guide students into various activities which will increase the learning situation for them. Students at the junior high school level would rather excel in one activity in which they are familiar than in one with which they have a lesser degree of familiarity.

Two problems are immediately manifest with this type of activity period: one, activities have to be scheduled so that the majority of any one group will eat at the appointed time; two, a constant check has to be made as to where the students are supposed to be and at what time. The scheduling of activities is an administrative problem solved for the most part by placing activities into lunch period not conflicting with the eating time of its participants, and the



checking is done by the homeroom teacher. The problems still exist but have been lessened, and the program is very successful. The last two periods in the day follow this activity-lunch-homeroom period.

The activity period cannot feasibly appear in any other part of the school day. This, perhaps, is unfortunate as activities requiring physical exertion and skill should not appear in the program immediately after lunch. Good health habits are not created if a student races through an activity, misses his shower, gulps down his lunch, and proceeds to the next class. A possible solution might be for students participating in athletics to do so the first period of lunch and eat the third lunch, leaving the second lunch free for showering and resting.

APPENDICES

- I. Philosophy and Code of Ethics for the Amherst Schools
- II. Criteria for Identifying Able Students
- III. Testing Program - Amherst, Massachusetts



## APPENDIX I

### Philosophy and Code of Ethics for the Amherst Schools

#### Preamble

"A high standard of conduct on the part of the individual teacher determines the regard in which the teachers of Massachusetts as a group are held. In his relationships with pupils, parents, citizens of the community and nation, as well as with members of his own profession, the teacher's role in society is unique. As each teacher adheres to a code of ethics, he heightens the profession's prestige in the eyes of the public, increases the influence of teachers as well as himself to serve better the pupils of our country.

The purpose of this code of ethics is to formulate the essentials of professional conduct for the teachers of Massachusetts. The term, "teacher," as used in this code includes all persons in educational work, whether in a teaching, supervisory, or administrative capacity. The term, "teacher," further signifies herein the ethical or professional teacher.

#### Responsibility to the Pupil

The teacher recognizes the wholesome development of the pupil as a complete person in his first and fundamental obligation. He assumes a professional responsibility to guide pupils, not only in the acquisition of knowledge and skills, but also to prepare them for cooperative living in our democratic society.

1. A teacher prepares himself thoroughly for teaching,

and throughout his professional life continues to study.

2. The teacher gives all pupils fair and impartial treatment.
3. The teacher guides all pupils to recognize and to fulfill their civic and social responsibilities.
4. The teacher discloses information about a pupil only when he may legally do so and when it is for the best interests of the pupil and the public.
5. The teacher is not influenced by gifts from pupils, parents, or others interested in the schools, nor does he in any way encourage gift-giving by his pupils.
6. A teacher does not tutor his own pupils for remuneration except under conditions approved by the school board and the administration.

#### Responsibility to the Home

The teacher promotes the best interests of the pupil by cooperation with the home.

1. The teacher earnestly seeks to establish a friendly working relationship with the home.
2. The teacher informs parents honestly, but with tact and courtesy, of a pupil's progress and deficiencies.
3. The teacher avoids discussing a pupil's limitations and problems in such a way as to embarrass pupil or parent needlessly.



4. The teacher meets criticism with an open mind, objectively and courteously.
5. The teacher willingly interprets to parents and the community the purposes and values of his educational procedures.

#### Responsibility to the Community and Nation

The teacher supports the constitution of the United States and the Commonwealth of Massachusetts. He accepts the obligation to implement democratic ideals by constructive cooperation with community agencies.

1. A teacher performs the duties of citizenship in his community, including the holding of public office, provided, however, that the duties of such office do not interfere with his teaching responsibilities. A teacher, according to Massachusetts law, may not serve on the school committee which employs him, and in the case of a teacher serving in a town in a superintendency union, he may not serve on the school committee of any town in the union.

The teacher participates in community activities in so far as he can do so without neglect of his professional duties.

2. The teacher recognizes the importance of keeping the community informed of school objectives and achievements, and invites lay participation in planning for the improvement of the schools.

3. The teacher seeks to present controversial matters objectively.
4. Teachers, individually and through their professional organizations, work courageously and persistently to raise the level of educational standards in the community, including the taking of non-partisan political action on issues where the welfare of children and youth is concerned.

#### Responsibility to the Profession

The teacher cooperates harmoniously with fellow teachers, demonstrates respect and good faith in dealing with employees, and seeks constantly to improve the status of the profession by working for the establishment of high standards, both as an individual and through the active support of professional organizations.

1. The teacher observes professional courtesy by transacting official business with proper designated authorities.
2. The teacher shows respect for other teachers and in every way seeks to strengthen the individual teacher and the profession.
  - (a) The teacher refrains from making or repeating adverse criticisms except to the teacher criticized or his superior.
  - (b) The teacher accepts the obligation to



report honestly to proper authorities on matters concerning the welfare of pupils and the profession.

- (c) The teacher refrains from making adverse criticisms or insinuations regarding the work of a predecessor or the teacher of a previous grade.

## APPENDIX II

### Criteria for Identifying Able Students

#### I. Intelligence

Evidence from I.Q. and achievement tests  
I.Q. of 120 or more  
Reading well at a grade level at least two years above  
his own

#### II. Work Habits

Capable of sustained interest  
Capable of sustained work  
Capable of accepting the responsibility of individual  
work with little or no direction beyond initial dis-  
cussion and interpretation  
Capable of following instructions or directions  
Capable of working independently for a fairly lengthy  
period of time  
Completes assignments consistently  
Works quickly, efficiently, and correctly

#### III. Ability to Reason

Mature enough to grasp ideas and concepts well above  
grade level  
Capable of seeing logical relationships and drawing  
conclusions  
Capable of solving problems  
Critical  
Shows keen observation  
Thinks creatively  
Ability to think in abstract terms  
Ability to organize material well

#### IV. Reading

Selects books well above grade level  
Shows high degree of comprehension

#### V. Written and Oral Expression

Has a good command of grammatical principles  
Spells above grade level  
Has ability to express ideas orally  
Participates in class discussion  
Has good command of language - large vocabulary  
Expresses himself clearly and effectively in writing  
as well as in speaking



## VI. Other Factors

Works well with others

Accepts criticism in the proper spirit

Has insight into his own problems as well as the problems of others

Has a wide range of curiosity and interests

APPENDIX III

Testing Program - Amherst, Mass.

<u>Grade</u>	<u>When Administered</u>	<u>Type</u>	<u>Name</u>
1	Fall	Reading Readiness	Metropolitan Harrison-Stroud
	Winter	Mental Ability	SRA Primary Men- tal Abilities
	Spring	Achievement	Stroud-Hierony- mus-McKee (Level 1) Reading Profile
2	Spring	Achievement	Stroud-Hierony- mus-McKee (Level 2) Reading Profile
3	Fall	Achievement	Iowa Test of Basic Skills
	Winter	Mental Ability	SRA Primary Men- tal Abilities
4	Fall	Achievement	Iowa Test of Basic Skills
5	Fall	Achievement	Iowa Test of Basic Skills
	Winter	Mental Ability	SRA Primary Men- tal Abilities
6	Fall	Achievement	Iowa Test of Basic Skills
7	Fall	Achievement	Iowa Test of Basic Skills
8	Fall	Mental Ability	Otis Q-S Beta
	Fall	Aptitude	Differential Aptitude Test
9	Fall	Mental Ability	Iowa Test of Basic Skills
10	Fall	Mental Ability	Otis Q-S Beta



<u>Grade</u>	<u>When Administered</u>	<u>Type</u>	<u>Name</u>
11	Winter	Interest	Kuder Preference Record-Vocational
12	Fall	Achievement	Scat (School and College Ability Test)

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