1937

A case study of the problems encountered upon assuming a high school principalship.

Edward W. Martin

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A CASE STUDY OF THE PROBLEMS ENCOUNTERED UPON ASSUMING A HIGH SCHOOL PRINCIPALSHIP

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A CASE STUDY OF THE PROBLEMS ENCOUNTERED UPON
ASSUMING A HIGH SCHOOL PRINCIPALSHIP

By

Edward W. Martin, B.S.

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in Education.

Massachusetts State College
Amherst, Massachusetts
1937
PREFACE

Every year hundreds of vacancies are created by the resignation of high school principals to accept other positions and by the establishment of new high schools. Many of these vacancies are filled by men entering upon their first year as principals. These men may be well fitted for the positions through personality, character, classroom experience and specialized professional training. Nevertheless they find themselves in a position similar to that of the young lawyer who, after the completion of his law course, is said to be ready to begin studying the practice of law.

The author was fortunate to find himself in the same predicament in July 1936, when he was elected principal of a senior high school in Massachusetts. In spite of his fourteen years experience as a classroom teacher, several of which included the office of assistant principal, and in spite of his specialized training for the position, he was unable to conjure an adequate picture of the many problems he was to meet and the many pitfalls to be avoided. Thus he conceived the idea of keeping a complete record of all the problems that faced him in his first year as a principal together with his treatment of them, the success or failure of the treatment, the philosophy underlying the treatment, and a record of changes advisable for the following year. The author hopes that the work will prove valuable
to other beginning principals by pointing out to them the
type of problems they may expect to encounter and one method
of solution.

A study of the material collected shows the impractical-
cability of a chronological presentation of each problem.
The result would be a lengthy, rambling thesis with much
repetition. So the author has attempted a homogeneous
grouping of related problems and discussed them without
regard for chronological order except in the groups at the
beginning and end, which place themselves. A recapitula-
tion at the end of each chapter was considered appropriate
to the subject matter.

An attempt was made to use the administrative methods
which were previously in vogue at this school, with as little
change as possible during the first year. This enabled the
principal to run the school with a minimum of confusion and
provided an opportunity to study and plan changes where they
were needed a year in advance. He adheres firmly to the
theory that in order to render the highest type of service to
his school, a principal should not model his administration
after that prevailing in some school in which he previously
taught, but he should build an administration which retains
the old which is good and utilizes the new which research has
proven to be better suited to this particular school.
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On September first 1936, I moved into the town of Adams, Massachusetts, where I was to assume the duties of principal at the senior high school. The friendly spirit of the townspeople was evidenced when several of the neighbors came to my house at seven thirty in the morning, before the furniture had been unloaded, to introduce themselves and extend a welcome. This action on the part of the townspeople precluded the opportunity to capitalize on the importance of first impressions. The apparel worn to move furniture is not exactly what one would choose as appropriate to meet new acquaintances. Nevertheless, the genuine warmth of the neighbors' greetings could elicit none other than a genial and friendly response as it engendered a deep-felt feeling of gratitude.

The town of Adams is located at the foot of Mt. Greylock in Berkshire County. It is a mill town with about fourteen thousand inhabitants. Approximately one-third of the population is of French descent, another third Polish, and the remainder a mixture of German, Irish, and English parentage. The town was severely affected by the recent depression and is just emerging from a condition approaching financial chaos, in which town employees went payless for one year.

The chief industry of the town is the Berkshire Spinning
Mills, which employs around five thousand people. In addition there are two fine paper mills. Dairy farming and lime kilns constitute the other major industries.

The three year senior high school is located in a three story brick building built in the style that was popular around 1900, with high ceilings, wooden floors, and large square classrooms with windows on one side and at the rear of each room. Three hundred and seventy-seven pupils were registered to be housed in the following accommodations:

First Floor

| Inner and outer office         |   |
| Teachers' Rest Room            |   |
| 1 Study Hall                   | 68 |
| 1 Typing Room                  | 25 |
| 4 Classrooms                   | 38 |

Second Floor

| Auditorium                     | 400 |
| 4 Classrooms                   | 36  |

Third Floor

| 1 Study Hall                   | 45  |
| 1 Lecture Laboratory           | 42  |
| 1 Science Laboratory           | 30  |
| 3 Store Rooms                  |     |

Basement

| Household Arts Room            |     |
| Manual Training Room           |     |
| Girls and Boys Toilets         |     |

The bells for classes are located on each floor and are operated by an electric clock housed in the outer office.

The fire alarm presented the greatest problem. One gong is located on the second floor and the one point of operation is on the first floor outside the principal's office. If
a fire should be discovered on the second or third floors or in the basement, it would be necessary to run to the first floor to turn in the alarm. Then too, it is not always possible to hear the gong in all rooms. The building inspector said that he could think of only one worse arrangement and that was to lock up the fire box in the principal's office. This problem was later explained to the superintendent with a request that a fire alarm box be installed on each floor. The question of stronger or additional gongs was left to the discretion of the superintendent.

Only one week intervened before the opening of school, so the second day of residence was spent in a study of the new situation. A meeting was arranged with the departing principal in order to secure a general knowledge of his plans of administration, and another meeting with the superintendent provided invaluable information concerning local community conditions and the school system. Fortunate is the principal who, during his first year, encounters a superior officer such as Superintendent F., a man with an abundance of rich experience as a principal, steeped in the ideals of a true educator, and imbued with a spirit of service to others. His advice and assistance were a tremendous help throughout the year. One bit of advice he gave the first day is well worth the consideration of other beginning principals. While discussing school methods,
he suddenly digressed and in his abrupt and positive manner said, "remember, you seldom if ever have heard of a principal who was fired because of difficulties in the routine administration of a school, but you have often heard of principals who lost their positions because of extra-curricula and community difficulties."

The remainder of the week was given over to the completion of final registration as explained in Chapter II, and to preparation for the opening day. New books were stamped and distributed to the proper rooms, the building was carefully inspected to assure readiness and supplies were checked and assorted so that the teachers' needs could be filled promptly.

A visit to the local newspaper office resulted in the appearance of a notice in the paper which set aside two afternoons and evenings on which parents and pupils were invited to meet the principal to discuss the needs and schedule adjustments of individuals. Fifteen parents and twenty-five pupils availed themselves of this opportunity to discuss their problems with the new principal before the opening of school. Excepting the cases of two newcomers wishing to register, all the problems discussed involved backward children who sought sufficient points to graduate or whose parents sought advice to arouse their children from a lethargic attitude toward their studies. In each of these cases the accumulated record of the child
was analyzed with him and advice given regarding a sequence of subjects suited to his needs and plans, along with advice on the technique of studying.

Members of the staff were notified by mail of a teachers’ meeting to be held the day before school opened. The principal expected that this would be the first meeting with his staff, but all teachers except one, managed to call at the school to meet him in advance. They used various excuses for calling at the school, such as arranging laboratories, bringing personal effects, securing books, looking for another teacher, and other reasons most of which the principal felt were harmless subterfuges to mask their real purposes of sizing up the new man. The fact that many never went beyond the office to carry out their avowed purposes, confirmed his deduction.

Three of the five young male teachers were the first to arrive. They draped themselves in unconventional attitudes around the office and gave freely of information about themselves, the school, and the town. They had just returned from summer school filled with enthusiasm and anxious to demonstrate their newly acquired techniques.

The eight ladies on the staff constituted a more heterogeneous group than the young men. They varied from two teachers with about thirty-five years experience down to teachers with two, and were not as communicative as the men. All were eager to help the new principal every
possible way, and one who had not intended to be on hand for the opening days of school, cut short her ocean voyage so as not to cause inconvenience. On the whole, the staff personnel gave the impression of forming an efficient teaching corps, with a good proportion of older and experienced teachers to stabilize the beginners.

The first teachers' meeting was utilized to explain first day procedures, assign home room enrollments and duties, and to discuss whatever questions the teachers cared to bring up. The principal also used this opportunity to secure information regarding customary practices and to give the teachers a short talk in which he expressed a hope that all would cooperate as a unit in working for the best interest of the school. The talk was based on the theory that sound and progressive leadership is best obtained through a cooperative solution of mutual problems.

A new man will find it valuable to acquire all possible information about the community and school system before school opens. It will assist him in making decisions on the problems which face him. Much of this knowledge was acquired from my predecessor, the superintendent and the teachers, as incidental to the work of the first week in which I prepared for the opening of school.

Many of the variations used in the administration of high schools are caused by varying conditions in the communities. It is, therefore, pertinent to this study
to remember we find ourselves in a typical New England industrial town of fourteen thousand inhabitants, mostly of foreign descent. The major industries of the town are, textile, paper, lime, and dairy farming, all of which were practically dormant during the depression.

The new type three year senior high school is housed in an old building recently renovated. It contains twelve classrooms, an auditorium, and two laboratories in which are housed three hundred and seventy-five to four hundred pupils. My first impression was very similar to that I once experienced in acquiring a used car. It lacked the style and beauty of the new models, but gave every indication that it was well-fitted for much practical service. The science laboratory was not equipped as well as I would like to have it and the auditorium stage was small with a short, shabby, curtain in the front and several windows in the rear through which light entered and tended to blind the audience. The feature which worried me most was the poor fire alarm system. Although the chance of needing it was small, nevertheless I was cognizant of my responsibility in case a catastrophe should occur. The fact that a court of inquiry would place the blame on the shoulders of the principal or superintendent would constitute a small burden compared to the mental anguish and remorse he would experience from the thoughts that pupils in his charge suffered because of his failure to correct a mechanical deficiency known to exist.
CHAPTER II
REGISTRATION AND SCHEDULE MAKING

The first major problem which faces the new principal is registration and schedule making. The success or failure of the new man may well depend upon his success or failure in constructing a schedule which will operate from the first day without confusion or delay. It is his first major test of administrative ability, and he will win the confidence of teachers and pupils with a schedule which assigns teachers to their appropriate duties, equalizes the teacher loads, avoids pupil conflicts, and requires a minimum of revision. If, on the other hand, the principal fails to provide an effective plan, he will raise a question in the minds of teachers and pupils as to whether he "knows what he is about." It may result in a feeling of uncertainty and doubt which will continue throughout the year.

Puckett has noted the important relationship between schedule making and its influence upon pupils:

"Every September hundreds of thousands of high school pupils give up their vacation activities and start in again with their scholastic education. For many of them the first few days are of extreme importance and often determine whether or not pupils will actually get further education. If the school has been organized thoroughly and every effort is made to make these pupils feel at home and to adapt the work to them, they will probably stay in school, but if the school happens to be one in which the principal is not a leader and an organizer with a vision, these doubtful pupils may become discouraged with a constant shifting from one section to another and drop out of school, never to return. Even if they do stay in school, this shifting and unsettled condition may handicap them with a bad mental attitude
towards their work. Unfortunately this drama is enacted every fall in far too large a number of our high schools. In some cases, of course, the pupil may not have the capacity to do the work of the school, but too frequently, however, it is largely a matter of having everything organized efficiently at the start and of quickly getting the pupil into the type of work for which he is fitted."

The preliminary registration and construction of schedule were completed in this case by the departing principal. It remained for me to complete the final registration and to fill out each pupil’s individual program card. The final registration was accomplished by checking each individual’s elective blank with the schedule sheet, and if no conflicts existed, the preliminary schedule was copied on the pupil’s program card (see Appendix A) without consulting him. Two program cards were filled for each pupil. A green card was filled for the pupil’s personal use and red and white cards designating boys and girls respectively, were made out for the office files. The color classification was later found to be a very convenient administrative device for saving time. When an elective blank was discovered which involved schedule conflicts, it was placed aside until the opening day, when the principal explained the situation to the pupil and requested that he elect another subject in place of one of the conflicting classes. In every case the pupil expressed a willingness to cooperate in making the necessary changes and his parents approved. The same procedure was necessary in the case of pupils who elected the second year of a subject in which they failed the first year. For
instance, several pupils elected typewriting II when they had failed in typing I. Similarly in languages and mathematics, whenever possible these pupils were not encouraged to repeat the courses in which they failed, but were urged to elect a subject in an entirely different field. This advice was based upon the principal's observation that frequently a student does poorer work the second time he studies a course and that his chances of success are greater in an entirely different subject.

The schedule operated in a satisfactory manner from the beginning. It was necessary to interchange the room assignments of two class sections to provide ample seating capacity, but there were no other major alterations. Many pupils attempted to change their electives after trying them out for a week. The general reason was that a certain course appeared to be more difficult than they had anticipated. Industrial Geography was conspicuous by the number who wished to substitute another course for it, so the principal advised the teacher involved of the attempted exodus and asked her to explain. She said she was attempting to stiffen the requirements of the course and perhaps did not realize she was frightening the pupils away and promised to allay their fears. The next day the parade to the office stopped.

No pupil was given permission to change his course of study because he was afraid the work would be too difficult.
A few changes were allowed where good and sufficient reasons were advanced in support of the request. The reasons were considered adequate when the change would better prepare the individual for his future plans and needs.

A logical treatment of the subject, Registration and Schedule Making, would be to discuss preliminary registration and schedule construction before final registration. Since my predecessor had completed the two former assignments, I did not experience these problems until the end of my first year as principal. I shall now describe these problems as I met them in June for the ensuing year.

Many methods are used to secure the preliminary registration and some schools omit them entirely. The time of registration varies between one to ten weeks before the close of the spring term and from one week before school opens to opening day. Some schools precede registration with a little guidance in the choice of courses. Others do nothing to help the pupil.

In Adams, two assemblies were called three weeks before the close of school. Both were held in the senior high school auditorium, the first for members of the entering class from junior high school and the second for the sophomores and juniors of the senior high school.

Programs of study were distributed among the pupils as they entered. One page contained a list of the five courses offered at Adams senior high school, namely the
academic, scientific, commercial, general, and home economics. Required subjects and electives were plainly marked. Two pages were devoted to the requirements for promotion and graduation while the front page was reserved for the date, pupil's name, the parents' and principal's approval, and a blank form for the pupil's individual schedule. (See Appendix A.)

An hour was spent with each group explaining the program in detail and answering all questions the pupils wished to ask. All pupils with special problems were invited to call at the office for conferences during the following week. Ninety pupils accepted the invitation and provided me with a busy and interesting week. In the course of these interviews two problems were dominant. One problem was the desire to take five subjects instead of four, by pupils with poorer intellects. Their reason was to take five in the hope of passing four. This idea was strongly entrenched in this particular school and it took a great deal of reasoning and persuasion to convince them that their chances of passing four subjects was greater with a load of four subjects than they would be with five. The second problem was to outline a three year course which would assure the pupil of meeting all entrance requirements at the college of his choice. This work taxes the principal's knowledge of the various entrance requirements to the limit and what he did not know about them before, he must quickly learn.

The pupils were given one week in which to discuss
their choice of courses with their parents, secure their signed approval, and return the blanks to the home room teacher. She in turn saw that no pupil failed to hand in an elective and then sent the papers to the office.

The early registration served three purposes. First, it provided a means to determine the number of teachers and class sections needed the following year. Second, it served as a basis for ordering textbooks and supplies. Third, it formed the material for building the schedule after school closed.

One week of intensive work was required to construct a satisfactory schedule which was completed by using a combination of the block and mosaic methods. A tabulation of the preliminary registration gave the following data.

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<tr>
<td>Seniors</td>
<td>98</td>
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<tr>
<td>Juniors</td>
<td>125</td>
</tr>
<tr>
<td>Sophomores</td>
<td>177</td>
</tr>
<tr>
<td>Class Sections</td>
<td>65</td>
</tr>
<tr>
<td>Laboratory Sections</td>
<td>2</td>
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**Other Necessary Data**

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<tbody>
<tr>
<td>Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classrooms</td>
<td>11</td>
</tr>
<tr>
<td>Study Halls</td>
<td>2</td>
</tr>
<tr>
<td>Laboratories</td>
<td>1</td>
</tr>
<tr>
<td>Periods in the day</td>
<td>6</td>
</tr>
<tr>
<td>Teaching Load (periods)</td>
<td>5</td>
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</tbody>
</table>

A survey of teachers was made at the time of registration and each teacher was asked to list all subjects she could teach in order of preference, and any changes
from the previous year's assignments she would like if the opportunity presented itself. This survey was based on the supposition that teachers will do better work teaching subjects they like than they will handling subjects that are given to them as fill-ins.

Nevertheless, in building the schedule the consideration of teachers was held secondary to that of providing every pupil with the opportunity of obtaining whatever subjects he might elect. The finished schedule resulted in five teachers obtaining changes which they desired, and out of seventeen hundred and eleven pupil electives, there were only nine conflicts, all seniors electing sophomore and junior subjects.

One outstanding defect in the old schedule clamored for treatment. It was the custom of having the science instructor arrange laboratory periods with the physics and chemistry pupils outside of school hours. He had been told that it was impossible to arrange laboratory periods in school hours. Needless to say, the system of arranging laboratory periods during the noon hour and after school resulted in problems of discipline, attendance, and careless work.

The twenty-seven pupils electing physics and the twenty-three electing chemistry formed the first two blocks, and were scheduled to have physics the second period, laboratory third, and chemistry fourth. This arrangement provided
the science instructor with three possible arrangements for two-hour periods. He could combine the physics recitation and laboratory period, the chemistry recitation and laboratory period, or take two laboratory periods on successive days. The schedule was arranged for the latter combination, with physics pupils meeting for laboratory the third period on Mondays and Tuesdays, and the chemistry pupils on Thursdays and Fridays. No other classes used the laboratory thus making it possible to set up apparatus and leave it until the following day.

The remainder of the science pupils' electives were next blocked into place, followed by the home economics group which requires three successive periods. The advanced home economic group were scheduled the last three periods and the first year group the first three periods. This limited the arrangement of the English and other electives of these blocks to the three remaining periods. With this limitation the necessity of scheduling laboratory period blocks first is self-evident.

The next step was to divide the one hundred and seventy-seven members of the entering class into six blocks of English pupils, consisting of two blocks of academic and four of civic English. In arranging these blocks the pupils were first divided according to the course elected, whether academic, scientific, commercial, general, or home economics. These blocks were then subdivided into groups electing the
same combination of subjects and built into the program. A card and card pocket device, which Superintendent F. thoughtfully purchased for this purpose, was very helpful. A card is made out for each class section and one for each teacher. These cards are then fitted into a series of pockets, each row of which corresponds to a period of the day. The cards are shifted around until all conflicts are eliminated. The same procedure was followed with the junior and senior classes in order.

The reason for blocking the lower classes first, is that all pupils in the entering class elect first year subjects, thus nicely fitting their group to the use of the block system. The junior and senior classes on the other hand contain a number of backward pupils who elect subjects in preceding grades. These pupils were segregated and after the pupils in good standing were blocked into position, the mosaic method was used to fit in the backward group to the best advantage. This method was followed on the theory that pupils in good standing warranted primary consideration.

The mosaic method consisted of placing the remaining class sections into the unfilled periods of the block schedule, thus filling in the "mosaic." Care was taken to avoid conflicts, but no consideration was given to any particular grouping or combination of subjects such as the block method employed.
When all sections were located by the preceding method, the program was transferred to a master sheet and the individual elective sheets checked against it. During this check the program of each pupil was marked in the space provided for it on the front page of the program of studies. Any conflicts which previously escaped notice were corrected during this process, study halls were assigned and class sections were equalized.

Sections were equalized by the simple expedient of sorting out the programs of the pupils in the larger section and changing the schedule of any who were free during the hour the other section meets. Where this did not fulfill the requirements for equalization, a group was selected whose entire program could be rearranged to the advantage of all.

The practices in registration and schedule making used by the author may be briefly summarized as follows:

1. Final registration was completed during vacation by arranging the subjects elected by the pupil on his schedule without consulting him.

2. Individual program cards were filled for each student. During the process, class sections were equalized by shifting pupils whose programs are adaptable.

3. Preliminary registration was preceded by a guidance talk, and conferences between the principal and pupils.

4. It was held three weeks before the close of school in June. Pupils were given one week in which to choose their electives and secure parental approval.

5. The preliminary registration was also used to determine the number of teachers and classes needed for the
ensuing year and to place orders for books and supplies.

6. The schedule was constructed by a combination of the block and mosaic methods. Out of seventeen hundred and eleven electives, only nine conflicts resulted. A board containing cards and a card pocket device was helpful.

7. Laboratory sections were scheduled first, followed by the sophomore, junior, and senior classes in order.

While writing this thesis, the author was pleased to discover in the State College Library, a monograph published by the United States Department of Education which includes a survey of one hundred and seventy-nine schools located in forty-one states and the District of Columbia, noted for their outstanding practices in schedule making and registration. A comparison showed that the practices at Adams senior high school closely agree with those used by the majority of schools taking part in this survey.
CHAPTER III
FIRST DAY PROCEDURE

I arrived at the school at thirty minutes past seven on Tuesday morning September 9, 1936 to make sure that everything was in readiness to start the school year. Imagine my surprise on finding a dozen or more pupils waiting on the front steps for school to open. I was to discover later that this was the regular hour of arrival for several of these pupils who lived a distance from the school and rode in with their parents who worked in the mills. These pupils eventually formed a vexing situation which will be discussed in a later chapter.

The hours of opening and closing school offered no problem, since it was a tradition of the school system that the clocks and school hours of the senior high should be synchronized with those of the junior high school, located across the street. There were three good reasons for this arrangement. Algebra I and Latin I were offered only in the junior high school so that the few senior high pupils electing these subjects were forced to take them in the other building. The new junior high school also maintained a well equipped library and full time librarian for the joint use of the two schools. Then too, we were to hold many joint assemblies in the beautiful junior high school auditorium.

The regular school hours were from half-past eight to ten minutes of twelve in the morning and from one to ten
minutes of three in the afternoon, but a notice in the newspapers had served to change these hours for the opening day. The pupils were requested to arrive in two groups, the entering class at half-past eight and the upper classes at half-past ten in the morning.

That morning my first act was to make a tour of inspection throughout the building. The janitor was putting on finishing touches here and there and everything looked clean and neat. This inspection tour developed into a ritual which was carried out each morning through the school year.

A short teachers' meeting was scheduled for eight o'clock in the morning to insure an understanding of the day's program and to pass out registration cards and home room lists. They were asked to check each pupil in their rooms with the registration cards and to send any pupil without a card to the office. The teachers were asked to return a list of their total enrollment to the office as early as possible with a list of absentees. From these reports the first day's total registration could be quickly computed. Superintendents and newspaper men are always anxious to receive this information as soon as possible.

Sharply at half-past eight the doors swung open and the newcomers were directed to the auditorium on the second floor. The new year was started with a bible reading, prayer, the Star Spangled Banner and a flag salute. A short address of welcome was then delivered by the principal in which he
tried to make the pupils feel at home in their new school
and wished them every success in their new venture. It
was then announced that pupils were to go to their home
rooms and run through a complete day's schedule with the
periods shortened to five minutes. The method of notifying
pupils of their distribution in home rooms was to ask
each teacher to rise and read the names of those assigned
to her. This served as an introduction for the teachers
and at the same time relieved the principal of the necessity
of stumbling over the pronunciation of names that were
foreign and unfamiliar to him. The period usually devoted
to opening exercises in the home rooms was lengthened to
ten minutes. This allowed sufficient time for teachers to
check their enrollments, assign seats, distribute individual
program cards and rescue "lost" students.

Running through the schedule of five minute periods
offered no difficulties. All teachers stood in the hallway
outside their doors and directed the new students to the
proper rooms. The five minutes were used in the arrangement
of seating plans, distribution of books, collection of
book receipts and the assignment of lessons. Traffic
regulations were also explained and enforced during these
periods. Two doors opened into the hallway from each room
and pupils were instructed to enter and leave by the door
on their right. In changing floors traffic was one way,
with ascending traffic relegated to the east staircases,
and descending traffic to the west.
At ten o'clock the building was empty and in readiness to put the upper classmen through the same performance. They yielded more problems for the staff than the first year students. Their knowledge regarding the location of classrooms was more than offset by the difficulty of breaking old habits and training them in the use of the new traffic rules.

The upper classmen's sophistication produced a situation which warranted the principal's careful attention lest his carefully laid plans for equalizing sections be torn asunder. Some pupils were not pleased with the distribution which placed them in a different section from that of their chums and took it upon themselves to alter their program cards to correct this inconsiderate arrangement. Some who attempted the same scheme were motivated by the desire to study with the teacher of their preference. I must confess the latter group had my sympathy, but they were reprimanded with the others for assuming the responsibility of changing their schedules. The problem involved not only the matter of schedule destruction, but also, the question of authority. Enforcement of the latter was alone considered sufficient grounds to insist upon the acceptance of the original schedule by the pupils.

A short teachers' meeting in the afternoon was utilized to review the day's work and to settle all questions and irregularities which occurred during the day. This insured
a smooth working schedule for the following day.

The principal had no chance to lunch the first day. Except for the time the school schedule and teachers' meeting was in progress, he was in consultation until half-past five in the afternoon with the backward students and those who had conflicts as described in the preceding chapter.

The result of the first day's procedure gave the principal a feeling of intense satisfaction. The practice of running a complete five minute schedule for beginners and a second for upper classmen, preceded by assemblies, and encompassed by two short teachers' meetings, resulted in a school which ran smoothly and efficiently from the beginning of the second day. The system provided the newcomers with an opportunity to orient themselves and learn the travel routes without the interference of upper classmen. It provided the upper classmen the chance to learn their new assignments and to settle all questions of electives. It provided the teachers with a day given entirely to preparing and planning for the year's work.

A comparison with the organization of other high schools in which he had had experience, convinced the author that the above procedure resulted in a second day of school which was settled and effective to the same degree as the fifth day in any school of his previous experience.

The only improvement he would suggest would be to hold
conferences with pupils who must revise their schedules and with new registrants, during the week which precedes opening day. The secretarial work involved in notifying pupils of their appointments might limit the feasibility of this plan for the principal who has no secretary.
CHAPTER IV
PUPIL ACCOUNTING

One of the most important problems which confronts the administrator from the first day of school to the close, is that of accounting for all of his pupils at all periods of the day. The principal who lacks a clerk will find a large proportion of his time occupied by this duty and he needs beware lest the tediousness of the work should minimize his estimation of its importance.

It is evident that the principal cannot account for four hundred pupils at all hours of the day without the active cooperation of the entire staff. Teachers should be made aware of their responsibilities in this work. A good illustration of the important part the teacher plays in pupil accounting is found in the case of principal W. After thirty-five years of faithful and efficient service as principal of a high school, principal W. was asked to resign his position. He was charged with negligence because some of his boys were discovered in a pool room during school hours. A check-up showed that the boys had left the school during a study period and the teacher in charge had not reported their absence to the principal. I was delighted to have the opportunity to testify to members of the school committee on behalf of this splendid school principal. He was exonerated, but this charge was
the opening wedge in a concerted attack which resulted in
his resignation a few years later. May it be said to the
everlasting credit of the townspeople, that those responsible
for the principal's retirement soon severed relations with
the school department.

Every principal must keep a file of some sort listing
all the active members of the school. Some schools make
the report cards serve this purpose. The office desk pro-
vided me with a convenient file for this purpose. In it
were placed all the final registration cards arranged in
alphabetical order and according to classes. When the
home room teachers reported the first day's attendance, it
was checked with the registration file and the red and
white cards of all absentees were extracted and placed in
a separate compartment. Many of these cards belonged to
pupils who had not returned from vacations or for other
reasons planned to enter school late, most of them having
sent word of their intentions to the office. Nevertheless,
their cards remained in the inactive files until they
appeared in person.

Massachusetts state law decrees that all children under
sixteen years of age must attend school unless they have
been granted a work certificate. It was in an attempt to
enforce this law that the author made his first serious
blunder. From the inactive registration file he selected
and tabulated the names of all pupils under sixteen years
of age who had failed to report for school within ten days of the opening. These were presented to the clerk in the superintendent's office, checked for work certificates, and returned to the principal. The names of those without certificates were then turned over to the attendance officer for investigation, after the principal had first rechecked with teachers and pupils in an attempt to secure information about them.

The attendance officer reported each case as he investigated it and all but the last proved to be cases of children who had left school to work, but had failed through ignorance or neglect, to secure work cards. He left the school at nine o'clock in the morning September 24, to investigate the case of Alice D. At half-past ten he came rushing back to my office, visibly excited, to report that Alice's mother was terribly upset and crying. The girl had left home at eight o'clock as usual to go to school, so the mother was sure her daughter had been kidnapped or involved in an accident. The officer's words immediately aroused my suspicions. Had I made a terrible mistake? Was Alice in school all this time or was she tricksing her parents into believing she was here while she spent her time elsewhere? I seized the records and checked again, but there was no Alice. Then to ease my mind of the last vestiges of doubt, I sent an office girl to page each room for Alice D. A few minutes later the girl returned followed
by Alice who was wearing a broad smile. The office girl had told her about the mix-up and she thought it was amusing.

Instantly, I turned to the attendance officer and directed him to rush back to the girl's mother, tell her the daughter was safely in school, explain the error was in our accounting system and offer our apologies. Then I explained the situation to Alice and offered to allow her to go home to see her mother if she wished, but she chose to remain in school. That evening I called on Alice's parents to explain my mistake in person and to tell them how deeply I regretted frightening Mrs. D. They were very nice about the whole matter and said it would not have mattered if the attendance officer had located the mother as directed and told her the girl was in school. This he failed to do, so the mother had called the father home from work to look for the daughter and it was not until the girl appeared for lunch that their fears were allayed. Investigation revealed that the officer had returned to the house while Mrs. D. was telephoning the father from a neighbor's telephone. When no one answered his knock he left, and also failed to report back to the school. Had he reported his failure to locate Mrs. D., I would have looked her up myself.

I immediately reported the entire story to superintendent F. so that he would understand the situation in case he received complaints. The girl had attended classes without obtaining
the green schedule card made out for her in the office. Since she had not claimed the card it was assumed she was absent. In addition her home room teacher had failed to report her presence. Thus the incident closed, but it was a situation filled with many damaging possibilities, and I felt depressed about the matter for several weeks. The next time this type of problem arises, I shall corroborate the records with a personal search of the building before taking action. I trust this account of my experience may help some other beginning principal to avoid the same error.

Every educator recognizes the existence of a positive correlation between regular school attendance and scholastic accomplishment which has been established through numerous studies. The experienced teacher is poignantly aware of the disheartening effect of absences upon her class work. It makes her task appear to be an endless reorganization of work schedules and repetition. It is therefore, conducive to school efficiency for the administrator to keep attendance at a maximum.

I found the following method in use at Adams high school for performing this necessary function. Morning and afternoon attendance slips (See Appendix B) were distributed to teachers upon which they reported all absences to the office immediately after opening exercises. The names of missing pupils were tabulated, typed, and the list distributed to teachers in the afternoon. After school the teacher handed
in another slip, a daily attendance record, (see Appendix B) on which she recorded the names of all absentees in her classes. Upon their return to school the pupils were required to report to the office before entering a classroom. The pupils filled out two slips, for absence and make-up, (see Appendix B) which they presented to the principal for his signature. The absence slips were presented to each teacher to be initialed as the pupils passed to successive classes. They were then taken home for parental signature and returned to the principal on the following day. Make-up slips were signed by the teachers after the pupil had made up all work missed, and they too were returned to the office.

Two weeks spent in the trial and study of this system convinced me that it was ineffective, so I proceeded to make changes which would improve its efficiency. The first change was to type the absent list and distribute it twice daily, during the first period of the morning and afternoon. Simultaneously, teachers were instructed to hand in a daily attendance record only for those pupils whose names did not appear on the absent lists distributed from the office. The first change served to keep the staff informed at all times regarding absentees. The second change was most effective and served several purposes. Some teachers had a habit of neglecting the attendance matter until the end of the day, when they would merely copy the
names of the absentees in their classes off the day's absent list onto their record of daily attendance and send it to the office. The principal then went through the list crossing off names of known absentees again in an effort to discover any irregularities in attendance. But none appeared, not even the names of pupils the principal had excused in the middle of the morning because of illness. This confirmed the fact that teachers were neglecting class attendance and it also wasted a half hour of the principal's time. This was all explained to the teachers when the system was changed. It resulted in economy of office time and served to awaken teachers to their responsibilities in the matter. When future daily attendance records arrived at the office they contained only the names of those pupils whom the home room teacher had overlooked when taking attendance and those who were absent for single periods because of illness or some other acceptable reason. No truants were discovered of the type that caused the trouble of Principal W. previously described, but this system would insure their detection had they existed.

The third change was the construction of an office record sheet for daily attendance. (See Appendix B) These were mimeographed sheets with sufficient room to list the number of absences for an average day. Spaces were provided for the name, date of absence, reason for absence, date absence excuse was returned to the office, date make-up slip
was due and date of its return.

The reason for the third change was twofold. First, experience has convinced the author that the most effective device for discouraging absences is to ascertain that the pupil make up all the work he missed. How many men will choose to take a vacation if they know that all the work they miss will be added to their regular duties upon their return? Second, good scholarship demands that the work be made up, but many pupils will attempt indefinite postpone ment of this work if allowed, in the hope that his instructors will forget it. One boy showed me a notebook full of absence excuses and make-up slips for the previous year for which he had never been held responsible.

The telephone and the attendance officer were two additional negative devices used to discourage absences. An allowance of two days absence without molestation was arbitrarily set by the principal unless the pupil was suspected of truancy, but when the third successive day's absence was noted, the principal immediately telephoned the home of the pupil to ascertain the reason for the absence. The attendance officer was sent to the homes of those pupils who did not have telephones. It is interesting to consider the fact that every pupil called by telephone during the year was ill and his parents seemed very appreciative of the principal's interest in calling. In many cases arrange ments were made to send books and assignments to the
convalescent child. Compare that result with the plight of the attendance officer who was well received in some homes, but in others he was told to get out and never to come there again. This officer was not the visiting teacher type, but performed his duties after the fashion of a policeman. I learned that his approaches were perfunctory and crude, so I conceived the idea of composing a form letter (see Appendix B) which he was to present at each home. The first few trials were successful and the officer returned the signed letters in a jubilant frame of mind, the result of being well received.

An attempt was made to improve attendance by the use of positive devices as well as the negatives just described. The advisability of operating a school which would be an attractive and enjoyable place in which to work was a guiding principle of the administration. Attempts to achieve this end were made through supervision, activity programs, and pupil conferences. Through supervision teachers were inspired to make their class work as interesting and definite as possible. The activity program sought active pupil participation and offered opportunities for all pupils to engage in one or more activities of their choice. Pupil conferences were used to discuss with the student the importance of attendance as a factor affecting good citizenship and scholarship.

The success of the positive devices were difficult to measure, since they were used in conjunction with the negative
methods, but the author feels they exerted a greater influence than the negative methods in the cases of a few pupils and no influence whatever in the cases of a greater number. It is ridiculous to assume that one can make a school so attractive that it will have greater allure than all the attractions which serve to entice pupils away from their studies.

An analysis of the excuses for absence during the year shows the following reasons listed in order of frequency.

1. Illness.
2. Out of town on business with or for their parents.
3. Work.
4. Illness or death in the family.
5. Trips of educational value not available at other times.
6. Examination for driver's license.
7. Went hunting or fishing.
8. Ran away from home.
9. Truancy - did not want to come to school.

The frequency of item two would indicate that parents should be made to understand more fully the importance of regular attendance to their children's welfare. The author intends to attempt the education of parents to this end during the coming year by means of explanatory letters. The question of whether item five constitutes an excusable absence is sometimes a matter of controversy. One day in a teachers' meeting, one of the older teachers questioned my action in excusing pupils who attended the Eastern States Exposition in Springfield. She said, "it is unfair to the teacher to be forced to prepare and correct make-up work
for these youngsters who go off to the Exposition and have a good time." I explained my viewpoint by telling her that I considered it an educational opportunity. "Many who went," I said, "had told me it was the first time in their lives they had been more than twelve miles from home. To these pupils the trip of seventy miles to the Springfield Exposition meant as much, if not more, than a trip to the World's Fair in Chicago would mean to one of us. Teachers are given college credits and increases in salary for travel experience. If it is educational improvement for teachers, why is it not of value to students? It was noticeable that all the younger teachers agreed with my viewpoint.

The pupils who were absent from school because they ran away from home offered a perplexing problem. The case involved two senior girls, both over sixteen, who left home one night and hitch-hiked to Boston with a truck driver. When after two days the attendance officer investigated the cause of their absence, one mother reported her daughter was out looking for work and the other said her daughter had gone to help a sick aunt in Holyoke. Both expected their daughters would return to school, but they did not know when. That night a radio broadcast carried the news that two girls were missing and police had been asked to look for them. They were picked up by officers one night about a week later and returned to their homes. These absences obviously demanded treatment different from the
routine procedure since they involved a question of morals and citizenship as well as attendance. There were many angles to the case which necessitated careful study. In the first place, to what extent were the school authorities legally concerned in the matter and what was the limit of the school's jurisdiction? Both girls were over sixteen years of age so the school could exclude them without making other provisions for their education. In the second place, many parents were bound to consider the girls unsuitable associates for their children and might demand the girls' exclusion. Just what would be the influence of these girls upon the rest of the school? How would the pupils react to the two girls? Would the other girls avoid them and make their school life so unpleasant that it would be better for the girls that they did not return? Would they prove magnets to some of the boys who might be attracted by their wild escapade?

In anticipation of the girls' return I went to the superintendent to discuss these questions and ask his advice. Superintendent F. tells you what he thinks in no uncertain terms, but he has a heart filled with sympathy and compassion for the downtrodden. Knowing this, I had a good idea as to how he would advise treating the two runaways and I was not far wrong. His first remark was, "if we should refuse to allow these girls to come back to
school we are giving them the final push on the downward path. They would be ruined in this community. If there is anything in them worth saving we should do all in our power to help." We discussed the probable effects their return would have upon the school and we decided that the individual cannot hurt the group as much as the group can hurt the individual, so the girls were to be reinstated. But the case was unusual and merited supplementary methods of punishment. Superintendent F. recommended the action which was taken.

A few days later the two girls came to the office, filled out absence and make-up slips and presented them in the usual fashion. Instead of signing them I invited the girls to be seated and proceeded to talk to them about their conduct as it related to morals, good citizenship, and the school. Then I suspended them until after each girl had been to see the pastor of her church (with whom I had previously made arrangements) and had interviewed the superintendent. They then returned to school with the promise to me that they would do good work, would attend regularly, and would indulge in no more escapades.

At this point it is interesting to cite the following incident. It happened that the day after the radio broadcasted news of the girls' disappearance there was a meeting of the Berkshire County Principals' Association, of which
I was acting secretary, so I asked this group of men how they would handle the problem if it occurred in their schools. All but one said that they would not allow the girls to return under any condition.

The result of this case fully justified the action taken by Superintendent F. and myself. The girls gave no trouble and graduated with their class in June. Their scholarship and attendance were good and I could observe no difference in the relationships between the girls and the rest of the pupils.

Tardiness offered very few serious problems during the past year. This fact may be partly due to the writer's concept of tardiness which precluded over-emphasizing its importance. I once worked for a principal who laid great stress on punctuality, but I never knew the same person to ever be on time when attending community functions. In my experience as a teacher, pupils have often confessed to me that they stayed at home for a day rather than be tardy, because the punishment was less severe. My own children have balked at going to school when tardy because of the fear instilled in them by a certain second grade teacher.

Punctuality is indeed a most admirable trait and should be cherished by everyone, but the pupil who would rather be absent than tardy has been equipped with a false
sense of values. On one occasion this year several pupils attended the funeral services of a former classmate held at nine o’clock in the morning. About two-thirds of them came to school after the services, but the other third waited for the afternoon session before making an appearance. Needless to say, the tardy pupils were praised and the absentees censured.

The methods of treating tardiness were similar to those used in treating absences. Both negative and positive methods were used, but with a greater emphasis on the positive devices than were used in the treatment of absence. The negative devices consisted of admission forms and penalties. Teachers were instructed to refuse admission to all tardy pupils until they had procured admission slips from the office. The admission slip (see Appendix B) contained the pupil’s name, the date, room number, time of arrival, excuse and principal’s signature. Time of leaving was also printed on the slip thus facilitating use of the same slip for building traffic to be discussed later. The pupil was required to fill out his own slip and present it to the principal to sign. The latter entered the pupil’s name upon the day’s attendance record and if it was his first or second offense he was allowed to enter class. The third tardiness within a short period of time resulted in penalties as did all future violations. The usual penalty
was an order to report at the office the following morning fifteen minutes early. This method of giving a punishment which paralleled the nature of the offense produced good results in about fifty per cent of the cases.

Each case was also treated with the positive devices. When the pupils asked to have their slips signed, I discussed with them the cause of their tardiness, and asked them to describe some way in which it could have been avoided. Then I tried to impress the pupils with the importance and desirability of punctuality by describing it as a trait of good citizenship, as an act of courtesy to the school, and as an essential of success.

The type of tardiness which aroused my ire was that of pupils who could not change classes on schedule. This problem increased noticeably with the advent of warm weather. Observation disclosed it was chiefly caused by the habit of forming a line at the drinking fountains on each floor. I say it was habit because I saw pupils wait two full minutes for a drink and when their turn arrived they merely wet their lips and moved on. The obvious solution of turning off the water at the fountains was given serious consideration, but was withheld as a last resort. Instead, teachers were asked to urge the pupils to keep moving through the hallways and after school detention periods of ten minutes for every minute of tardiness was doled out at the office to future offenders. This treatment
soon put an end to the problem.

Some pupils were tardy to class because they had to go to the basement or to some other room to obtain books, instead of passing directly from one class to the next. These cases were all treated successfully by the positive methods of instilling respect for punctuality which were used in the cases of attendance. In addition, it was found effective to call attention to the fact that during fire drill, the entire building could be emptied in one minute and yet one pupil found three minutes insufficient to pass between three rooms. This comparison insinuated that other factors must be involved in the case and many times elicited a voluntary admission that the pupil had stopped to chat with a friend.

The number of tardinesses on a normal day in this school varied between zero and four. On stormy or dark mornings the variation would range between eight and sixteen. This change was so perceptible that I developed the practice of preparing two daily record sheets on dark mornings since experience had taught me that this day would require a separate sheet for tardiness. The excuse usually offered on these occasions was "slept over" so I decided it was caused by an innate weakness in our human nature which was beyond the province of the high school to remedy. Most people are awakened at a definite time each morning.
by some phenomenon, such as the passing of a milkman, a neighbor starting his car, or any number of happenings, many of which the reader has doubtless experienced. My questioning of pupils tardy on dark days uncovered the information that many of these pupils were awakened each morning when the sun reached their beds so that on dark and stormy days they "slept over." I judged it would be unwise to attempt to regulate either the eccentricities of human nature or the weather.

Building traffic during class hours causes a serious problem in some schools, but I failed to have a single difficulty arise from this source during the year. Each teacher is supplied with a pocket of "admission to room" slips such as were used for tardiness. Each pupil obtains one from the teacher before leaving the room, with the reason for leaving and the time noted. He presents this slip to the teacher in charge of the classroom, library, rehearsal hall, or other place in which he has business for their signature. Basement permits are signed at the office. Upon the pupil's return to his classroom, the slip is collected by the teacher who makes note of the time and sends the record to the office at the close of the day. Thus the principal has an accurate record by which to judge the amount of class interruption which occurs, the reasons for it and the tendency of individual
pupils to cause more than their share of distractions. By order of the superintendent, no teacher could grant permission for a pupil to leave the building for any reason until the permit was countersigned by the principal.

In this chapter I have attempted to emphasize the importance of pupil accounting and the dangers attendant upon under-estimating it. The positive and negative methods used by the writer in accounting for and improving enrollment, attendance, tardiness and building traffic, has been described in detail. The disposition of cases involving unusual features were explained along with the author's reasons and philosophy underlying his actions. With the exception of one exasperating error in enrollment, I feel that the methods employed to handle pupil accounting in my school during the past year have been efficient and productive.
CHAPTER V
GENERAL ADMINISTRATION

The office with its files, records, and equipment, constituted a legacy of my predecessor. The accommodations consisted of an inner and outer office which is vastly superior to the single office room so commonly found in many high schools. The outer office was equipped with an electric program clock, a table, three chairs for visitors and two old bookcases, one of which was used for supplies and the other for college catalogues. Several trophies won by the school in former years decorated the top of one bookcase for want of a better place to keep them. The inner office contained one excellent file case with three rows of drawers which locked, a roll top desk, an old safe, a table, three chairs, a supply closet, and a telephone. A front entrance and small hallway connected the inner office to the front sidewalk. The hallway was used as a storage place for paper supplies since the office closets provided for this purpose were insufficient to care for a half-year's supply. This resulted in an untidy appearance which greeted the eyes of all visitors using that entrance. I took mental note that some other arrangement for storage must be devised which was later emphasized by a similar suggestion from the superintendent.
After school had been in progress sometime, I discovered a good sized storage room directly beneath the office. This had not been used because the door leading to it was blocked by the roll top desk thus necessitating a long trip through the halls and basement to reach it. Apparently there was no other arrangement possible due to the size of the office and its equipment, but before the year was over I solved the problem by placing the desk in the center of the floor. Such an arrangement for a roll top type desk would never receive the sanction of an interior decorator, but access to the storage room more than compensated for the awkward arrangement. During the summer it is planned to have an electrician install a new outlet for the desk lamp and to have a carpenter hang the office door so that it will swing out instead of in. These simple and inexpensive changes will do much to relieve the awkwardness of the room.

A study of my newly inherited file system left me dissatisfied with nearly everything except the file case. Experience was to teach me that the use of it involved a considerable waste of time. The record of every graduate and non-graduate since 1900 was filed on a series of five cards to each individual. One card was designated a personal card and carried the pupil's name, address, date of birth, parents' names and dates of entering and leaving
school. The other four cards were devoted one to each of the four years of school. Upon these were inscribed each term's mark, the examination marks, and final grades. Never, in the entire year's work, did I have occasion to use other than the personal information and the final grades listed upon these cards. Time and space could therefore be saved by recording all pertinent information on one card. In addition, this suggested arrangement would avoid much of the confusion caused by the cards becoming mixed which is bound to occur to some extent when approximately eight thousand are involved. The amount of clerical work necessary in changing to the suggested system and making it retroactive is obviously too great for a principal without clerical help to attempt. But, I plan to incorporate this change for the ensuing year with the superintendent's approval.

The individual folder system was employed to file the records of each actively enrolled pupil. It was very convenient when looking up the record of one pupil to find them all in one folder. It also provided a place to file records of the pupil's current progress. The latter process required a great deal of time, however, and when I wished to investigate one set of records for the entire class, the work of finding the desired record and extracting it from each folder seemed endless. I therefore considered
it advisable to keep in the folders only those records which I would not use for a class compilation. The folder system was also used for administration records, extra-curricula records and correspondence with satisfactory results.

A large number of catalogues from the various colleges and publishing houses arrived during the year and as there was no available room in the files, they presented a problem as to where they could be placed. The college catalogues were finally filed alphabetically in a bookcase, but the only receptacle for the text material was a table drawer. I was unable to locate some needed information in June concerning textbooks, indicating the need of a file for such material, so the superintendent was requested to provide one for the coming year.

The new principal soon discovered that one of his most important problems was to find time to care for the many and diverse duties which confronted him. During the last of September and October there seemed sufficient time to devote to all matters, but as the year rolled on the demands upon his time increased much as a snowball may increase as it is rolled. He found that the hours from eight to five-thirty, did not suffice to keep the desk cleared and much routine work was shunted into the evening when he could work until eleven o'clock without
interruption. Perhaps this press of work was due to improper budgeting of time, but much of it was undoubtedly due to the writer's practice of giving to pupils, teachers, and parents, as much of his time as they wished.

One solution to the time problem would be the employment of a full time office clerk to whom the principal could delegate the work of entering and filing records, doing errands about the building, caring for the storage room and supplies, checking tardinesses and attendance, and a host of other duties.

During the past year some clerical assistance was secured through the use of pupils. Post graduates and advanced seniors were chosen from the commercial course to spend their study periods in the office to answer the telephone, take messages, and type the office correspondence. They were employed on the theory that the work provided them with practical office experience of real value and not merely for the purpose of securing secretarial assistance. Some of these girls were glad to remain after school and work to gain additional experience.

The result as it affected the office was efficient in caring for correspondence and answering the telephone, but the pupils, with one exception, were not on the job long enough to learn to be of assistance in other departments. The result as it affected the pupils was to help all but one of the post graduates to secure clerical positions in industry within three months.
The use of N. Y. A. funds provided me with the services of Jeannette B., a post graduate student of fine ability, who spent each afternoon in the office and was very helpful, but it also provided me with many others of little or no ability. It was necessary to find twenty-four hours of work per month for fifteen of these pupils. Attempts to use the girls for office work, such as entering records, was abolished after I discovered them to be very inaccurate. One girl was useful in checking absent and tardy excuses in the afternoon and one was of some use in filing these excuses in the pupils' individual folders. Since they spurned manual labor and could not be trusted with work of importance, these girls presented a serious problem to provide them with sufficient work to earn their six dollars a month, but the N. Y. A. boys were very useful in assisting the janitor about the building. In addition to cleaning of closets and the attic they did splendid work on the athletic field. Through this N. Y. A. work an average pay roll of one hundred dollars a month was distributed among the needy pupils.

A type of employer exists, I discovered, who seeks to reach class officers by mail without the knowledge or sanction of the principal. These letters are usually addressed to the President or Secretary of a class and they offer business propositions to sell pins, banners,
caps, and other articles to students on a commission basis. I always inspected class mail before sending it to the class officers, unless the mail was personally addressed. In this manner many attempts to commercialize the school through the pupils, never went further than the waste basket, and troublesome situations were avoided. Some principals might question my rights in this matter, but I feel that I am justified in taking this action for the best interests of the school.

On the fifth day of school an incident pertaining to office management arose which was small in itself, but had far reaching possibilities. That noon a group of ten boys entered the office on the pretext that one boy needed a pencil. Instead of leaving after he secured the pencil the boys proceeded to engage me in a discussion about athletics. After fifteen minutes of pleasant conversation, I told them I had business in another part of the school and left. This was my method of informing the boys that the conference was ended, but when I returned to the office they were still waiting around in various unconventional positions. I immediately recognized in their action the beginning of a very bad habit of "hanging around" the office, so I informed them that if they had no further business they could move to their home rooms. I had a similar experience with two other groups of boys within two weeks, but that ended their attempts to use
the office as a club house.

I once worked under a principal whose office was always cluttered with pupils loafing there. One of the teachers in that school always entered the office swinging both hands before him in a breast stroke to indicate the necessity of swimming through the crowd, but his hints were not taken. The principal thought it denoted popularity with the boys and also offered an opportunity to gather information concerning the school. People who went to the office never had the privilege of a private interview. It resulted in much severe criticism of the principal by both teachers and parents. The office cannot maintain a business-like and dignified atmosphere when it is constantly filled with loafing students.

Many small but perplexing problems arise in continuous procession throughout the year. One of the rules emanating from the main office in the interests of uniformity, decreed that the doors should not open until a quarter past eight in the morning. I was at once besieged by the group who were driven to school by their parents at seven and seven-thirty in the morning. They did not wish to wait on the steps until a quarter past eight and desired permission to enter the building to study directly upon their arrival. The janitor was the only person in the building at this hour of the morning and all rooms were kept locked until
the teachers arrived to open them. Early admittance would result in the unsupervised use of halls and basements by the pupils. This was undesirable, but to force the boys and girls to wait outside the building for an hour on cold winter mornings was unreasonable, so I finally decided to order the janitor to admit the group and to open the large study hall for their use. A conference with the pupils served to inform them that they were receiving a very special consideration and its continuance was dependent upon their studious behavior in the study hall and their promise to remain in the room until the doors opened at quarter past eight. The arrangement worked very nicely throughout the year.

The noon hour lasted from ten minutes to twelve until one o'clock. About eighty-five pupils brought their lunch to school and had been accustomed to eating it in the basements, since we had no cafeteria. One trip to the boys' basement while they were eating convinced me that the atmosphere was not conducive to the enjoyment of food. Then too, the boys were careless about leaving food particles and lunch papers on the floor. Teachers were accustomed to weekly assignments of noon hour proctor duty which they did not like. The entire system clamored for a change, so the following scheme was tried out the third week of school.

All pupils were required to eat in the large study hall and one classroom located on the first floor of the
building. The other rooms were locked and pupils were forbidden the use of the second and third floors until after the teachers had arrived at quarter to one. This plan grouped the students in one section of the building where they could be easily supervised, and provided a pleasant place in which to eat. Pupils were asked to be careful to place all crumbs and papers in a special washable waste basket provided for the purpose and the janitor was asked to return before the afternoon session began to empty these baskets. The removal of the baskets and a short airing of the rooms served to dispel the odor of food before classes started in the afternoon. No teachers were assigned to proctor duty, the principal taking this duty upon himself in consideration of his teachers. But after about a month, one of the male teachers who carried his lunch each day, offered to take charge during the noon hour and thus the principal was enabled to go home to lunch for the remainder of the year.

The inauguration of new rules governing lunch periods resulted in two slight obstacles which were quickly rectified. A small group of boys attempted by choice to continue eating in the basement. They explained that they wished privacy for their group and that the basement odors did not bother them. The appearance of the floor raised a question as to whether the opportunity to throw bread
at one another and to be generally untidy was not the real reason for their preference. At any rate they were ordered to conform to the regulations and eat in the study hall. The other difficulty arose through the pupils' forgetfulness of the rule restricting them to the use of the first floor. For several days pupils would run upstairs on some errand and would need to be reminded of their transgression. After one week trouble from this source ceased and everything worked harmoniously to the end of the year.

The problem of school visitors is greater in some towns than in others. They are always welcome in my school, but it does annoy me to find a man or a woman in the building who lacks the courtesy which should direct them to the office to explain the nature of their business and to ask permission to indulg in it. This occurred several times during the past year and for the most part the visitors in question were friends or business acquaintances of teachers. They never told me that they wished to observe the class work when I found them, but had merely stopped in for a minute to see the teacher about a matter. All were local people, well acquainted with the building, else they would have been forced to come to the office to locate their objective. I would judge that about forty per cent of the visitors to the building came to the office for permission and sixty per cent failed to do so.
No satisfactory solution of this problem was discovered during the year. The visitors I met were informed what was expected of them and none were found in the building a second time without permission. Teachers were made aware of the condition, but as they pointed out, to send the visitors to the office after they had found them and have them come back would cause two class interruptions instead of one. The most obvious solution was to keep the front door locked, thus forcing visitors to enter through the office door. But this action would cause great inconvenience to the many pupils who must pass back and forth between the junior and senior high schools. The senior high students use the junior high library, and the junior high boys use the senior building for their manual training work. Next year it is planned to try placing a notice on the front door which will direct all visitors to use the office entrance.

The supervision of janitors is a problem worthy of the principal's greatest care and consideration. Usually their position instills an inferiority complex due to the fact that the work of teachers and pupils both have priority over janitorial work. It is often very difficult for their minds to grasp the fact that the work of instruction should take precedence over janitorial work.

My janitor was once described to me very effectively as "so lazy he has actually fallen asleep while standing
in the boiler room." Nevertheless, I treated him as I did the teachers, with every consideration, on the assumption that he was anxious to do the very best work of which he was capable, and to improve this work wherever possible. I decided my assumption was wrong so far as the desire to improve was concerned, since he seemed a little resentful at suggestions which would in any way change the old order of doing things.

One day I asked him not to run the vacuum cleaner in the halls while classes were in progress as the noise was disturbing. He became real peevish and declared that he always had done this work during school hours, that no one had ever complained before, and that it was the only way in which he could get his work finished. Another day when I asked him not to use the power lawn mower under the open windows of classrooms during school hours because the teachers were forced to suspend classes every time he passed, he again answered that he always had used it during school hours and that if he could not finish it then he could not mow the grass for a long time. He stopped as he did with the vacuum cleaner, but I noticed that the lawn was not finished until the following week.

Still another day when I informed him that the auditorium was to be used in the afternoon by the 4-H Club, he censured me a little by saying in a pettish voice, "I'm
glad to know about it so I can get it ready. I never seem to know anything about what goes on here anymore." I told him that if the building was always clean and in readiness he did not need to worry about who used it or when. However, I recognized that I had not kept him informed about events and that it would be courteous to do so, but often it was impossible to reach him for he failed to answer his bell more often than he responded. I also noticed he did not like the change which required him to return early at noon and empty the two waste baskets in the rooms devoted to the lunch period, although he said nothing.

On the whole, the janitorial service for the year was satisfactory, but the instances mentioned serve to point out the difficulties involved in changing a janitor's method of doing things. He cannot understand why his work should give way to better conditions for instruction.

Only one case of disagreement arose during the year between the junior and the senior high school faculties. This was on the policy relating to the scheduling of joint assemblies. Several of these assemblies were held during the year and the custom in the junior high school was to omit one period on assembly days, rotating the periods which were omitted in order. The method I employed was to increase the number of periods in the day to seven. This resulted in a shortening of each class period from
forty-five to thirty-seven minutes, but each teacher met all of her classes every day. As a teacher I had always preferred to meet all my classes every day, even though I only saw them for ten minutes. To omit a class always breaks the teacher's work schedule for the week, and most daily plans can be completed in a thirty-seven minute period.

The reader may wonder why the system of scheduling should matter as long as each school found the time necessary for the assembly. The reason for synchronizing the schedules as explained in a previous chapter, is that senior high school pupils who elect first year Latin, English, or Algebra, are taught these subjects in the junior high school and a variation in schedules causes these pupils to miss their classes in these subjects for the day. If the two schools cannot agree upon the same system during the ensuing year, I shall suggest that the superintendent be asked to standardize the practice for the good of the school system.

The problem of school publicity faced me early in the school year as it does every principal. I found that the school received publicity whether I wanted it or not and from three distinct sources, the pupils, the teachers, and the newspaper. The first two sources are indirect methods of publicity over which the principal has no direct control. The newspaper obtains its information
both directly from the office and indirectly from pupils, teachers and parents.

High school pupils are old enough to form very definite opinions about their school. The affection of the parents for the child influences him to give considerable credence to the pupils' opinions, and usually to accept them as his own. For this reason every effort was made to secure the good opinion of the pupils regarding the school's progress and achievements. Assemblies were used for this purpose at which special honors and achievements of the pupils and school organizations were announced and commented upon. Most of these honors and achievements were in the fields of athletics and scholarship, respectively. Bulletin boards were also used for this purpose. On them were posted accounts of honors received by former graduates in colleges and in industrial life. When pupils had business at the office the principal made a point of treating them with friendliness and a firm, business-like attitude of cooperation. Reports which found their way back to the office indicated this method was successful in obtaining through pupils the sort of publicity desired. Attempts to secure favorable publicity through the teachers was attempted by means of thoroughly explaining to them the aims and objectives of the school. Whenever possible teachers were consulted and asked to assist in the formation
of school plans and policies, thus assuring their cooperation and belief in the undertakings of the school.

Free use was made of the local newspaper in bringing to the public the progress of the school. The editor was glad to accept all news providing the copy was written for him and the principal preferred to write the news himself, when time was available, in order to avoid "twisting" of news.

On one occasion one of the teachers inserted an article in the paper concerning an exhibit of work by members of his classes. The article reflected great praise upon the teacher, pupils and school, but the facts in the case were grossly distorted. The article claimed the Adam's pupils won a competition when no competition existed. Fortunately the townspeople were not aware of this fact, so the article did not do much harm. Shortly after this incident the school committee announced that in the future all news articles must be published through the principal's office which was a very fine ruling.

In this chapter the layout of the office was described and changes for its improvement noted. The present filing system is a waste of time and space, but the lack of clerical help is an obstacle to its change. An explanation of the procedure used in treating cases involving pupils mail, office hangers-on, school visitors, early arrivals
at the school, lunch hour, janitor improvements and publicity, serve to illustrate the importance of these matters to the principal and the school.
CHAPTER VI

ACTIVITIES

The organization and administration of extra-curricula activities was looked upon by the writer as a most powerful device for creating and fostering school morale, the habit of group cooperation, and loyalty to the school and its ideals. Cooperation and loyalty are requisite to the proper functioning of every organization, but only good morale can stimulate to high standards of achievement. It was, therefore, natural that the author in his desire to establish an outstanding school, should give his enthusiastic support and encouragement to activities.

The first activity to attract attention was the athletic program since the football team had been practicing for two weeks before school opened. A splendid looking group of fifty young men were working out daily under the direction of an experienced coach with an excellent record for past performances. It was evident that there were apt to be no problems in relation to the training of the boys for the principal to worry about. On the other hand the Massachusetts High School Athletic Association places the responsibility for eligibility squarely upon the shoulders of the principal. So the first official act pertaining to athletics was to require each candidate for the team to file his birth certificate in the office
to ascertain age qualifications. The scholarship of each boy was then scrutinized and a list of the eligible and ineligible players was presented to the coach so that he would not waste time developing some player whom he would be unable to use in competition.

The matter of financial support is the limiting factor in developing the athletic programs of most high schools. The athletic finances were in a healthy condition when I assumed charge of them in Adams. There was a total of one thousand dollars in a savings account and four hundred more in an active checking account. However, I soon discovered that the superintendent and coach had invested about four hundred dollars in silk pants and other equipment for the football team before my arrival and soon afterwards we invested nine hundred and seventy dollars in bleachers for the new athletic field. Rental of the bleachers later brought in two hundred dollars to the athletic treasury, but these two purchases counteracted our treasury balance.

Most principals are harassed by the problem of raising money to support athletics, so it seems commensurate with the object of this thesis to describe the method used in Adams which proved very satisfactory.

Money is procured from two sources only. The sale of season tickets at the school and single admissions at games.
Season tickets, which include all games during the year, are sold to townspeople for three dollars and to pupils for two dollars. The pupils are asked to pay ten cents a week for twenty weeks, and in this manner very few students feel that the price is burdensome. Home room teachers make the weekly collections and each Friday they turn the money over to the bookkeeping teacher who takes full charge of the accounting. The season tickets are collected at each game, sorted and returned to the home room teachers. In order to obtain his ticket for admission to the next game, the student must have his payments up-to-date. Practically every student purchased a ticket for the football season, but a few stopped their payments after the football season closed because they did not care to attend the basketball or baseball games. Not over ten of the three dollar tickets were sold to townspeople. Undoubtedly this type of sale could be increased by selling season tickets for each sport at a dollar each. To most people, three dollars seems like a large sum to spend on a school athletic ticket.

The receipts from single admissions at the gate were good in football, fair in basketball, and negligible in baseball. The success of the teams, measured in victories, was in the reverse order with football, having a poor season, basketball fair and baseball good.
The duty of collecting money at the games apparently devolved upon the principal. This did not impress me as a very dignified duty for the principal to perform, so a conference was held with the superintendent which resulted in the creation of the position of faculty manager. The faculty adviser in charge of our service club was elected to fill the position at a salary of fifty dollars. All tickets were thereafter sold by members of the school service club under the direction of the faculty manager. His duties also included supervision of the athletic field, schedule arrangement, travelling with the team to out of town games and the payment of bills. All bills were paid with checks which required the signatures of both principal and faculty manager to make them valid. When a bill was paid, the date of payment and the number of the check was inscribed upon the bill and it was placed in a permanent file. In this way very accurate records of all expenditures are available at all times. Each summer one of the tellers at the local bank donates his services in auditing our accounts.

The question of transportation to athletic events was handled nicely by the employment of motor busses. This is expensive transportation, but it eliminates many of the dangers attendant upon the custom of travelling in private cars and the players are adequately protected by insurance.
Every principal should exercise a keen supervision over the purchase of athletic supplies. They are very expensive and very few coaches have all the equipment they desire. If the principal accedes to the purchase of everything the coach wishes to buy, he is considered a "good fellow", but he must remember that responsibility for payment always rests upon the principal and not the coach. Many years of experience in the purchase of athletic supplies has proven to the writer that more equipment for less money can be obtained by buying job lots and discontinued lines of merchandise which most manufacturers offer in the late spring and fall. My coach was aware of these savings and eager to grasp them. The best illustration I can remember of bargains procurable in this fashion was the purchase of a set of big league baseball uniforms which retailed for about twenty dollars per suit for four dollars each. Sixteen uniforms were thus purchased for sixty-four dollars which would have retailed for three hundred and twenty dollars, and they lasted for more than ten seasons.

Perhaps the most important athletic problem to arise during the year also involved our service organization, the Crimson Key. This organization collected tickets at the games, did traffic duty in the school and was always ready to do odd jobs around the school when needed. It had been customary for the Crimson Key to serve light
lunches to the visiting teams after each basketball game, and the leader of their group was opposed to its continuance. The basketball coach was just as eager to continue it. The coach argued for the lunches on the grounds that it had been the custom to serve them for several years and that it created good feeling between the teams to lunch together, a practice which he hoped other schools would reciprocate in time as it was a very hospitable undertaking. He also contended that his boys needed the nourishment after a strenuous game. The boys on the team naturally wished the lunches to continue.

The leader of the Crimson Key presented the following opposition. Membership in the Crimson Key was declining because the girl members felt that their chief function was to make and serve lunches. As a group of the girls expressed it to me, "they were merely sandwich makers and dish washers." The girls saw little, if any, of the basketball games and the necessity to remain and wash dishes caused them to get home at a late hour. The practice caused an unnecessary expense to the athletic association. None of the other teams returned the favor so that our treasury bore the expense of feeding our own boys at out of town games, also. The lunch system had grown with the years until the school was not only servicing the players and coaches, but also all faculty members of each school with their wives and sweethearts, the janitors, officials,
and others, until eighty to one hundred persons were served free lunches after each game.

Consideration of the arguments for and against convinced the principal that the reasons against the custom were more numerous and carried more weight, so the practice of serving lunches was abolished. Our own players were given a small increase in their allowance for lunch after out of town games which satisfied them. The only visitor whom the principal heard complain about the discontinuance was the coach of the Dalton team. All others seemed to think it logical to conform with the custom of the other schools.

The debating club was organized as an adjunct to the English department, with an English instructor who was also a debate coach as adviser. Membership was open to all pupils of the school which was equally true of all other activities. There were no problems in connection with the organization of this club, but one arose pertaining to its activities which required the principal's attention. During the winter the debating club provided some interesting and valuable assembly periods and in the spring they participated in the county debating contest. It was held in every school in the county on the same day between the hours of nine and twelve o'clock. The affirmative team of each school debated at home and the negative team travelled. Our negative team went to
Williamstown and we entertained Pittsfield at home. All arrangements of these debates were duties of the principal, and one of the most difficult was to secure judges. It was necessary to secure one judge to work at home and two who would be willing to work in distant towns. The latter were required to give their entire morning to the contest and pay their own travelling expenses, a fact which caused me, a stranger, to hesitate about issuing invitations. I finally concentrated upon those who had acted as judges on previous occasions, and secured a lawyer to go with our negative team, a minister to judge in Adams and I sent my wife as a neutral judge upon the longer trips. All proved very satisfactory.

After the debate which ended at noon, a dinner was arranged in a local hotel for the two competing teams, judges and coaches. This was an attempt on my part to emphasize debating to the same extent as athletics in the matter of awards and it also served as a slight testimonial of gratitude to the judges. The greatest difficulty in arranging this dinner was to finance it and it served as a good illustration of one of the many little situations which arise in the course of the school year for which the principal has need of a small sum of money. In this case I used the assembly fund to meet expenses on the grounds that the debate provided an assembly for the school.
Our typing club functioned very smoothly. It was formed to give the pupils an opportunity for social participation and social service which this particular group did not get at home. Before Christmas the members of the club met once a week at the home of the typewriting teacher where they combined a social gathering with the work of making over old toys to be distributed to the children of needy parents for Christmas. The boys fixed and painted old toys which they had collected while the girls sewed and dressed a number of discarded dolls. This group also produced a play for our Christmas assembly. The name typing club may be misleading excepting that it denotes a group with common interests and similar social status.

The outing club was formed at the request of twenty pupils interested in outdoor sports. Its objective was a training in the worthy use of leisure time. The club arranged several hikes, mountain climbing, expeditions, and ski trips. Later in the year this club faded, due chiefly to the lack of time and interest on the part of the faculty adviser.

The three classes were organized under efficient faculty supervision and provided no problems for the principal to worry about. The athletic association was also active, but confined their activities to the routine business of the association.
The music department organized a girls' glee club, chorus, symphony orchestra, dance orchestra, and band. It was unfortunate that these groups, with the exception of the chorus, were forced to meet after school hours. This resulted in many problems of attendance, since the pupils felt that the rules and regulations governing school attendance did not apply to after school activities. It was explained to them that credit towards graduation was given for participation in the various musical organizations which automatically placed them in the same category as scheduled classes. Therefore absences from rehearsals were treated in the same manner as absences from regular classes and a universal understanding of this fact soon eliminated the attendance problem. At the end of the year, three concerts were given. These were free to the public and the music supervisor took complete charge of all arrangements. The dance orchestra provided music for dancing after the basketball games and also for a few informal afternoon dances in the high school. The band played at all home games in football and basketball thus adding greatly to the glamour of these occasions. On two occasions the athletic association provided bus transportation to out of town games for the band. One occasion was the annual "big game" of football played at North Adams. The other was a trip to Massachusetts State College, where
the band supported the basketball team in winning the tournament for large high schools. Several bus loads of students also accompanied the team to this tournament. The busses were hired by the athletic association and each pupil was charged one dollar for the round trip. Chaperones were secured by allowing free transportation to teachers who would accept the responsibility and the athletic association paid the small deficit which resulted from this action. There is no doubt that the band added greatly to the spirit and morale of our athletic teams and pupils. Next year we plan to buy uniforms for the band.

The social events of the year consisted of a series of afternoon tea dances, the senior play and six formal dances. The development of a school dance orchestra led to the popularity of afternoon tea dances.

In early December I suggested the idea of a teachers' meeting to obtain their reaction. Many of our pupils had never learned to dance and consequently failed to attend or enjoy the formal promenades. The afternoon dances would provide the opportunity for these pupils to learn to dance and also would give desirable practice to the school dance orchestra. All the teachers favored the idea under the following restrictions.

All dances were to be on Friday afternoons from three to five o'clock. Each dance was to be sponsored and directed
by one of our activity organizations. No admission fee could be charged, but a box could be left at the door for voluntary contributions. Only school pupils and faculty were allowed to attend.

For four months after this favorable action was taken by the faculty, no club asked permission to run such a dance and I thought the project had been forgotten. However, in April a request came from the sophomore class to give a tea dance on the ninth. They were to hold the sophomore promenade on the sixteenth and the pupils believed a preliminary dance to teach beginners would help increase attendance at the promenade. So on April ninth, the first tea dance was held at Adams high school. It proved so popular that the other clubs hastened to apply for permission to run similar affairs and every available Friday afternoon was engaged to the end of the year. Many favorable comments were received from pupils, teachers, and parents, stressing the desirability of these tea dances.

The senior play was given on December seventh to raise money for the seniors' graduation activities. I suggested the play should take place on a Friday night, but the coach and senior class adviser were both strangely opposed. It had become customary in Adams to run the senior play on Monday because previous attempts to run them on Friday had resulted in financial disaster. So I agreed to Monday night and the event was successful in every way. However,
one other very serious problem arose in connection with
the play which will be discussed in the chapter on super-
vision.

Six formal evening dances were held during the school
year. The first of these was the sophomore reception held
on October eighth which ushered in the social season. On
November fourteenth the senior class ran a football hop
after the last game. The junior class ran a Thanksgiving
hop on November twenty-fifth which was the last evening
dance conducted by the school until the sophomores held
theirs on April sixteenth. The junior conducted a dance
on May seventh and again on June eleventh they gave a
reception to the seniors which climaxed the social season
for the school and the town. All dances except the last
were run for the purpose of raising funds to fill the class
treasuries as well as for their social and cultural values.
They were all very nice affairs with students and alumni
composing the bulk of the assemblage.

Although the class advisers supervised the running of
their respective dances, I found it my duty to formulate
certain rules governing all of them. The first was a rule
that all dances were to end at eleven o'clock, with the
exception of the junior reception in June. This ran until
one o'clock as was customary, but I noticed that very few
high school pupils returned to dance after the intermission
at eleven-thirty. For this reason, I plan to change the arrangement next year to close at twelve o'clock and omit the intermission. The eleven o'clock closing for all other dances allowed time for the pupils to stop for refreshments and still arrive home at a reasonable hour. Several pupils appealed to me after the first dance to extend the closing hour to twelve. I refused and everyone seemed happy and contented with the rule for the remainder of the year. Many parents made it their business to see me and express their hearty endorsement of the regulation.

The second rule was that all dances must be held on dates preceding a no-school day, and that public dances must be held in the gymnasium. Many of the pupils preferred to dance in the senior high school auditorium, because it was cozier and easier to decorate. When a crowd assembles in the auditorium for dancing the entire building shakes, so I considered it unsafe to allow dancing there except in the case of small club groups.

A third rule was enforced which prohibited any dancers leaving the hall to partake of liquid refreshments which outsiders particularly are likely to carry in their cars. I have known some schools to be badly troubled by this problem, but I saw no signs of liquor at any of our dances. The junior reception was a graduation activity and as such will be discussed in detail in the last chapter.
The problem of school assemblies was given many hours of thoughtful planning by the principal. It was organized (1) to present to the pupil a knowledge of vocational opportunities, (2) to afford an opportunity for pupil participation through which leadership is developed, (3) to present to the pupils, programs of great cultural value and (4) to create a sense of solidarity and unity of purpose by explaining in assemblies the aims and procedures of the school. It was found that the organization of assemblies to meet the above objectives resulted in splendid morale and good publicity.

Assemblies were not scheduled for a certain day and hour each week for two reasons. First, such an inflexible arrangement does not permit the scheduling of many valuable programs which could be procured on some other day and at some other hour. The second reason was that experience had proven to the principal that some parents and pupils take advantage of regularly scheduled assembly periods as an opportunity to employ absences at a time when the pupil will not miss as much class work as on a regular day. This is especially noticeable if the assembly is scheduled the last period in the afternoon. Consequently assemblies were held on various days and at various hours by changing from a six to a seven period day. This procedure provided an extra period which could be inserted for assemblies wherever desired.
The assembly programs were procured from five distinct sources. Professional programs of great educational and cultural value were purchased from the School Assembly Service of Rochester, New York, at a standard price of twenty dollars a program. These were engaged to be given one each month before a joint assembly with the junior high school. Since no funds were available for the purchase of assemblies, we charged each pupil five cents a lecture to pay for them. Those who did not wish to attend were given a study period under the supervision of one or more teachers. Approximately sixty-five to seventy-five per cent of the high school pupils attended these programs with a higher percentage of the junior high school. Inquiry revealed that very few pupils chose a study period because they could not afford the five cents, and all pupils attended one or more of the series. Included in the series was Princess Nacomee who lectured on Indian customs and costumes and appeared in costume herself. Mrs. Brown who gave an illustrated lecture on Dinosaurs, Edward Monaghan a blind musician who played, sang, and explained how blind men learn to live like sighted men, Mr. Dill, the potter with his wheel who made pottery on the stage and explained how he did it, the Melody Quartet who offered a musical treat with a variety of instruments and song, and travelogues.
through Mexico and around the world.

A second source of programs was that group of lecturers who donate their services to schools. These people are mostly good-will messengers who are sent to the high schools by higher institutions of learning and local people who have travelled extensively in foreign lands and are glad to be of service. Outstanding programs secured from this source included Professor Robert S. Illingworth who gave a most entertaining and instructive lecture on poetry, Arthur Rudman who gave an excellent talk on vocations and opportunities, Mrs. St. John a local woman who described her tour through Europe and described present conditions in the old world, the dean of the Massachusetts Nautical School who described the school with the use of stereopticon views, and Miss Ruth Seabury, a missionary who gave a most fascinating account of her experiences in India.

The third source was found in the activity organizations and in the classroom. The history classes were asked to provide assemblies appropriate for Lincoln's and Washington's birthdays and similar days honored by proclamations. Miss Gannon, the Latin teacher, selected pupils from her class to prepare an assembly program which taught etiquette through the medium of a play. Another play was produced by Miss Menard of the English department which taught a lesson in highway safety. Miss Wood and her typing club presented a play which depicted the spirit of Christmas.
Mr. Royal and his debating club conducted two debates and the music clubs under Mr. Gorman entertained with a musical assembly.

The fourth source originated with the principal himself. He prepared several talks on highway safety, good citizenship, the use of leisure time, vocations, courtesy, and the aims and procedures of the school. Whenever opportunity offered he shared the assembly with officers and leaders of pupil organizations. Teachers were asked to give short talks on appropriate topics and several rallies were held for athletic events.

The fifth source of programs was a neighboring school. This was an assembly experiment this year which proved so successful that we intend to make greater use of its possibilities during the ensuing year, and we highly recommend the project to the consideration of other principals.

Principal Wood of Bennington, Vermont high school and I, decided to try exchanging good assembly programs conducted by pupils. As a first attempt I sent the Christmas play which was presented by the typing club, to Bennington, where it was well received. After the program, members of the student council at Bennington showed the Adams group around the high school and acted as hosts for lunch. Later in the year, Bennington returned the favor by sending a good play to Adams. Our pupils played hosts to the visitors on
this occasion. This exchange of programs actuated an intense interest in the movement by pupils and teachers and the principal received many offers to produce assembly programs in the hope they might be used for exchange. The social experience in meeting and making friends with strangers was considered a real asset.

The trip to Bennington, about sixteen miles, was made in faculty cars. The expenses consisted of gasoline which was paid from our assembly funds. Nine pupils and one teacher made the trip which occupied about three hours of school time. This provided an ideal opportunity for the principal to send a teacher of his choice so that he might teach her classes.

In this chapter the writer has attempted to show what a powerful device activities offer as a means of securing cooperation, loyalty, and good morale in a school. The organization and functions of all extra-curricula activities existing in the Adams high school were described in order to expose the dangers involved in their organization and administration. Rules which were found to be very effective in the regulation of social events were described and the sources and objectives of assembly programs used during the year were enumerated. The writer believes that the exchange program system offers great possibilities.
CHAPTER VII
HEALTH

One of the fundamental objectives of secondary education is to conserve and improve the health of the individual. Strong, healthy bodies provide fertile ground in which to sow the seeds of knowledge. Under-nourished, ill, and handicapped children achieve success in school as in life, only after a valiant struggle against discouraging odds.

The setup for the health program in Adams was centered around the employment of one full time school nurse who had an office in the junior high school located across the street from our building. All pupils in the schools underwent a physical examination conducted by the local physicians who shared equally in the work and the compensation. Records of each child's condition were kept upon cumulative record cards in the nurse's office. All physical examinations were given shortly after school opened in the fall. Considerable interruption in the school's routine, and especially the principal's, was caused by the fact that the work was distributed over several days and weeks. Apparently when a doctor found a spare hour in which he felt like doing the work, he would stop at the nurse's office and I would receive a hurry call to send pupils over at once. All work had to be laid aside while I searched for pupils in study
halls who had not been examined and took them to my office where I hunted for their physical record cards, gave it to them and directed them across the street to the nurse's office at the rate of one every two minutes. Only twenty or twenty-five pupils were examined on any one day thus necessitating about fifteen such interruptions. It would be much more convenient if arrangements could be made to have all doctors work together and complete the school in one day.

All remedial measures were handled by the school nurse who visited the homes of defective children, explained the defects, suggested treatments and followed the progress of the case through the child's school life. Special attention was given the tubercular children who constituted the only medical cases reported to the principal. These pupils represented about two per cent of our enrollment and later received medical attention from the State Health Department.

When I was investigating causes of pupil failures around mid-year, I was astounded to find that the physical records did not include the very important examination of eyes and ears. When asked why this omission, the nurse claimed she lacked time and defended her action by the fact that Massachusetts laws relating to education places the responsibility for ear and eye examinations upon the
It was obvious to me that the spirit of the state law implied that ear and eye examinations were considered of such great importance that rather than allow them to be neglected in schools where health experts are not employed, teachers should examine the pupils to the best of their untrained ability. It also seemed to me that since ear and eye defects were the only ones considered of sufficient importance to warrant specific state regulations, that a regularly employed supervisor of health would consider the care of these defects to have precedence over all other work in her department. I presented these views to the superintendent and explained my shock upon discovering that the physical examination did not include eyes and ears as it did in other schools of my experience. He too, had been under the impression that the physical examination included these defects. He spoke to the nurse about the matter, but she clung tenaciously to the letter of the law which held teachers responsible and she countered by requesting an assistant to handle this work. Consequently no changes were made in the health administration.

I immediately assumed the responsibility for the pupils in my building. Each teacher was asked to note carefully any pupil she suspected of defects in sight or hearing and to send them to the office for a test. In
this manner about forty pupils were examined and about twenty were found to possess less than half normal vision and one pupil was found to be quite deaf. Some of these pupils told me they had had no idea that anything was wrong with their eyesight and after they told their parents and obtained glasses they were amazed to find how much in the world they had been missing. Another group knew that they had eye defects and some even had glasses but refused to wear them because they failed to add to their appearance. I gave a good sales talk to each of this group and within a week I succeeded in getting them all to wear glasses in school. A third group consisted of pupils who could not afford to buy glasses. Some said they were last examined while in the sixth grade and at that time were advised to secure glasses, but had never gathered sufficient money. A few of this group did not realize their need and when it was discovered, they were depressed by the fact their parents could not buy them. All the cases in this group were referred to the school nurse who worked zealously to equip these pupils through local charitable organizations. In the early spring every pupil in my school whom we knew needed glasses was provided with them. A personal letter from the principal to the parents of each child explaining the need of glasses and the handicap which the lack of them imposed upon their child, helped greatly to secure the desired results.
A description of some specific cases will serve to illustrate other types of health problems the principal must contend with. Bernard M. was a bright boy, whose mother brought him to see me before school opened to arrange his schedule. Bernard had not done the work he was capable of doing during his high school career and needed to pass six subjects this year in order to graduate with his class. Everything was arranged satisfactorily and Bernard became a good student, passing all courses with good marks for the first two marking periods. Teachers who had taught him in previous years rejoiced over the quality of his work. In mid November Bernard was taken ill and when he returned to school on November twentieth with his mother, it was to report that the doctor had diagnosed heart trouble and prescribed very easy living. I consented to allow Bernard to drop English, Geometry and French, after his mother had signed a form permitting change of program and on which was written the understanding that Bernard could not graduate in June.

A few days later Bernard was again absent due to illness. A different doctor was called who said Bernard did not have heart trouble and that a wood pile would prove excellent medicine. He found the boy very much worried over his heart and exceedingly nervous. He suggested long quiet walks in the afternoon. When the boy returned to
school with this story, I called his doctor and discussed the case. We agreed that it would perhaps be helpful if the boy was excused from afternoon classes. That would give him a schedule of school in the morning and an afternoon to get out in the fresh air and chop wood, take walks, play ball, and indulge in other robust exercises. This worked splendidly for a time, but soon the absences started again. I called the boy's mother and she said that the boy did not like to go to school because he became so nervous under the restraint of classes that he felt he just could not sit through them without screaming or getting up and leaving. This convinced me that the boy was a neurotic. But I still wished to help him, so when he returned I told the boy he had my permission to get up and leave his class any time he felt this queer feeling come over him. He was to come to the office and I would excuse him until he felt sufficiently recovered to re-enter. He tried this treatment and soon reported that he did not want to leave class nearly as often since he knew he could. Of course the boy's marks were dropping steadily for he could not concentrate at home either, but I felt that was of minor importance compared to the health which we were trying to help him regain. The boy's parents were extremely grateful for all the time and assistance I was devoting to their son, but I was soon
to discover that the parents pampered the boy entirely too much.

One day about two weeks after the permission to leave classes was granted, I picked up the newspaper to read where Bernard M. was involved in an automobile accident and had to appear in court. It seems that regardless of Bernard's nervous condition, the father allowed the boy to take his automobile and cruise around the country after midnight with a group of boys, instead of insisting that the boy go to bed where he belonged.

The accident served to show me the ridiculousness of my position. Here I was, worrying about the boy's health and doing everything I could think of to improve a nervous condition in the boy, while his parents gave him an automobile to cure his nervousness with a midnight smash-up. The boy's condition failed to arouse much interest in me for the remainder of the year. Neither did the parents visit me again after the accident. Bernard was treated the same as every other pupil for the rest of the year and ended by passing in one course. In his last month of school he was reported as developing into a petty disturber who was inattentive and never prepared in class. I feel that my failure in helping the boy was due to the lack of cooperation in the home. The parents were too lenient with Bernard. Knowing this, if the boy returns to school next year, he will be ruled with the "iron fist."
Helen K. was an exceptionally bright girl who started doing poor work in November. When I asked her the trouble she said her head ached terribly when she studied and she was so nervous she sometimes did not know what she was doing. I suggested her glasses might need changing, but she said she had been to an optician to see if that was the trouble and he found it was not. She had also been to a medical doctor who said there was nothing wrong with her. The girl's case came to a climax when she collapsed in school one morning. I put her in my car and drove her home. The doctor was called again, but found nothing wrong organically and after the girl recovered her mother urged her to return to school, but the daughter stoutly refused. My advice was asked on the case and I recommended the girl take a good rest and return to school when she felt she was ready to work. The girl was absent for ten weeks, but when she returned she attacked her work with vigor and was a leader in all her classes at the end of the year.

Adella K. was a girl whose case resembled Helen K. in many respects. Her symptoms and collapse were similar, but the doctor found an anemic condition to account for it. Nevertheless, a rest was recommended to Adella with the same fine results upon her return as characterized Helen K's. case.

It would seem from these accounts that sympathy and
understanding obtains excellent results in the treatment of girls, but are questionable methods to apply to pampered boys.

Every principal should make sure that his school is equipped with a good first aid kit to be kept in the office. When I went to Adams, one of the first things I noticed was the lack of such equipment. I mentioned it to the janitor and was informed that a first aid kit had never been deemed necessary because the nurse's office was in the next building and all injured pupils were sent there for treatment. Consequently I was lulled into a feeling of security and failed to ask the superintendent for first aid supplies. Where four hundred pupils and teachers are carrying out the school work each day, there are bound to be accidents. One morning there was an explosion in the chemistry lecture room. The instructor was doing a demonstration experiment to show how hydrogen and oxygen form water. The apparatus exploded with a roar and fine particles of glass flew to all corners of the room. A peculiar effect was that all pupils in the front row were unharmed while the two boys farthest away were both cut by flying glass and one knocked unconscious by fright. These boys were rushed to the teachers' room next to the office for first aid treatment, but there was nothing to treat them with. Messengers ran to the nurse's office for
supplies, but the office was locked and the nurse was visiting a distant elementary school. It was finally necessary to call the athletic coach from class to use his basketball kit. This was a fine example to prove that a principal cannot depend upon the use of first aid supplies locked in another building. He must have them available at all times in his own school. The incident was explained to the superintendent and now the office is equipped with an excellent first aid kit and the laboratory is likewise outfitted.

Athletics at Adams high school were considered as an integral part of our health building program. No boy was allowed to participate until he had signed a form (see Appendix B) which pledged obedience to all rules and regulations, which carried the school doctor's certificate of fitness and which carried the parents signed approval. The coach was one of those ideal persons who always considered the boys physical welfare ahead of winning the game. Each boy was provided with the best protective equipment we could buy and speed was sacrificed for protection. Large squads were carried in each sport to provide as many as possible with the opportunity of participation.

In describing the health program at Adams high school for the past year the author has tried to make clear the fact that health was considered fundamental to all school
work. The danger of assuming that eye and ear examinations constitute a part of the pupil's physical examination was pointed out as well as the teachers' responsibility in the matter. Specific cases of health problems served to illustrate how physical sickness may be difficult to distinguish from mental illness and the cooperation of parents is essential in effecting a cure. A beginning principal should not make the mistake of waiting for an accident to happen before equipping the office with a good first aid kit. The administration of our athletic program was in conformity with the principle that athletics are an integral part of a constructive health building program.
CHAPTER VIII
SUPERVISION

All the duties of a principal are largely of a supervisory nature, but the fact is most apparent in matters relating to instruction. Often during the past year when the author has paused to reflect upon the nature of his work, he felt that the school was like a huge machine which was constantly moving from the force of its own momentum and the principal was like the engineer who guides and directs the machine by constantly watching its progress, tightening a nut here and there and pouring oil on troublesome parts to reduce the friction and to keep everything running smoothly.

The beautiful structures which colleges and towns have erected in which to house their educational activities, serve to illustrate the importance of having good conditions prevail where instruction is in progress. This thought motivated each day's inspection tour of the building before school opened. Such matters as cleanliness, room order, blackboards, bulletin boards, ventilation and temperature were inspected at this time and those items which were unsatisfactory were called to the attention of the janitor or teachers. Many schools have trouble in heating certain rooms on cold winter mornings, but the only room thus afflicted in our building was the office. All of the
classrooms were equipped with thermostatic control so that the temperature in each room varied from sixty-eight to seventy-seven degrees when school opened on all except those occasional mornings when the Janitor was late in getting up steam. I never found a morning when the temperature was below sixty degrees. A similar inspection trip carried on at odd periods during the day was of great value. It is remarkable how in passing through the various classrooms one can sense the efficiency with which instruction is progressing by the atmosphere of work or restlessness which pervades the room. Many times when a teacher remains in one room all day she is unaware of the poor condition of the air in her room, but a person just entering notices it immediately. Teachers are usually grateful to have this condition brought to their attention, but one of my older teachers never cared to open a window, especially in the winter for fear she might catch cold. There were times when I entered this room and found the air so stale and so filled with body odors that I hesitated to enter. On these occasions I immediately opened the windows myself and remained until the air was changed. Several pupils later spoke their gratitude for this action, saying that they had reported the condition to the teacher when they entered the room, but the teacher, who was saturated in the atmosphere, was reluctant to open the windows.
Shortly after school started I requested that each teacher submit a copy of her plans for the year's work. One month was allowed to prepare this offering and it was to include a description of all materials used in each course, the aims and objectives of the course with an indication of the method to be employed in reaching these objectives, and an outline of the work to be covered. It was made clear that the outline was not to be as complete as a course of study, but it should indicate clearly what the teacher was trying to do in each class. This work assured the principal that each teacher knew what she planned to accomplish during the year and how she was to accomplish it. It provided the principal with an outline of each course which he was able to peruse at his leisure in an effort to discover whether any unbridged gaps occurred between the individual courses in a given sequence. It also provided for the discovery of unnecessary overlapping and repetition in different classes. As an example of the latter, one teacher taught a class in United States History and also a half year of advanced civics. A study of his outlines convinced me that the offering of the one-half year civics class was merely a repetition of the problems of government which he covered in the history course. When I discussed this finding with the teacher he agreed that he had really done little other than "mark time" in the course since its inception. As a result the course in
advanced civics has been stricken from the curriculum for the ensuing year.

Plan books were distributed to teachers at the first teachers' meeting. They were asked to keep them up to date at all times, because in case of a teacher's absence the plan book would be essential to the work of a substitute. It was further pointed out that a plan book is considered an indispensable tool by the successful teacher and that it should always be available for the superintendent and principal to see when they visit the class. It was suggested, although not required, that all teachers arrange their plan books in the same manner, listing for each day's lesson; first, the definite assignment, second, the aim of the lesson, third, the method to be used and fourth, the day's result. All but three of the teachers followed this suggestion.

When Thanksgiving vacation arrived all teachers were asked to leave their plan books in the office so that they could be checked against the course outlines and progress noted. The result produced two interesting items. One French teacher had all of her plans written in French. I wondered if it was with the hope that I would be unable to read it. Her last week's work had covered the use of participles, and upon reading her plans I noticed that the French she wrote contained flagrant errors in the use
of participles, verbs and idioms. So I wrote the corrections in French on the plan book with red pencil and returned it to her. She never mentioned the corrections, but when her book was called in at Christmas vacation she had written, "you are right monsieur" under the corrections. This little incident resulted in the teacher remaining after school nights to study her French, whereas she had previously been one of the first to leave the building. Several times I entered her room an hour or more after school closed to find her writing and correcting French sentences on the board. She developed into one of my hardest working and most cooperative teachers and I felt at the close of the year that she had done a good job with her French class.

The other item was a report which trickled back to the school that the principal had no right to demand to see the teachers' plan books, because they were personal property. This report traced its way back to a disgruntled teacher who apparently had never been in the habit of keeping plan books, because I had observed him writing his previous month's plans the day they were called into the office. He was also one whose plans did not follow the suggested procedure, and incidentally in my opinion the poorest male teacher in the building. I did not insult my teachers' intelligence by telling them that plan books were supplied by the school as an administrative device, but I did continue to call for them regularly during
each vacation period.

I started my work of observing and improving class instruction with a definite policy in mind. After each visit to a teacher's class I would manage to see the teacher alone and praise some device which I thought she had used very effectively. I would try to get her to discuss the device and this would usually lead to her expression of views on other methods with which she perhaps had less success. Never did I criticize a teacher's work or suggest improvements until after I had succeeded in getting the teacher to ask me what I thought of her work and how she could improve. When we reached this stage in our relationships, I explained very frankly what I had observed in her classes and suggested improvements. This policy was followed from September until November before the first teacher asked me to express my opinions on his teaching. Gradually all the teachers but one followed suit. As the year progressed it became the custom rather than the exception for teachers to stop in the office and tell me they were going to try some new scheme in their teaching that day and ask me to come and observe it. On many occasions pupils came to the office with notes from teachers to ask if I could come up that period and see an experiment which was being conducted.

One morning I was invited by the trigonometry teacher to attend his class to observe a special method of reviewing
exponents. Important office work prevented my attendance
and when I later offered my apologies he showed keen dis-
appointment. This cooperative attitude toward the problems
of supervision made the work pleasant, interesting, and of
great value to both parties.

No definite hours were established for visiting reci-
tations, but several were visited each day throughout the
fall. As the year progressed it was very noticeable that
the increase in office duties caused a steady decrease in
time available for supervision which resulted in the com-
plete neglect of this work the last few weeks of school.
Inquiry has revealed that other principals have the same
difficulty in finding time for supervision in the spring.

On my first classroom visit I tried to use a rating
sheet for teachers which I found in the office files. That
one attempt convinced me of the inadequacy and ridiculous-
ness of trying to judge a good piece of teaching by answer-
ing a standardized set of questions concerning the teacher,
many of which were irrelvent to the subject. Gradually I
developed a system of supervision based on my own experience
and common sense. If one hires a carpenter to build a
structure, he judges the man's work by studying the structure,
not the carpenter. Likewise, I judge good teaching by
observation of the amount of learning which is apparently
taking place among the pupils in the class. Observation of
the teacher is secondary. My procedure is as follows:

On entering the classroom I ask for the teacher's plan book which quickly orients me to the object of the lesson and its method of presentation. Then I secure a seat near the rear of the room and make my observation. The first prerequisite to the process of learning is interest. Therefore, I first look over the group to see what variations in interests exist. If the entire group is so interested that they are intent upon the teacher's words and are oblivious to the rest of their surroundings, I believe those pupils are learning something and that the teacher is instilling her message successfully. On the other hand, if the pupils center their interest on the visitor, or keep watching the clock or looking out the window, they are not absorbing the lesson of the day and the teacher's efforts are a failure. The next observation, especially in a socialized recitation, is to discover what portion of the pupils are taking an active part in the class work, for after all "we learn by doing." If all do not participate and all are interested, the teacher must be at fault. Is she calling on only a favored few to recite, or is she allowing certain pupils to consume all the time? I then give my attention to the teacher to see if she is following the plan as outlined in her plan book and whether she adheres to the day's topic or deviates from it. What kind of English
does the teacher use? I had one teacher who would become so engrossed in his subject that he would completely forget the fact that rules exist to govern the use of the English language. Otherwise he was a very good teacher, but my efforts to improve his diction failed because he could not remember to think about his English when he became absorbed in his subject.

The habit of repetition was perhaps the most prevalent fault in the school. I do not mean the use of repetition as a teaching device, but its use by the teacher in repeating each pupil's answer to a question. It wastes a large portion of time and is annoying and tiresome to the bright pupils. The art of asking questions always interested me and I found that in general the older teachers were much more adept at this process than the younger.

What a commentary is the fact that the two teachers I considered the poorest in the building had studied extensively in graduate schools of education. I shall describe one visit made to a class conducted by one of these teachers which will serve as a good illustration of nearly everything a teacher should not do. As usual, I first asked for her plan book, but she had forgotten it so I took a seat in the rear of the room. The class was large, about forty pupils, and very restless. Their full attention was directed upon me from the time I
entered the room until after I had been seated for some
time. The teacher encouraged this by stopping her work
the moment I appeared and standing at attention until
after I was seated. The question - answer method of
recitation was in progress and about ten of the pupils
showed some interest. The other thirty pupils watched
the clock, whispered, and smiled at one another, wrote
notes and toyed with pencils, books, papers, or whatever
was available. I counted the number of pupils who partic¬
ipated in the recitation and during my stay of about twenty-
five minutes, exactly five of the forty pupils were called
upon to answer questions. One of these five was a boy who
attempted to involve the teacher in a silly argument and
succeeded in wasting at least five minutes by so doing.
The teacher gave every indication of being a bored time
server. She glanced at the clock as often as the children
and her voice was weak and querulous. She repeated every
answer the pupils gave and started every question with
the two words, "what about." But worse, she kept the
book open before her with one finger on the place and
paused to scan a paragraph before asking each question.
Pupils likewise had their books open and looked up the
answers to each question as it was asked. For lack of
interest and pupil participation, for waste of time and
energy, and for breaking all the rules of pedagogy, this
class was the most perfect example I have ever had the misfortune to see. This class was one exception to the use of my policy concerning supervision, because I could not find one thing to commend the teacher on and I was so disgruntled I could not resist making some comment, so as I left the room I placed a note before the teacher which read, "in twenty-five minutes exactly five of forty pupils have recited. What are you doing for the others? You allowed John D. to waste too much of the class time in purposeless argument." Later this teacher saw me and said she realized her mistakes and would correct them. As might be expected with such a teacher she gave numerous examinations, even scheduling them for the first morning after a two weeks vacation, and three examinations a week was not uncommon. Pupils complained to me about this procedure, but I could see the only way this teacher could obtain results was to give assignments for the pupils to work out at home and examine them on it the following day. This teacher changed a little for the better as the year progressed, but there is still room for great improvement. My talks with her disclosed that she knows what she should do but she does not do it. Therefore, our problem which we have not yet solved is to get this teacher to practice what she knows. We say that some people are born teachers,- I believe this one was born not to be a teacher.
One method my teachers reported as very helpful in increasing the effectiveness of their teaching was the improvement of their skill in the use of the blackboard to supplement their explanations. A brief sketch or a list of key words written on the board as the explanation progresses helps greatly to fix the knowledge in the pupils' minds. Several of my teachers never used the board in this manner until I suggested it to them and since their first trial have never failed to use it.

An excellent opportunity for the principal to judge the progress of a class is offered when teachers are absent. By teaching the class himself he obtains a splendid idea of the group's attainment if the subject is one in which he has had experience as a teacher. If the subject matter is new to him, he still can judge the studiousness and preparation of the group and check the progress of the class with the plan of the year's work. In addition, the school department is saved the expense of a substitute.

The purchase of a weekly newspaper for supplementary use in the social studies department raised a problem in supervision. The instructor was one who discharged his duties with the least possible effort. He was always the last teacher to arrive in the morning and the first to leave in the afternoon. Shortly after his newspapers started to arrive in the fall,
I visited one of his classes and discovered every pupil reading a paper while the teacher sat at his desk looking over a book. I asked him if it was customary to devote a period to reading the newspapers in each class and he said it was his procedure. I pointed out that this practice consumed one day in every five, and I wondered how he would be able to complete the year's requirements in four days a week, but he insisted that he could easily do so although at that time he was two weeks behind schedule in the textbook and it was still fall. He really devoted two days a week to the paper because the second day was used to discuss the first day's readings. I told him I did not like the method and asked him to think the matter over and try to devise some other scheme. He reported the next day that there was no other solution. He could not send the papers home with the pupils because with five classes it would take a week allowing one night for each class and at the end of the week the news would be old. Moreover, many of the forty papers ordered would be lost and some would be returned so dirty that it would be unfair to ask other pupils to handle them. I was determined to change the system and finally devised a method. Pupils in these classes were checked to see if they had at least one study period a day in the large study hall. Those who did not, had their schedules shifted to provide this accommodation. Then I
ordered the papers left in the study hall on a table I provided for the purpose and every Monday pupils in the social study classes were instructed to reserve one period to read their paper assignment. This solved the problem nicely, but the instructor always appeared to resent the change because it forced him to conduct the normal load of recitations. I heard later that in commenting on the change before a class the instructor remarked that "some people like to show their authority." This man was transferred to the Junior High School for the ensuing year.

The previous spring a man had resigned his position in the commercial department and Hilaire B. had been chosen to fill the vacancy. He approached me in December to say that he was not qualified to teach the commercial law course which he was scheduled to assume the second semester and asked to be relieved. The other two teachers in the department had both taught in the school for over thirty years and they said that they too were not qualified to teach commercial law and that it would not be fair to place the burden upon them when the other man had been hired for this work. The situation as it existed follows:

Hilaire B. was teaching two classes of first year bookkeeping. The head of the department who was considered
the bookkeeping specialist, had two classes in second year bookkeeping the same periods. The curriculum provided for only one and one-half year's of bookkeeping so the second year was to be completed at the end of the first semester. The second semester, all the second year bookkeeping pupils began the study of commercial law. It was customary for the head of the department at this time to take over the two classes in bookkeeping I, and for the bookkeeping teacher to take the commercial law. The new man did not wish to make the change and he claimed it would be unfair because he was a new man who already was teaching three different subjects and commercial law would make four. He further claimed his inability to teach the subject would make it unfair to him and the students should he be required to carry on this work for which he was employed.

I spent several days carefully considering all angles of this situation. Whichever teacher I assigned to the position would consider himself unjustly treated, even the man who had accepted the position to teach the commercial law. This, however, was secondary to the fact that it would be a waste of time for the pupils to study the course under an incompetent instructor. So rather than give the course under these conditions I cut commercial law from the curriculum for the current year. This action was first approved by superintendent F. In its place bookkeeping II
was continued for a full year and both teachers continued with their classes as before. This action satisfied everyone since the head of the commercial department agreed with me that two full years of bookkeeping were necessary to efficiently prepare for this vocation. She said that she had fought vainly against its reduction to a year and a half course some years previous and was delighted to have it returned to its former status. The pupils were also consulted before the change was made and in written statements all but five preferred the continuation of bookkeeping II to commercial law and all were agreeable to the change. One boy who did not take bookkeeping had elected the law course to secure sufficient credits to graduate and there was no substitute course available. He was given a seminar course in the subject under the principal's direction. For the ensuing year bookkeeping will be continued on a two year basis. The advanced civics course was dropped and a half year of commercial law was combined with a half year's offering in economics. Hilaire B. was instructed to prepare himself during the summer to handle the half year courses in commercial law and economics.

Once I was called upon to arbitrate a feud which existed between the music supervisor and the coach of the senior play. The trouble arose over the extra-curricular demands of each upon the pupils' time and also over the
question of priority in the use of the auditorium. This feud dated back to previous years and the music supervisor was smart in anticipating its renewal by asking me, a newcomer, to make a ruling in September to govern attendance at rehearsals of musical organizations. I did so by informing pupils and teachers that I considered the musical organizations as regular curriculum subjects and gave credit towards graduation for participation. Teachers were asked to arrange other activity meetings so as to avoid conflicts and where this was impossible, music rehearsals were to take precedence over all others. No objection or criticisms were offered to this ruling. But when senior play rehearsals started, I found that the coach had set definite rehearsal hours for each day and insisted that every pupil selected for a part must attend all rehearsals or be dropped from the cast. The music supervisor soon called on me to report that music pupils were absenting themselves to rehearse for the senior play and demanded that I take action in accordance with my previous ruling. So I spoke to the play coach and reminded her of my ruling about the scheduling of activities so as not to interfere with music. She said this was impossible since music clubs rehearsed every day; they had all year in which to do so and she had only a few short weeks in which to produce a play of distinction. Furthermore, when pupils tried out for the play she told
them if they were in the music department she did not want
them. Regardless of her warning some music pupils had tried
for the play and were selected. She now insisted that they
either attend her rehearsals or resign from the play. Then
she would procure others who lacked the talent to secure
honors in other activities. Her last suggestion was sound
from an educational viewpoint, but a part in the senior play
was considered a great honor and the pupils already selected
as well as their parents were reluctant to give up the parts.
Some to whom it was suggested by the coach said they would
give up the music courses before the play. The parents
could not understand why their children should not be given
the opportunity to secure honors in both departments. The
situation was pregnant with possibilities which might easily
lead to the complete destruction of our school morale. I
attempted to arbitrate the question by suggesting that the
two teachers get together and arrange a scheme whereby each
would excuse the few pupils involved on alternate days so
they might attend rehearsals of the other. The music super¬
visor was very agreeable and was willing to go more than
half way in the matter, but the play coach was adamant in
her stand for all the pupils' time or none. I held a private
discussion with her in which I reviewed all angles of the
situation and satisfactorily countered all her objections
except the one that she could not sacrifice the time that
would be given to music and have the play go on as scheduled. The next day I eliminated her last stand when I approached her and announced my solution of the problem. For each hour that music interfered with her rehearsals I magnanimously offered an hour of school time in which she could hold her rehearsals. I would be glad to personally conduct her English classes during these periods.

This offer produced remarkable results. For the first time this teacher became visibly confused, completely lost her belligerent attitude and in a high and excited voice said, "oh no, Mr. Martin, I could never do that. Why my teaching is my whole life. I love my work so I could never allow you to teach my classes as long as I am able to do so. I would give up the play, give up everything, rather than my class work. No, you tell Mr. G. that I will excuse the pupils as suggested and I will manage to get along somehow." Thus the controversy was peacefully settled and the play was produced on schedule in finished style. However, I am now anticipating next year's clash and I shall settle all details before the cast is chosen. Both teachers had informed me what a stubborn person the other one was and I have no reason to believe they have changed their views. However, the rehearsal hours of the play for the ensuing year shall be arranged by the principal in advance. Although I did not interfere with the hours
last year, my investigation disclosed the play cast was required to rehearse around twenty hours a week which I consider too much of a load to add to the pupils' school schedule. It would be much better to distribute the rehearsals over a longer period of time and reduce the hours per week.

The matter of securing the auditorium for rehearsals was satisfactorily arranged in my building by an equal division of time, but the use of the junior high school auditorium where the play was presented and where the music supervisor held his classes after school caused more serious difficulties. The allotment of time in the auditorium was handled by the junior high school principal, but his difficulties may be surmised by reading the following note which he gave me after receiving it from the coach of the senior play.

Mr. H. - What is this about Mr. G. not releasing the auditorium to me until the twentieth? I thought you were my authority - not a music master who thinks he must rehearse an orchestra not appearing until April. M.-

Only a few weeks of school had passed when I noticed the matter of teacher tardiness needed attention. A book was set aside in which to keep a record of teacher attendance and tardiness for the year. No attempt was made to keep an accurate record of tardiness, but when I noticed a teacher
coming in late, I noted the time in the book. The superintendent had ruled that all teachers were to be in their building fifteen minutes before school opened, but one man on my faculty was late five or ten minutes almost every morning. The others were tardy occasionally. Speaking to them did not produce the desired results so I conceived the idea of hanging a key board in the inner office. Each teacher was assigned a hook and ordered to hang his keys on it whenever he left the building. This was ostensibly for the purpose of insuring the keys against loss or forgetfulness by the teacher. Actually it caused each teacher to pass through the office upon entering and leaving the building and thereafter the matter of teacher tardiness largely eliminated itself.

Teachers' meetings were not scheduled every week because the principal believed that nothing is more monotonous and disagreeable to teachers than a teachers' meeting held when it is not needed. Instead meetings were called whenever matters concerning the teachers arose. A forty-eight hour notice of the meeting was always placed on the office bulletin board which teachers were supposed to read each day. Brief meetings were occasionally called on a shorter notice. Teacher meetings were utilized to explain to the teachers the policies and practices of the administration. Their comments and suggestions for improvement
were always gladly received and were given every consider-
ation. Often the teachers were asked to formulate policies
themselves and to vote upon their adoption. In this manner
the faculty was made to feel that they had a definite part
in shaping and guiding the destinies of the school. They
showed their appreciation of this trust and confidence in
many ways, but especially through their loyalty and whole
hearted cooperation in running the school. Certain meetings
were set aside for the discussion of improved methods of
teaching. Such topics as the question - answer method of
recitation, the socialized recitation, project methods,
the marking system, promotion, and others were each given
one or more meetings for study. On these occasions the
principal was always ready to lead the discussions by
previously preparing himself. He would describe good and
bad instances of teaching practice which illustrated the
topic being studied and which he had observed in his visits
throughout the building. Of course no names were mentioned,
but once in awhile a teacher would speak out and say, "I
was the one who did that." These discussions proved their
value by improved teaching practices.

Two of the teachers' meetings were given over to a
discussion of personal philosophies of education. Authorities
on pedagogy had firmly planted the idea in my mind that
the philosophy which existed in any school system would be
the same as that held by the principal. The falseness of this assumption was soon proven when I discovered that the teachers' philosophies not only differed from mine, but they differed from one another. Finally we did agree that the ultimate goal of education is happiness.

In this chapter the author has described the outstanding incidents which he experienced in the supervision of instruction. The method he used to observe a class was explained in detail with the emphasis on observance of the pupils rather than the teacher. Submission of course outlines the first month of school and a systematic checking of plan books ascertained that the teachers planned their work well. It also led to the discovery of overlapping and needless repetition in courses. Instances were described where it was necessary for the principal to act as an arbitrator between teachers and the use of teachers' meetings as a supervisory device was explained. The use of an office key board served to automatically eliminate problems of teacher tardiness. Contrary to general opinion the philosophies of teachers pertaining to education do not conform to the philosophy of the principal.
CHAPTER IX
GUIDANCE

The guidance program in Adams senior high school was organized and administered in the same manner which the great majority of high schools employ in Massachusetts. Finances did not permit the establishment of a guidance department with its full time guidance director, counselor and placement officer, such as one finds in large and wealthy school systems. Instead the guidance program was centered around the principal as the chief guidance officer with the home room teachers and activity advisers as assistants. Many of the teachers were untrained in the principles of guidance, but all were ready and eager to render to the pupils in their care, advice, sympathy, encouragement, and assistance to arrive at correct decisions at critical moments in their careers.

Six types of guidance were attempted, educational, vocational, social, health, personal, and placement. The principal served in all types of guidance, in fact it would be difficult to treat one type without reference to another, but he particularly directed the education guidance work.

Opportunity for educational guidance presented itself with the very first day's work in registration. Backward pupils were the first to receive it because they were the ones who had irregular schedules. Before advising a pupil
what subjects to elect and what courses to pursue, I looked up his intelligence quotient, previous school marks, age, health and previous ratings by teachers. Then I questioned him to discover whether or not he had any vocational interests or opportunities. I perhaps differ from many guidance advisers in that I place great weight on the matter of opportunity. It seems silly to me to advise a boy to plan to be a doctor if his financial conditions definitely exclude all possibility of securing a medical education. This, despite the fact that his aptitudes and interests pointed to a doctor's career. If the pupil's intelligence quotient was and his school marks and intentions indicated that he would in all probability never finish high school, I would advise him to take social and vocational studies. Pupils in ill health were advised to carry light loads, where the healthy child with superior intelligence was urged to carry an extra course or two.

After school started all registration cards were checked to see if improvements in the selection of studies by individual pupils might be suggested. Especial attention was given the cards of the college preparatory group and their total school credits were checked against the entrance requirements of the college they hoped to enter. In this manner a few were found who could attain college certification by repeating some lower class subject and securing
two hundred pupils discussed their courses with the principal during the year. They came to the office with requests to drop or add a course, to secure information on college entrance requirements, or to be advised in the matter of failing work. Whatever the reason, it presented an opportunity for educational guidance which was quickly grasped by the principal.

In the late spring a splendid opportunity for guidance presented itself with the advent of preliminary registration. The principal gave group lectures to help guide all pupils in their choice of subjects. They were then told to discuss the selection with their parents and home room teachers before making a final decision. It was during this period that home room teachers did the most of their work on educational guidance. The principal did about the same amount then as he did at final registration time.

Many circulars containing valuable information pertaining to educational and vocational matters were received during the year. Since we had no library in our school there was no means of putting this information where it would be available to the pupils. In October I discovered an old, long table in the basement and conceived the idea of using it in the large study hall as a reference table. The N. Y. A. boys cleaned and varnished the table and it was found to fit admirably into a small space in the front
of the room. Behind it I placed a large bulletin board and between the two articles of furniture I had a fine place to display guidance information. Articles which stimulated pupils in the desirability and possibility of further schooling was placed on the table along with vocational information concerning occupations with their requirements and rewards. College catalogues were also placed on the table and the bulletin board was used to display notices of scholarships to be given by different colleges and the conditions necessary to procure them. Six of my seniors procured scholarships for the ensuing year. All information obtainable concerning the possibilities and opportunities of earning all or part of college expenses were given a prominent place on the table.

The work of vocational guidance was handled in much the same fashion and in conjunction with educational guidance. As previously stated, all available information concerning vocations was placed on the reference table in the large study hall. In addition each pupil was provided with a free booklet entitled "Occupations" and distributed through the courtesy of Boston University. Students found these booklets very helpful and the materials left on the reference table were so thoroughly used that after a few weeks it was necessary to discard them.

A good illustration of the possibilities of combining
guidance work with class work was given in the following home assignment. The pupil was told to choose three men in the community, in the same line of business, who were noted for success. He was to arrange an interview with these men and was to ask each man to describe his rise to success, name the factors to which he attributed his success, and express his opinion on the opportunities for a young man leaving high school today in the same type of work. Each pupil wrote his report and presented it before the class. This constituted excellent vocational guidance, secured in the local community, and concerned with the local opportunities for employment.

We tried to have our vocational guidance conform largely to the principle of assisting the pupils in self-guidance. Assembly talks on vocational subjects served well in this respect. Extra-curricula activities served to discover many talents and interests in dramatics, debating, musical, athletic, and other types of activities. One girl received a college scholarship on her debating ability which meant the difference between attending college or not for this particular girl.

Social guidance was handled almost exclusively through activities. Dances and parties were conducted and supervised with the object of providing learning situations which would contribute to proper habits and ideals of social participation.
The adviser of the typing club said she used the weekly meetings at her house largely to teach her group how to work and play together and derive happiness from their associations. She had several girls who were decided introverts and the parties did much to increase their social enjoyment.

Health guidance was administered under the direction of the school nurse and athletic directors. The details were described in the previous chapter on health.

Personal guidance was given freely by the home room teachers. Many reported that they had talked privately with individuals giving suggestions for the improvement of personal appearance and character. Others discussed incidents pertaining to a game or dance held on the previous day at which they noticed undesirable personal traits. The women on the faculty often informed me concerning wholesome advice they had given girls about their romantic and personal affairs.

On one occasion I asked my typing teacher to speak to her commercial girls in a group on the matter of personal hygiene for office girls. This action was taken after several commercial pupils had come to the office to work on a practical office problem and the odor of perspiration and garlic was so strong that I sought refuge in another room. The one talk was sufficient and the teacher reported
that the girls were very eager and grateful to receive the information. She said that many of our girls have no other way of securing information on personal hygiene since their homes are not satisfactory sources of this knowledge.

On a second occasion I asked the dean of girls to speak to all the girls about personal hygiene. This talk was instigated by a deplorable hygienic condition I discovered to exist in the girls' basement.

Assemblies were freely used to teach health and personal guidance. Among others they included several safety programs presented in the interests of health, and etiquette programs in the interests of personal guidance.

Shortly after school started in the fall, people called at the school to ask for boys and girls to do various odd jobs after school. This provided an opportunity for the school to be of service to both pupils and community, so all boys and girls wishing to work were asked to leave their names at the office. Thus started our placement service which resulted in a job for every girl on the list before the year was over and half of the boys were placed. Most of the positions were of a temporary nature, caring for children, doing house work, mowing lawns and cleaning yards. A few of these placements resulted in permanent positions for qualified seniors in stores and offices after school closed in June. This was especially true of commercial graduates. Some of the pupils proved unsatisfactory to their
employers, but the majority were very efficient. Many employers made it a point to stop at the school to thank me for providing them with such excellent boys and girls.

This type of placement service was indeed incomplete and dealt chiefly with part-time work, but it marks a beginning of a service which aims to assist pupils in getting started in vocational careers. It is planned, during the coming year, to place this service in the hands of some teacher who is willing to give time and careful study to it, who will accumulate and file all local information about vocations available and who will establish contacts with employers which may result in opportunities to place boys and girls in need of this placement guidance.

In retrospection of the year's work in guidance, I find many excellent results from the system employed which included six types; educational, vocational, social, health, personal, and placement guidance. However, the program is still in its infancy and plans for future development call for improvement and expansion in the administration of the six types of guidance already in use. Definite plans for the coming year call for the use of an aptitude testing program and the appointment of a placement director.

Every pupil in the school received some educational and vocational guidance and about one hundred and fifty pupils received supplementary guidance pertaining to their
individual cases. All pupils received health guidance with about forty receiving special attention from the school nurse. Social and personal guidance was given in abundance to about half the pupils and our placement guidance helped approximately sixty students to obtain part-time or permanent employment.

The appointment of a placement director suggests the possibility of securing follow-up records on our graduates, to determine the nature of their occupations and their success. Such information also would be of value in adjusting the school curriculum to better fit the needs of its graduates.
CHAPTER X
DISCIPLINE

The problem of discipline faces the high school principal continually and the morale of his school depends largely upon the manner in which the principal discharges this important duty. If he considers it his duty to act as the official school executioner and applies punitive measures to every case which is brought to his attention, the pupils will soon accept his challenge and a spirit of antagonism will develop between pupils and faculty. If on the other hand the principal tries to discover the reasons underlying the faulty behavior and treats them with corrective measures rather than punitive, the pupils soon realize the principal is working to develop their ideals, interests and habits to make them worthy members of society, and they will give him their respect and cooperation. I used this latter method in dealing with the pupils at Adams high school and secured good results. Of course punitive or negative methods of treatment were also used, but only in cases where the positive method had failed to work.

The success of my disciplinary methods may be deduced from the fact that I had only sixty-seven cases of discipline representing the trouble of thirty-seven pupils for the entire year. The nature of their offenses and the number of times it occurred is tabulated as follows:
Discipline Problems

Class disturbance and inattention .......... 14
Tardy to room .................................. 13
Scratching names on desks ................. 6
Sit down strike ................................. 6
Loss of temper in class ......................... 3
Disobedience .................................. 3
Riding lawn mower in gymnasium .......... 3
Disorder in halls ................................ 3
Fighting ........................................ 3
Failure to do assignments .................... 2
Copying work .................................. 2
Defiance ........................................ 2
Prowling around basement .................... 2
Absent from school to work on car .......... 1
Changing marks on report card .............. 1
Refusal to recite ................................ 1
Laziness ......................................... 1
Forging signatures .............................. 1

Total 67

I attribute the small number of disciplinary cases partly to the fact that I employed three methods of discouraging misconduct with considerable success.

The first method was the use of a discipline sheet which I prepared and had mimeographed on a full sized sheet of paper. (See Appendix B.) When a pupil was sent to the office by a teacher, I refused to talk to him until he had filled out one of the discipline sheets with his name, the date, the teacher who sent him and a detailed account of his difficulties. The sheet was then sent to the teacher who confirmed, rejected, or elaborated upon the pupil's explanation. Another space was used to make the action taken by the principal a matter of record. These records were filed in the pupil's folder. It was very noticeable
that pupils hesitated and pondered over the necessity of writing out the exact nature of their offense. It seemed to bring to the pupil's conscience a fuller realization of their transgression. The fact that there was also a space for the teacher to verify their statements resulted in the pupils' failure to color their stories to the same extent as is usually the case in an oral version. In general I found that pupils were not anxious to repeat childish and unkindly offenses when they knew their actions were to be put on record in their own hand writing. I also found that when the pupils had a signed statement on record in the office they were most likely to repeat the same story at home. I have experienced cases where the office and home versions differed.

I am indebted to superintendent F. for the second deterrent to school offenders. He suggested and purchased a card index box in which to keep a record of all disciplinary actions. This served to compile a cumulative record of each pupil's offenses with dates, so that the annoying youngster who never commits an offense which would merit drastic action but continually commits small offenses, will eventually have a record which warrants severe treatment. In some way the idea gained credence among the pupils that these cumulative records were to constitute a permanent record of their shortcomings and
were to be kept in the permanent files with their ranks. They believed that a copy would be submitted to colleges and future employers who asked for a transcript of their records. Although these thoughts were imaginary, I found in effect that they caused pupils to consider their actions in relation to their future hopes and ambitions. This attention to the serious objectives of education proved valuable in stimulating the pupils to right attitudes.

A good illustration of the effect of this index record was found in the case of Whitman B. Whitman was a cocky, self-satisfied type of boy who liked to "show off" in the classroom. One day he was sent to the office for disobedience and disturbance in class. It seemed that he walked into a Latin class in the junior high school a few minutes late one day. The work had started and the room was quiet and orderly, so Whitman announced his entrance by saying, "Why is everyone so quiet?" He was told to see the instructor after school, but did not report.

I talked to this boy about cooperation with his teachers, the serious purpose of studying, the virtues of obedience and the disdain with which people usually look upon "show-offs." He did not appear to be particularly impressed, but agreed his actions had been silly and discourteous and promised to reform. Before he left I took a card from the index file and proceeded to fill in his
record. When he observed this, to my amazement, the boy went to pieces, broke down and wept and said, "Please, please, Mr. Martin, don't put that on my record. Oh, please don't. I will do anything, promise anything, only please do not put my record in the box." So I compromised with Whitman. I put the record in my desk and promised him it would never go in the box as long as he behaved himself, but if he was sent to the office again, the card would be put in the file. Whitman was a good boy for a month and twelve days, but then his exuberant spirits overcame his caution and Whitman was sent to the office for disturbing a study period. When he reported his trouble, I did not speak. I searched my desk silently until I found the old card, filled in the new complaint and inserted the card in the file. Then I turned to Whitman and merely said, "you are excused." Whitman gave no further trouble during the year. I learned later that the pupils had discussed the discipline file box very extensively and had nick-named it the "social register."

The third method of discouraging disciplinary troubles was through the exposition of my theory that "a busy pupil interested in his work never causes disciplinary problems." I explained this view to the teachers and I have every reason to believe they adopted the theory.

I believe the recounting of a few of the discipline problems here will best serve to explain the nature of the
problems and the methods used in solving them.

The first discipline case was a legacy from my predecessor. Arthur B. was a junior boy who had given the principal considerable trouble the previous year. In June he was suspected of knowing something about the disappearance of money from a teacher's desk. The former principal advised me not to allow him to return to school in September.

On the first day of school Arthur B. arrived early and asked for permission to register. I told him he must wait until I had time to talk with him later in the day. When Arthur came back, we had a long talk. I told him very frankly that I knew the details of his past record and questioned the advisability of allowing him to return to school. I finally sent him to see superintendent F. to get his advice concerning the matter. He called me after seeing the boy and advised that we give him one more chance, but told me to instruct the boy to the effect that in case he was ever sent to the office for discipline not to waste my time reporting, but to take his hat and keep on travelling. Arthur was admitted with these instructions and proved to be a fairly good student. He was never sent to the office during the year, but he was called in on a few occasions and succeeded in having his name enrolled in the "social register." Arthur's card index record for the year reads as follows:
January 22, 1937 - Tardy to class in room eight. Could not walk from room five in three minutes.

April 30, 1937 - Disturbing during assembly. Assembly privilege taken away.

May 4, 1937 - Discovered delivering a soap box oration in the hall on the second floor between fifth and sixth periods. Hurried him and his four listeners about their duties.

June 5, 1937 - With Reno D. and Norman K. he lifted the power lawn mower up to a platform and rode it around the gymnasium. He admitted his part in this, but insisted he was only trying to stop the machine after the others had started it.

Arthur B. completed the year because the troubles he was mixed in were not serious, but the accumulation does not provide the boy with much leeway for his senior year. The fact that this boy does not live with his father was taken into consideration.

The case of Jamie R. was of a boy who lost his temper in the classroom. One morning in the fall Jamie was sent to the board with the rest of the class to write French sentences. When the allotted time for this work was used up, the teacher asked all to take their seats. They all obeyed except Jamie who kept on writing. The teacher asked him a second time to please be seated. He paid no heed so she asked him a third time. At this point the boy turned to her and said in an angry tone of voice, "what's the matter with you?" The teacher told him to go to the office.
The boy reported to me and said that as he left the room he stopped and spoke to the teacher again saying, "I'm sorry if I said anything insulting." I told the boy he had been most discourteous and he had better go home to think it over awhile and to report in the afternoon again. In the meantime I verified the boy's statements with the teacher. She insisted the boy did not pause at the door to say he was sorry, but agreed with the other details. Also the boy's mother telephoned to say the boy had told her of the trouble and would come to the school if it was necessary. I told her I thought we could straighten out matters without her attendance and thanked her for her interest.

In the afternoon Jamie and I had a long talk. He admitted he was in the wrong, that the teacher's request was reasonable and that he had not acted the part of a gentleman. I told him that inasmuch as he had insulted his teacher before the entire class, I thought it no more than proper that he apologize for his rudeness in the same place. He said that he would gladly make his amends the next day in class. Thus the matter ended, so I thought.

A note on Jamie's family history is in order here. Jamie's father was the chief of police in Adams and his mother was president of the Parent Teacher Association and director of N. Y. A. work in the town. The couple were
divorced, and the mother had married again. The boy lived 
with the mother and her husband, but apparently the mother 
referred the boy to the father for guidance. On this 
ocasion she apparently had appealed to her ex-husband to 
ter, because the next morning he appeared at the 
school with the son and informed me he refused to let the 
boy apologize to the teacher. He went on to harangue the 
teacher and insisted that she must have been to blame and 
must have said things to the boy of a scathing nature to 
make him act as he did. He also said the boy had apologized 
before he left the room and he would not allow the boy to 
be doubly punished by doing so again. He insisted that I 
should ask the other pupils in the room to prove the boy 
was in the right. I held that although the boy said he 
had expressed his regrets before leaving, the teacher said 
he did not, so she must not have heard his statement. It 
was probable that he mumbled the apology under his breath 
as he left, as pupils are apt to do, but in any case he 
should apologize so the teacher could hear him. I further-
more refused to ask any pupils to testify in the case. I 
held it unethical to force a pupil to testify against 
either the teacher or the pupil. I should be angry if my 
child were placed in such a predicament and I refused to 
place other children there. I also informed him that I 
believed in the integrity of my teacher and I did not
believe she would say she did not hear the boy in case she did.

The chief of police insisted that his boy should go unpunished and practically wanted the teacher to apologize to the boy for asking him to leave the room. I had thought I was treating the boy very leniently when I asked him to apologize. The Superintendent reported that the mother told him she never saw the father beat the boy as severely as he did for this offense. Later she denied making this statement.

Finally the father took the case to the superintendent. He ruled that the boy had to apologize to the teacher, but not before the class. He did not believe in apologies anyway and thought a private one was sufficient. I accepted his verdict and retracted my previous request. The father still refused to even permit the boy to privately express his regrets at his ungentlemanly action, so he was told the boy was excluded until he did. The father then brought the boy to school, asked for the teacher, said he wanted to have the boy do the courteous thing and apologize and then he was going to take the boy out of school to spite us. He did this, but after about two weeks the boy returned to school. As he had made his peace with the teacher he was admitted and behaved well the rest of the year. The mother and father have never been over-friendly since this
happening. I must add here, that two months later I gave a ride to two girls who had been in that class and without warning one of them said, "Mr. Martin, you know Jamie R. was right that time. He did stop and say he was sorry before he left the room because I heard him." This voluntary information made me feel badly to think that the teacher did not tell me the truth. I had given her my whole-hearted support, but she had failed me. I still seek the explanation. Since that time I have suggested to pupils individually that they might get back into the good graces of a teacher with an apology, but I have never ordered a pupil to do so.

The greatest number of discipline problems during the year were the fourteen for class disturbance. Following are some typical cases.

On October 23, 1936, Francis B. was sent to the office by Mr. R. Francis filled a discipline sheet thus: "he asked me if I was writing the words down and as I did not answer out loud, he thought I was not writing." I was unable to secure much information from this report so I sent it to Mr. R. for verification. He wrote back that the boy was a pest and he thought the boy was planning to cheat on a spelling examination. The paper did not support his suspicions, however.

This report indicates the value of using these discipline blanks. Often an irritated teacher may send a pupil
to the office but when he is asked to write out the specific reasons for his action, he begins to wonder why himself.

The principal's action in this case was to talk to the boy about pestering his teachers and to show him where the road leads which he was now following. This was Francis' second trip to the office in two days so I discussed with the boy the attitude his father and brother might take towards his conduct. I promised to consult both the next time Francis was sent to the office. He has not been in since.

The other case occurred on October 21, 1936. Frances V. rushed into the office and reported that her sister had tears in her eyes and was unable to speak to her because Francis B. had done something to her. She said that Francis had pounced her in the middle of the back that morning and he had perhaps done the same to her sister. It was a customary proceeding for the boy to do this and also to take the girls' pocketbooks and hide them.

I called Francis to the office immediately. He said that he had been bothering the V. twins, had taken the hair comb away from one and gave it to the other and that he would just touch them on the back and say hello. Francis received a stern lecture on how a gentleman should behave toward ladies and I tried to show him how silly and childish his actions appeared. I warned him that the school had no
room for anyone who interfered with the work of other members of the school. I might have taken more drastic action had I not known the twins to be somewhat erratic and emotional. As it was, Francis gave no more trouble of this nature during the year.

On December 31, 1936, William G. was sent to the office. He reported that he pushed another boy's chair in the study hall and the boy stuck his pencil in William's hand, so he wrestled for possession of the pencil. Miss K. sent him to the office. William and I talked over the waste of time for him and the rest of the class when such a disturbance takes place. He was urged to change his attitude towards his studies and try to make a name for himself. He was allowed to change his study hall to separate him from his friends. In our discussion we believed it advisable, but not desirable to telephone Mr. G. and inform him of the fracas. This action was postponed to see how William would progress in the future. He became a model student from that day on.

The thirteen cases of tardiness to rooms were nearly all caused by the use of the drinking fountains as explained in a previous chapter.

Scratching names in the woodwork of the school was one offense that I prosecuted vigorously. Boys and girls were given the same treatment in these cases.
On December 16, 1936, Doris B. was sent to the office because she had scratched her initials in the desk with a nail file. She said, "I did it unconsciously and I tried to wet it and erase it when I was sent to the office."

I proceeded to compare the use of the school furniture with the use of the furniture in her home. How would she feel if a stranger sat down and carved his initials in her dining room table? I then impressed her with the seriousness that the state legislature regards her offense by reading to her the state law which provides a fine of five hundred dollars or imprisonment for one year for the willful injury to school property. After a few moments of silence in which she could consider thoroughly these penalties, I offered to give her a choice of buying a new desk or refinishing the scratched one. She chose the latter.

The same offense was committed by two boys, who wept when the seriousness of the offense was pointed out to them. None of the pupils who were reprimanded for this offense ever repeated it.

Sometimes the teachers send pupils to the office for very minor reasons. When this occurred, allowance was made for the possibility that the teacher had a grouchy day. An instance was the case of Lawrence G. who was sent to the office by Miss G. on February 8. Lawrence was guilty of displaying a lazy attitude in walking about the room. I
did not give this much attention, but it formed an occasion for a thorough investigation of the boy's work which revealed he was failing in three subjects. For this he received the complete treatment as outlined for prevention of pupil failures.

The case of Fred B. was unusual. He was sent to the office for refusal to recite in class. It seemed that the teacher had called on Fred to stand and read a prepared paper to the class. Fred steadfastly refused. He brought the paper to the office with him and I examined it to discover an exceptionally fine piece of work. The only reason I could find for his refusal to recite was that the teacher called upon him first and self-consciousness prevented him from being the first to recite. He said he would gladly read the paper after someone else had read his.

Fred and I had a long talk about his strange inhibition. I worked upon the boy's natural desire to be a leader and we discussed several leaders in our community who were always first in all activities. He returned to class with a determination to recite in the future whenever he was called upon. I wrote a note of explanation to the teacher so she could understand and help the boy.

The two cases of defiance were interesting and again represented an emotional problem. Both problems were created by the same pupil, Irma L. This girl had been
granted the special privilege of leaving early on Friday afternoons to work. On April 7, she was sent to the office for talking back to Mr. W. and defying his directions. When I talked to the girl she was very sorry, said she had lost control of her temper as she was accustomed to do at home, and promised to see Mr. W. to explain and repudiate her actions.

A month later Irma was sent to the office again by Miss M. for the same offense. On this occasion she was reprimanded sharply and informed that she must get control over her reactions. I warned her that another offense would automatically cancel her privilege to leave school early on Friday afternoons. Irma had no further trouble during the year.

The sit-down strike was not serious. It occurred when a group of pupils were told to remain after school by Mr. R. as a disciplinary measure. The teacher was delayed on official business causing the pupils to wait in his home room for about a half hour before the teacher appeared. When he arrived he expressed regrets for his tardiness and told the pupils they could leave. The pupils had decided they would have a sit down strike upon the teacher's return and keep him for the remainder of the afternoon. They finally left the building around four-thirty in the afternoon.
The principal knew nothing of the occurrence until the next day although he had remained in the office until six o'clock that evening. The teacher did not report the matter, but the next day the music director reported six pupils had absented themselves from orchestra rehearsal in the afternoon. The six were called to the office and disclosed the reason for their absence. They said they did not wish to miss rehearsal, but loyalty to the group made them remain with the others. I discussed their behavior with the aim to help each individual to see the true meaning of their act. The pupils said they liked the teacher upon whom they sprung the strike. I pointed out that by their action they had weakened the professional standing of the very person they liked and had hurt his feelings. They had not thought of it in that light and wished to go to the teacher at once to tell him they meant no harm. I also pointed out the injustice to the music instructor since their absence greatly weakened the rehearsal. When the pupils left the office they had new respect for the work of the school and viewed their past escapade from an entirely new perspective. They all made amends to the two teachers, although I had not suggested or asked them to do so.

With the exception of Jamie R's. case, none of the discipline problems at the school caused much trouble and
all responded well to the treatments applied. Jamie's troubles would have worked out smoothly also if his parents had kept out of the affair. The fact that the leader of the forces for law and order objected to having his son disciplined in any way, shows that one never can predict the source of trouble.

The fact that only ten per cent of the school population became involved in discipline problems and that these occurred only on an average of one in three days, cause me to place considerable faith in my three methods used to discourage the development of discipline situations, namely, the discipline sheet, the card index file, and the theory that interested and busy pupils do not create discipline problems. I agree completely with Colvin who says, "In the well controlled school the problem of discipline is not obvious."
CHAPTER XI
MARKS AND PROMOTION

The marking system constitutes the yardstick by which instructors attempt to measure the progress of their pupils and convey their judgment to the parents. Since their inception marks have been the object of much criticism and dissatisfaction from pupils, parents, and teachers. Numerous research studies have been made in an effort to find a system which would be valid and acceptable to all parties concerned, but these have only resulted in the establishment of a greater variety of systems. Today the entire question of marks is still in an unsettled and restless state.

The system used in Adams followed the old custom of percentage marking. The teachers sent numerical marks to the office on individual record cards. (See Appendix C.) These cards were distributed to the teachers on the last day of the term which usually was a Friday and were to be returned on the following Monday. It is a known fact that teachers are sometimes influenced in marking a pupil by the grade which other teachers have given. The individual cards eliminated this possibility of prejudice. Next the cards were sorted and sent to home room teachers who recorded the marks of all pupils in her room on two sets of report cards. The numerical marks were copied onto a yellow set for the office files and the equivalent letter mark was
entered on the white set to be sent home on the Tuesday afternoon following each six-week marking period. The literal equivalent of numerical marks which had been in use for several years is given in the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>B-</td>
<td>80-84</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>E</td>
<td>0-69</td>
</tr>
</tbody>
</table>

This table led to my first attempt to improve the marking system. The improvement was made the subject matter of a teachers' meeting which resulted in a decision to mark only in units of five. I adhered to the theory that no teacher could estimate the work of a pupil with any degree of accuracy closer than five units. Not all the teachers agreed with me, but most of them seemed convinced that the theory was sound when the meeting ended and all voted to use the five unit plan. This required a change in the literal equivalents so a new table was established as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 or 100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D</td>
<td>60 and 65</td>
</tr>
<tr>
<td>E</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

In addition to marking achievement, teachers gave grades in interest, preparation, conduct, and general work. Places for and explanations of these marks were printed on the report.
Mid-year and final examinations were given in each subject and the grades recorded upon the report cards. A special schedule for these examinations was made out by the principal which enabled all sections of a given subject to take the same examination at the same time. Thus all sections of sophomore English were given the same examination prepared by the head of the English department. This custom helped to standardize the marking system by standardizing the examinations. Both teachers and pupils seemed to like this method and I liked it because it gave me a good basis for comparing the results of different teachers who handled the same subjects. However, I would warn a principal undertaking this system for the first time that there is as much work, if not more, in arranging the examination schedule so as to avoid conflicts, as there is in making the schedule for the school year.

The system of marking had a few good results which recommended its effectiveness to me. In the first place only one parent complained to me about his child's marks during the year. This parent was the editor of the local news sheet whose daughter was undergoing a little disciplinary treatment. Acquaintance with the gentleman automatically discounts the complaint in a large degree. However, his complaint was investigated and I concluded his daughter
had received better grades than I would have given her under the same conditions.

The use of the individual record cards and the comprehensive examination system appealed to me. The use of numerical percentages on the office cards greatly facilitated the averaging of grades to select the valedictorian and salutatorian at graduation to determine the pro merito winners and to tabulate the members of the graduating class in a list arranged on a basis of scholarship. The latter information is usually requested by colleges when a pupil applies for entrance.

A brief inspection of the grades submitted at the end of the first six weeks indicated a tendency to low grades. Office girls were assigned to tabulate the marks for that period and the resultant figures showed one per cent A's, twenty-five per cent B's, sixty per cent C's, and fourteen per cent D's and C's. I called a teachers' meeting the next day, placed these startling figures before them and asked an explanation of why they deviated so far from the normal distribution.

The reasons offered had their origin in the loss of the school's certificate privilege several years ago. In an attempt to regain the privilege the passing mark in the school was raised to seventy. Teachers were also ordered to follow a policy in which no A's were given to a pupil
unless that pupil had shown evidences of originality. This resulted in the crowding of grades for all satisfactory work between seventy and ninety per cent.

My first suggestion for improvement was to strike the word "original" from consideration in giving an A mark. A school grade is accepted as representing achievement in a subject by parents, pupils, educators, and research men. The consideration of originality, attendance, behavior and other traits should never effect the achievement grade. If it is desired to grade these, special spaces should be provided. I made it clear to the teachers that when they failed to give an A to a pupil who had earned one, they were discouraging instead of stimulating scholarship. My second suggestion was that the passing grade be lowered to sixty-five or sixty so that we might better conform to the normal distribution curve. I explained that with most school systems and teachers the percentage of failures are more or less arbitrarily fixed. If a teacher had arranged her final grades on the assumption that sixty was the passing mark and afterwards discovered that it was seventy, every such teacher would raise the grades of some, if not all, pupils in the sixties whom she thought deserved a passing mark. For this reason I felt that teachers would hold pupils to the same grade of work to complete a course satisfactorily whether the passing grade
were sixty or seventy. The teachers agreed with me, but raised the age old objection that we might be accused of lowering our standards. It was finally voted to retain the passing grade of seventy with certain allowances for D work as will be explained in a later paragraph relating to promotions. A much better distribution of marks occurred at succeeding marking periods.

At the end of the first semester another teachers' meeting was devoted to a discussion of standardizing grades given by teachers in our school. Statistics were again produced which showed that one teacher gave grades which averaged ten per cent higher per pupil than the grades of all other teachers. The offending teacher was not named, but in the course of events he was asked to explain his system of determining grades. He was the only teacher who claimed to use the normality curve for marking. His explanation of its use sounded very convincing, but the fact remained that he had too many A's and B's to conform to the normality curve. I could not ascribe the result to superior teaching because this was the same man who wished to eliminate one recitation per week for his classes to read the newspaper. I felt that this man sought popularity among the pupils and parents in order to foster certain political ambitions and that this desire influenced his marks. At any rate, no noticeable change resulted.
Much time and effort was expended upon the prevention of pupil failures. Several devices for this purpose were applied generally throughout the school. In the first place every pupil was given one or two hours of supervised study each day. Teachers attempted to explain and inculcate good study habits in accordance with the accepted principles contained in widely used manuals on "How to Study." They also gave individual attention to students who needed assistance during the supervised study period.

Teachers were directed to remain in their home rooms for one-half hour after the close of school each day. This period was devoted to the assistance of all pupils who wished help from their regular teachers in any subject. Failing pupils who did not avail themselves of this opportunity to obtain additional help were requested to do so. This device also provided an ideal opportunity for absentees to make up work.

Another method of treating failures was by the adjustment of schedules to fit the individual. In many cases of poor mental ability it was found advisable to lighten the load by allowing the pupil to drop a course. In other cases, if it was found that a certain subject such as mathematics offered unusual difficulties to a particular pupil, he was allowed to change to another course providing he did so within the first few weeks of school. In the functioning of this device, forty-one pupils were allowed to drop or change courses during the year. The approval
of all changes by the parents were obtained on forms provided for the purpose, which read as follows:

Date ............

................................................. has my permission
to {drop ...................................... from his program.
{ (add ......................................... to ..............

Signature of Parent ............

This change is authorized by the Principal.

............................ Principal

These forms were filed in the pupils individual folders.

All pupil failures were diagnosed to find the causes and specific remedies were applied. Punitive measures were never resorted to on the theory that they instill a dislike and antagonism towards the entire problem of study and scholarship which in turn would lead to discouragement and withdrawal from school.

Parents who called to discuss the reasons for their child's failure were always asked to give an account of the child's study at home. This usually led to the instruction of the parent in the practice of good study. It was always helpful when the principal, parent and pupil worked out a study schedule together. The parent always promised to see that the subjects scheduled for home study were attended to at the designated hours. The parent was told that the pupil should have work every school day and
if the pupil said that the teacher did not assign a lesson
or that he assigned one so short that it was prepared at
recess, the principal would appreciate the information so
he could speak to the teacher about the matter. No such
reports were received and parents later informed me that
this procedure immediately stopped the flood of excuses
usually offered for not having any work to do at home.

Promotion at Adams high school had apparently pro-
gressed without regard to any particular governing regu-
lations. This observation is made on the grounds that
several pupils were listed as seniors who had no possi-
ble chance of graduating in June. These pupils were
singled out and advised of their true status.

The matter of promotion was made the theme of a
teachers' meeting. It was voted to establish a definite
number of earned credits as necessary to promotion from
grade to grade. The number established were; fifteen
to enter from junior high school, thirty-five to rate
as a junior, fifty-five to rate as a senior and seventy
for graduation. One credit was given for one period's
recitation a week in each subject. Thus most subjects
in the curriculum carried five credits because they were
held five periods a week.

It was necessary to secure a passing grade of seventy
per cent in each subject to receive credit for the course.
This matter was thoroughly discussed in teachers' meetings and it was changed to allow credit for fifteen points of D work to count towards promotion and graduation. The allowance of this D credit was left to the discretion of the principal and was aimed chiefly to assist in the promotion of that group of pupils who work hard to succeed, but are handicapped by lack of sufficient mental ability.

Several requests came from pupils who were not promoted asking that they be allowed to sit in the home room with their old classmates. This request was always granted. Many children are very sensitive about association with their own age groups and do not object to doing under-class work as long as they may belong socially to their own group. If denied this privilege, the pupil is apt to develop an inferiority complex which usually results in the desire to leave school.

In this chapter the marking system was described as consisting of percentage marks for office records and letter marks for the home. The details of operating the system were described and illustrated by report forms in appendix C. The adaptability of percentage marks for giving information about graduates to colleges and for computing class standings was mentioned. Unsatisfactory workings of the system were noted and the methods of improvement were described in detail. Prominent among
the unsatisfactory results was the tendency to reserve the mark of A for genius and to crowd the distribution of all other marks within a twenty point range. Methods used for the prevention of failures included supervised study, adjustment of courses, one-half hour's help each day from teachers, study schedules given to parents and standardization of teachers' grades. Promotion was determined on the basis of fifteen credits for sophomores, thirty-five for juniors and fifty-five for seniors. Credit D was allowed at the discretion of the principal, but was limited to fifteen credits or one course per year for three years.
CHAPTER XII
GRADUATION

A beginning principal will do well to remember that it is never too early to start planning for graduation. To pupils and townspeople it constitutes the climax of the school year and is the principal's one big opportunity to demonstrate his ability in organization in a form which they can see and understand. All of the audience will compare the new man's graduation with those of former years and some will judge him by the type of program presented. Recently, one principal told me that his reelection had been assured by the type of graduation program he presented at the end of his first year.

My first official action regarding graduation was taken on the second day of school in September. A salesman arrived to sell caps and gowns for graduation and I signed an agreement to purchase them from him on two conditions. First, the order was conditioned by the words "if the class votes to use them," and the second condition was that the salesman make arrangements to provide us through the largest dealer in men's clothing in the town, and at the same price. This measure was in recognition of the strong "trade at home" feeling which I had previously noticed in the town. The early order
for caps and gowns saved much time later in the year when other salesmen called on the same errand. During the second week of school I carefully examined the records of all seniors to ascertain that they would have sufficient credits to graduate in June. This check-up revealed two seniors who had no possible chance of earning sufficient credits to graduate and three others who must take six courses and pass all of them. These five were called to the office, their exact status explained to them, and were notified that they would be considered juniors until spring when I would again review their standings. Notices were sent to the parents advising them of the situation so they would not expect their sons to graduate and then be disappointed. As it turned out the three boys who had a possibility of graduating by passing in six courses, attacked their school work with such zeal and perseverance that they passed and graduated, although in previous years they had been unable to earn a passing grade in four subjects. This accomplishment was a source of great satisfaction to the parents and they gave great praise to the school. I doubt if the same result would have been achieved had I waited until mid-year before discovering these cases.

At mid-year a second check was made on the work of all seniors. Those whose ranks were low or doubtful were called to the office to be given the treatments prescribed in a
previous chapter for the prevention of failure. The parents were notified by mail that their children might not graduate in June and their assistance was requested in helping the school to improve the work of these pupils. This same process was repeated at the end of each ranking period with the result that all the seniors completed the requirements and graduated.

I soon discovered that a principal meets more difficult and more numerous problems relating to graduation activities than he meets in the strictly academic administration.

The ring salesmen started to call the first month of school and kept coming until late in the year. I received over thirty of these gentlemen and gave considerable time to the first fifteen. I informed them that the ring question had not been brought before the class, but if the gentlemen would leave a self-addressed post card, I would inform them regarding the action taken. A meeting of the class was called in November to discuss rings and it was voted to restrict the submission of samples to the two local jewelers. The first fifteen salesmen were notified of this action and all future callers were referred to the local dealers. The action of the class in buying from local dealers pleased me because I had observed a great deal of trouble develop in other schools due to the
unethical tactics of some of these salesmen. A safe policy for a principal to follow is to keep salesmen away from the pupils as far as possible.

The two local dealers were invited to call at the school and show their samples to the ring committee. The committee eliminated all but three of the rings submitted by each man. The six rings selected were presented to the class and they voted to adopt one. This system seemed to work out to the satisfaction of all except the visiting salesmen who apparently do not like to work through local dealers.

The same sales problem arises in the matter of class pictures. The competition in Adams for the picture business was not as keen as it is in some towns of my experience. Only the local photographer and those in the neighboring cities of North Adams and Pittsfield made bids for the picture business. Each man said that he had always secured a portion of the business in the past, but this year each wished to get the exclusive photographic privilege. They argued that I should promulgate this plan because they could give a lower price on the pictures if one man was to get all the business. I ruled that the picture business was a personal matter with each student since it was paid for by the individual with his personal funds. Since it was unnecessary to choose a standard picture as was the case
with rings, I decreed that each pupil should be photographed wherever he chose. The only school requirement was the submission of a glossy print for the classbook and all photographers offered to provide this with an order for a dozen or more pictures. I afterwards discovered that each photographer gave his lowest prices to those pupils who patronized him.

The process of producing the senior class yearbook involved more work than problems. The work was done entirely by the class members under the direction of their efficient class adviser. It presented only one problem for the principal aside from an occasional check-up to ascertain that the book was progressing satisfactorily. The problem arose after the book was printed and was a charge of unfairness in awarding the printing contract. The town supports two job printers and one charged that my business manager asked him for a bid and then relayed the news to the other printer so that he could bid a dollar and a quarter lower. The fact that the printer who was awarded the contract was the father of one of my teachers led to the belief by his competitor that she had influenced the award. My investigation showed that the business manager had approached both printers to ask for a rough verbal estimate as to what the book would cost. Both replied about four hundred dollars and they were told
they would later be asked to submit sealed bids. When these arrived the printer who had complained submitted a bid which was the same as his rough estimate, or four hundred dollars. The other man submitted three hundred ninety-eight dollars and seventy-five cents and was awarded the contract. I went to the complaining printer and disclosed my findings and offered to bring the class officers to him to substantiate all statements, but the printer did not want that to take place. I believe he knew he was wrong, but wished to stir up some trouble to assuage his pique. In the future all business relating to securing prices and awarding bids on the yearbook will be handled by the principal.

In February I made out a calendar of school events for the remainder of the year. This necessitated the scheduling of all graduation activities on definite dates so a teachers' meeting was called to discuss the good and bad features of previous commencement arrangements. All teachers found it burdensome to hold senior examinations the last week of school and where a senior's status was in doubt until after the examinations were corrected, it allowed insufficient time to print graduation programs and diplomas. Consequently it was decided to hold senior examinations a week ahead of the under-class schedule. This enabled teachers to give and correct all senior papers and submit final grades to the office one week before graduation.
This system worked to the complete satisfaction of everyone, especially the seniors who were thus provided with a week of school time which was devoted to rehearsals for class night and graduation. These rehearsals require much more time than a new man is likely to anticipate.

School was to end June eighteenth and graduation was scheduled for that night. In previous years the junior reception was held on Wednesday night of graduation week, the banquet on Thursday night and graduation on Friday night. This made three late nights in succession for pupils and teachers and they came at the time when teachers were correcting final examinations and finishing details of their year's work, so I scheduled the junior reception for the Friday night preceding graduation. In this way it followed senior, and preceded lower-class examinations and was followed by a weekend in which to recuperate. This change in the custom of scheduling the dance was greeted with much criticism as must be expected in changing any custom, but after the festivities had ended many of the critics came to retract their previous statements and offer all praise for the change. This was especially true of the teachers. The final schedule of senior activities read:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>June 11</td>
<td>Junior Reception</td>
<td>8:00 p.m.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>June 15</td>
<td>Faculty Baseball Game</td>
<td>4:00 p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>June 16</td>
<td>Class Day Exercises</td>
<td>7:00 p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>June 17</td>
<td>Banquet</td>
<td>7:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>June 18</td>
<td>Graduation</td>
<td>8:00 p.m.</td>
</tr>
</tbody>
</table>
On each date rehearsals for class day exercises and graduation were scheduled at various hours throughout the day.

What was, in my opinion, the most difficult problem of the year arose in connection with the junior reception. This had been the social event of the year in Adams for pupils and townspeople alike. The crowds which attended were so great as to almost prohibit dancing in our spacious gymnasium. As one teacher expressed it, the dance was no longer a reception to the seniors, but a reception to Berkshire County, since many couples from surrounding towns attended. The dance was free with each junior receiving one ticket to admit himself and companion and all the remaining tickets were given to the seniors to distribute among their friends. The average attendance was about eight hundred people and yet the shortage of tickets was felt so keenly that a vicious habit of selling the tickets had developed among seniors. Three to five dollars a ticket was not an unusual price for the seniors to collect. With the money thus earned the seniors would leave the dance with their companions at intermission and travel to Albany and other points where they would complete the evening's celebration in night clubs and restaurants. I was greatly worried lest one of these early morning parties result in a fatal accident which would spoil graduation. In such an event the school would surely be blamed for
fostering a system of control which allowed the seniors to obtain the money to finance the party.

For a new principal to step into a town and arbitrarily change a custom of many years standing, as evidenced by the fact that some of my teachers had participated in the same procedure when they were in high school, is a delicate and questionable policy. To do so when pupils and faculty are both opposed to the change might well result in professional suicide. But something had to be done, so a conference was held between the junior class adviser, the junior class officers, and the principal at which the matter was thoroughly discussed and plans formulated to achieve two objectives; first, to decrease attendance at the dance and second, to prevent the sale of tickets by seniors.

We decided to start our campaign by allowing suggestions for radical changes to circulate and listening to the reactions. In due time we would decide upon the use of less drastic measures which in effect would constitute a compromise with the objecting faction and at the same time attain our objective. The rumors which were started conveyed the impression that the dance would be restricted to students and alumni and that juniors and seniors would be allowed one ticket each for personal use. All other tickets would be sold at the school. The reasons advanced were first, to make the reception more of a high school dance
and less of a county affair while at the same time decreasing the attendance. Second, the sale of tickets by the junior class would help to defray expenses and put an end to the habit whereby certain seniors secured personal profit at the expense of the junior class. Since the junior class started these rumors, the suggestions developed into a senior-junior controversy which automatically resulted in all members of the junior class rallying to its support. This condition was allowed to remain for a month during which time I received many objections, listened to them, and replied that no action had been decided upon. It was discussed in teachers' meetings and I found that all the women teachers were opposed to the ideas and one of the men. The women were very fiery in their denunciation of any change. The sale of tickets by the school would spoil the social distinction of the occasion and change it to merely "another dance." The educational value to the students would be obliterated since the dance was a reception to seniors and their friends. To charge admission to any of these friends constituted a breach of etiquette. To the charge that seniors themselves broke the rules of etiquette by selling tickets to their "friends", the women replied that they doubted if more than three or four seniors were guilty of this demeanor and that the class should not be punished for the doings of a few.
At a second conference with the junior class adviser we decided upon a definite policy. Each junior was to be given one ticket for personal use only. This accounted for ninety persons at the most since not all juniors would attend. Each of the one hundred and two seniors were allowed two tickets, one ticket admitting a couple. This accounts for a crowd of four hundred and eight more people. In former years they had been allowed from three to ten tickets. The front of each ticket was inscribed with a formal invitation. The back was numbered and contained a space in which was written the name of the person to whom the ticket was issued and a statement that the ticket was invalid if sold. Each senior had to submit the name of the person to receive the ticket to the junior class adviser and each ticket was checked at the door to insure its use by the person to whom it was issued. About forty more tickets were given to teachers and school committee members so that the total attendance at the dance was limited to less than six hundred people.

I called a meeting of the senior class and personally explained the new rules with reasons to support their inauguration. I made a fervent plea to the pupils' sense of fairness and propriety in asking them not to accept money for tickets. I then satisfied my desire to answer the doubts of the women faculty members as to the extent
of ticket sales by asking the seniors to give honest answers as to the number who had already been offered money for tickets, which had not yet been printed. I was astounded to learn that over fifty per cent of the girls and eighty per cent of the boys had been offered from one to five dollars for a ticket.

This policy did not preclude all possibility of selling tickets, but it did discourage the habit. I heard of only one case where a senior refused to give a ticket to the person for whom he obtained it until he received money. In this case I provided a ticket to the person who reported the case and I reprimanded the senior at fault. He insisted he did not ask for money, but I told him it did not matter because I had given a ticket to the person he had signed for and that the original ticket was invalidated. Afterwards I heard of a few others who did collect for tickets, but the number was insignificant compared to previous practices. Also, the crowd was decreased from eight hundred to less than six hundred which made dancing comfortable and allowed a grand march to be held which the crowds of other years had made impossible. The dance itself was held with great pomp and splendor and even the most strenuous objectors said it was the best reception ever held by the school.

The senior banquet was held at Heaton Hall, a beautiful
summer hotel located in the town of Stockbridge. Only seniors and chaperones were allowed to attend. Private cars were used for transportation and the senior class adviser assigned a teacher or a parent to each car as chaperone. Each car reported to her and its occupants were checked before leaving. After the banquet, dancing was enjoyed until eleven-thirty after which the hotel closed for the night and everyone went home.

I made one mistake by not saving sufficient graduation tickets to meet the demands of all teachers and other townspeople who came to the office to request them. Our school auditorium seated nine hundred and ninety-eight people and I allowed each senior nine tickets which utilized nine hundred and eighteen. Then I sent invitations and tickets to the selectmen, members of the school committee, clergymen, newspaper reporters and faculty. The eighty tickets I reserved for this purpose was sufficient, but I failed to anticipate the large number of townspeople who wished to attend and could not obtain tickets from the seniors. Furthermore, no one had advised me that it had been customary to reserve seats for all the teachers in the lower schools of the town. I was indeed in a quandary and sought escape by advising all those who applied to appear without tickets and I thought there would be enough seats to accommodate them. I was assuming that many seniors
would send tickets to out-of-town relatives who could not attend. The night of graduation the good Lord came to my rescue with a terrific thunderstorm which kept many at home. As a result all who appeared were seated and as I looked over the hall I saw about five empty seats. I made a mental and written memorandum to reserve at least two hundred seats next year for office distribution.

The graduation exercises were beautiful and impressive. The senior girls were clothed in white caps and gowns and the boys wore maroon outfits. They entered the auditorium from the rear and separated into two lines to march down the two main aisles, while the audience stood in respect. The girls and boys were alternately placed in the lines and each was led by an officer of the junior class who swung a baton to keep time with the orchestra. Bleachers seven rows high had been erected on the stage to seat the class. Stairways were built down the center and at each end. This was the first time that the seating arrangement had been banked so that all the graduates could see and be seen. The blending of the colors of the caps and gowns made a very beautiful and impressive sight about which everyone remarked favorably.

The first half of the program was devoted to the salutatory address and awards of prizes and scholarships. The second half was composed of addresses by the valedictorian,
the superintendent, and the guest speaker. It was concluded with the presentation of diplomas by the chairman of the school committee and the recessional.

The presentation of diplomas was arranged so that each graduate received his own diploma. At the last rehearsal the diplomas were arranged in a rack according to the order in which the pupils would receive them. The principal called the name of each senior as the chairman of the school committee presented him with the diploma. Each pupil walked down the center stairs to receive his diploma, shook hands with the chairman of the school committee and walked up the side stairs to return to his place. The pupils alternated in receiving diplomas from each side of the seating plan. After all were again seated, at a given sign, the graduates moved the tassel from the left to the right side of their caps in a very impressive ceremony.

The audience was requested to remain seated during the recessional so that everyone could obtain a good view of the graduates as they marched out. The exercises proceeded very smoothly and without the use of a master of ceremonies. I was well pleased with the entire graduation program and the audience evidenced its approval with every action.

In discussing my experiences with graduation I have endeavored to show that this event holds sufficient prestige in the minds of pupils and townspeople to warrant planning
for it from the first day of school. I have explained the problems which arose and the pitfalls to be avoided in the management of affairs pertaining to class rings, pictures, classbooks, junior reception, senior examinations, graduation tickets, scheduling of graduation events and the graduation exercises.
CHAPTER XIII

SUMMARY

As I look in retrospect over the year's work, I feel the pride of satisfaction at work well done. I give much credit for the satisfactory results in the administration of the school to a few general policies which were used consistently.

Perhaps the most valuable policy in the school was the studied procedure used to prevent problems from arising. The direct result of using the three devices to discourage the origin of discipline problems shows in the very small percentage of pupils who were sent to the office during the year. The average attendance during the year was about ninety-seven per cent and this high average may be attributed to our attempt to make the school attractive and to discourage absence by insisting upon the early completion of all work which the pupil missed during his absence.

The plan used in the supervision of teaching which relied upon the principal's ability to instill confidence and respect in his teachers until gradually they sought his advice and assistance with other problems, developed a splendid morale and spirit of cooperation among the teachers. The system devised for the observance of class
instruction, which centered attention on the pupils rather than the teachers, seemed to measure the efficiency of instruction more quickly and with a greater degree of reliability and clarity than was experienced in checking the various items on a teacher-rating sheet. The elimination of a course in civics which largely repeated the material covered in a different course, justified the request for plans of the year's work in each subject and the periodic examination of plan books. The system used to plan assemblies, secure registration, make schedules, start the first day, govern activities and supervise social events, produced gratifying results.

A few unsatisfactory results were also in evidence during my first year's experience as a principal. The mistake in pupil accounting was very embarrassing, and the system of filing and keeping records wasted much time. The need for a full time office clerk in a school of three to four hundred pupils was clearly evidenced as was also the fact that the use of commercial pupils for office practice work is impracticable. The guidance program was not organized to my satisfaction and the marking system is receiving careful attention with a view to revision.

The experiences of the past year will in the future lead me to give careful consideration to the following and I would suggest to a beginning principal that he do likewise.
1. The possibilities of trouble from extra-curricula and community sources.

2. The necessity of an efficient schedule as an indication of ability on the part of the principal.

3. A thorough knowledge of the entrance requirements of all colleges which my pupils customarily attend.

4. The tendency of some pupils to change their own schedules to be with a chum or favorite teacher.

5. The blocking of laboratory periods first when constructing the school schedule.

6. The extreme importance of pupil accounting.

7. The use of a form letter with the policeman type attendance officer.

8. The harsh treatment of tardiness which results in pupils preferring absence to tardiness.

9. The thought that the group can harm the individual more than the individual can harm the group.


11. Pupils loitering around the office.

12. The natural resentment by janitors at any change in their old methods of doing things.

13. Publicity from its three sources.

14. The care of eye and ear examinations.

15. The necessity of a good first aid kit in the office.

16. The air conditions in classrooms.

17. Avoidance of the use of teacher rating sheets.

18. The purchase of newspapers to supplement class work - an aid to instruction or an aid to leisure.

19. The objectives of each course in the curricula and unnecessary overlapping.

20. The use of an extra period for extra-curricula work.
21. Teachers' punctuality.

22. The fact, contrary to general opinion, that the educational philosophies of the teachers are not the same as that of the principal.

23. Avoidance of the use of the apology as an instrument of discipline.

24. An early start on all graduation plans.

25. The handling of all business transactions including large sums of money through the office.

26. The need of progressing by easy stages when changing an established custom.

27. The reservation of sufficient seats at graduation to provide all those who have been given tickets in previous years.

Dissatisfaction with some of the methods used and a desire to improve others have resulted in the crystalization of plans for changes to be incorporated during the ensuing year. The changes are:

1. Hold all final registration conferences the week before school opens in order to lighten the principal's burden the first day of school and to attain greater efficiency.

2. Attempt to educate the parents regarding the importance of school attendance to school achievement by means of letters.

3. Construction of a definite publicity schedule.

4. Allotment of principal's time.

5. Change the office record system to the use of a single card instead of five.

6. School visitors must report at the office upon entering the building.

7. The use of more exchange assembly programs from neighboring high schools.
8. Eye and ear examinations to be given early in the year.

9. Rehearsal hours for the senior play to be arranged by the principal.

10. Include aptitude testing in the guidance program and appoint a placement director.

11. The sale of reception tickets by the juniors.

12. A change in the hours of the junior reception so that it will end at twelve o'clock with no intermission.

I feel that this study and recounting of my first year's experience as a high school principal has been of value to me and I hope that the results may be of assistance to someone else.
### PROGRAM CARD

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### Front

Name

Residence

Phone

Name of Father

Name of Mother

Date of Birth

Place of Birth

### Back
### PROGRAM CARD

**ADAMS HIGH SCHOOLS**

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### PUPIL PERSONNEL CARD

**NAME IN FULL**

**DATE OF BIRTH**

**PLACE OF BIRTH**

**RESIDENCE No.**

**PHONE No.**

**FATHER'S NAME**

**MOTHER'S NAME**

**GUARDIAN'S NAME**

**OCCUPATION**

**ENTERED CLASS**

193

**GRADUATED CLASS**

193

**IN THE CURRICULUM**

**LEFT (NON-GRADUATE)**

193

**JUNIOR HIGH—NINTH GRADE**

**SENIOR HIGH—TENTH GRADE**

**ELEVENTH GRADE**

**TWELFTH GRADE**

**TOTAL**
# Appendix A

## Adams Senior High School
Adams, Massachusetts
Program of Studies

Approved

Pupil

Parent

Principal

Date

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## Program of Studies
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*a—First Semester, 2½ Points Credit.*

*b—Second Semester, 2½ Points Credit.*

*c—Latin III and IV given on Alternate Years.*

*d—Unprepared Subject, 2½ Points Credit.*

*x—Required Courses.*

All courses except those indicated carry 5 points credit.
REQUIREMENTS FOR ADMISSION TO SENIOR HIGH SCHOOL

Twenty points of work passed in the Ninth Grade of the Junior High School, including English I. A pupil **may** be admitted with 15 points on condition.

---

REQUIREMENTS FOR GRADUATION FROM SENIOR HIGH SCHOOL

Sixty points of work passed in the Senior High School, so as to include all required subjects, indicated on the opposite page.

A pupil must accumulate a total of 35 credits to be enrolled as a Junior, and 55 credits to be enrolled as a Senior.

In addition to the required work previously indicated, the pupil must elect and pass one major, beside English. A major consists of three five-point courses in any one field. He must elect and pass one minor, either in Mathematics or a Foreign Language. A minor consists of two five-point courses in any one field. He must elect and pass one elementary in Natural Science. An elementary consists of one five-point course in any field.

One point of credit is given for each period of prepared work in any subject continued throughout the year.

In order to graduate in either the Academic or Scientific Course the pupil must pass at least two-thirds of the courses taken, with a grade of B. Also at least two years' study of a foreign language is required, and three years' study of one, or two years' study of two foreign languages is recommended. No less than ten points in any one foreign language will be counted for credit in either the Academic or Scientific Courses. In order to be eligible for admission to college, university, technical school or teachers' college the pupil **must** elect the course in Academic English for the full three years.

In order to graduate in the Commercial Course the pupil must have at least a B grade in each of the Commercial skills. The following exception is made however: if the advanced work in any one of the skills is completed with a grade of B, even though the elementary course is passed with a grade below B, the pupil may be eligible for a Commercial Diploma, provided all other conditions are met satisfactorily.
Pupils failing to fulfill particular requirements for Academic, Scientific and Commercial Diplomas, will be graduated with General Diplomas, providing the quantitative requirements for graduation are satisfactorily fulfilled.

Pupils will not be allowed to carry more than four five-point courses, unless permission is obtained from the Principal. Typewriting, however, may be carried as a fifth course in the case of Commercial Pupils.

Household Arts requires one half the pupils' school time and carries 10 points of credit.

Consider seriously what you aim to do; consult your teachers, the principal and your parents before you decide. Think well and carefully before committing yourself. After once electing your course, do not change it unless absolutely necessary.

Familiarize yourself with the requirements of the higher institution of learning which you plan to attend after your graduation from Adams Senior High School, and select your subjects accordingly.
Appendix A
# Appendix B

## Pupil Accounting

**MORNING SESSION**

### ATTENDANCE REPORT

ADAMS HIGH SCHOOL

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**Room Temperature**

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**AFTERNOON SESSION**

### ATTENDANCE REPORT

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**Room Temperature**

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**TARDY—ABSENT FROM ROOM No.**

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### Appendix B

#### MAKE-UP RECORD

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This record is to be completed and returned to the principal as an evidence of good standing.

Principal

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#### Teacher's Daily Report

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Teacher

---

#### ADAMS HIGH SCHOOL

**ABSENCE SLIP**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
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</thead>
</table>

Date of Absence | Date Returning | 193 |

Cause of Absence

Signature of Parent

Signature of Teachers
Appendix B

To
Mr. Blankenship
Attendance Officer

[Blank]

[Blank] Address

has been absent from school on the following date.

Kindly ascertain the reason for these absences and the probable date of return to school.

[Blank] Principal

Mr. L. E. Martin, Principal

The cause of the above absence is

[Blank]

You may expect [him] back to school on [date].

[Blank] Parent

[Blank] Attendance Officer
### Appendix B

#### Date Attendance Record

<table>
<thead>
<tr>
<th>Name</th>
<th>A.M. P.M.</th>
<th>Hourly</th>
<th>Excuse</th>
<th>Returned</th>
<th>Absence</th>
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Note: These are the headers for columns in the table. The table is filled with blank spaces and no data entries.
Appendix B

Name........................................Date.............
Sent to office by........................................
Reason—(Pupil will write a complete explanation)

Teacher's Verification

Signed..........................
Pupil

Action Taken

Signed.....................
Teacher

E. W. Martin, Principal
Appendix B

ADAMS SENIOR HIGH SCHOOL

is granted permission to engage in upon the following conditions:

1. That his scholarship and deportment shall be satisfactory.
2. That he shall attend faithfully and punctually to the practice work called for by the coach, and do his best for the success of the team at any personal sacrifice.
3. That he shall obey strictly all directions of the coach as to diet and habits of life while under training; and particularly that he shall during this time abstain from the use of tobacco in any form.

I agree to the above conditions, and pledge my word of honor to observe them.

I hereby certify that the boy whose signature appears above is physically sound, and that in my opinion he will not be harmed by taking part in the sport above mentioned.

It is with my approval that is participating in practice and games and I hereby agree not to hold the school authorities responsible for any accident or harm to the physical condition of the above named student, which may result from practice or any game in which he may participate as a member of the Adams Senior High School team.

Parent or Guardian
ADAMS
SENIOR HIGH SCHOOL

SIX WEEKS and ANNUAL REPORT of

For School Year

Parent or Guardian is requested to examine this report carefully, each page, and to acknowledge its receipt by signing below. Kindly return at once.

SIGNATURE OF PARENT OR GUARDIAN

First Six Weeks

Second Six Weeks

Third Six Weeks

Fourth Six Weeks

Fifth Six Weeks
## Appendix C

### Marks

#### METHOD OF GRADING

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<th>Description</th>
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<td>B</td>
<td>Superior</td>
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<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Conditional (Unsatisfactory)</td>
</tr>
<tr>
<td>E</td>
<td>Unsatisfactory</td>
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#### DEPORTMENT STUDIES

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### INTERPRETATION OF NUMERICAL CODE

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<tr>
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<td>Rude or Discourteous</td>
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<td>Satisfactory</td>
<td>Work too Easy</td>
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<td>Work Carelessly Done</td>
<td>Work too Difficult</td>
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<td>Capable of doing Better</td>
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<td>Times Tardy</td>
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Appendix G

PARENTS OR GUARDIANS PLEASE READ

Every six weeks this report will be filled out by the teacher and sent to you for inspection. If this report is not presented at the proper time, kindly notify the teacher.

If a pupil receives C, D, or E, on any subject, it should be made a matter of immediate inquiry. Possibly it is to be attributed to lack of study, or too many outside engagements, to irregularities in attendance or to some cause which may be removed.

If the pupil is to be successful in school work, considerable time should be devoted to home study.

Special attention is called to the serious consequences of Irregular Attendance. It is important to remember that the loss of even a portion of a school session often proves to be a serious interruption to progress, and tends to produce a lack of interest in the school work. Excuses showing good cause for the absence or tardiness should always be sent promptly to the teacher on the return of a child to school. Neglect of this may cause the child to be sent home after the excuse.

We suggest that you talk over this report with your child each time it is received, and if he has any peculiar needs which are indicated to you by the marks on this card, that you confer with the principal regarding it.

If the parents could show their interest in the child and school by occasional visits to the school, it would prove a great source of inspiration and help to both pupil and teacher.

Your hearty co-operation is solicited in the endeavor to secure the best development of your child.

............................................................................. Principal

DIPLOMA CREDITS

First Year .................. Third Year ..............
Second Year .............. Fourth Year ..............
# Appendix C

## Adams Senior High School

### Individual Record Card

**Home Room**

<table>
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<tr>
<th>Name</th>
<th>Course</th>
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ADAMS HIGH SCHOOL
OFFICE CARD

Report of

Class

Year 193 to 193

Previous credit

Points

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<th>Month</th>
<th>Studies</th>
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<th>Number of Times Dismissed</th>
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A, 90 to 100. Excellent; B, 80 to 90, Good; C, 70 to 80, Fair; D, Below 70, Failure

For college and normal school certification, B or 85% standing. Basis of promotion: 15 points to enter the second year class; 35 to enter the third, and 55 to the fourth. Total number of points for diploma, 75

Remarks

Conditions

Estimation of Pupil's Character

Honors Received
BIBLIOGRAPHY


ACKNOWLEDGMENTS

The author wishes to express his appreciation and gratitude for the many valuable suggestions given him by his thesis committee, Professor Winthrop S. Welles, Professor Victor A. Rice, and Professor Adrian H. Lindsey, during the preparation of this thesis. Their interest and promptness in reading each chapter of the manuscript as it was written and their suggestions for its improvement was of great assistance. The writer is also indebted to Superintendent J. Franklin Farrell who granted permission to quote him and who assisted in the formation of many procedures described in this manuscript.
Approved by

W. Welles

V. Rice

A. H. Lindsey

Graduate Committee

Date Dec. 15, 1937