kansas city  public library
kansas city, missouri

Books will be issued only
on presentation of library card.
Please report lost cards and
change of residence promptly.
Card holders are responsible for
all books, records, films, pictures
or other library materials
checked out on their cards.

DATE DUE

MAI	AUG 3 1979		

THE STUDY HALL

THE MACMILLAN COMPANY
NEW YORK · BOSTON · CHICAGO · DALLAS
ATLANTA · SAN FRANCISCO

MACMILLAN AND CO., LIMITED
LONDON · BOMBAY · CALCUTTA · MADRAS
MELBOURNE

THE MACMILLAN COMPANY
OF CANADA, LIMITED
TORONTO

THE STUDY HALL

IN JUNIOR AND SENIOR HIGH SCHOOLS

HANNAH LOGASA

LIBRARIAN, THE UNIVERSITY OF CHICAGO HIGH SCHOOL

AUTHOR OF "THE HIGH SCHOOL LIBRARY"

NEW YORK

THE MACMILLAN COMPANY

1938

COPYRIGHT, 1938,

BY THE MACMILLAN COMPANY.

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher, except by a reviewer who wishes to quote brief passages in connection with a review written for inclusion in magazine or newspaper.

Set up and electrotyped. Published July, 1938.

—PRINTED IN THE UNITED STATES OF AMERICA—

FOREWORD

The need of a comprehensive and practical discussion of the study hall has been acute for many years. High-school administrators and teachers continue to be of almost unanimous opinion that the direction or supervision of study is one of the most complex and seemingly insoluble problems that await their solution. One reason for the complexity of the problem lies in the misunderstood theory of freedom which, it is assumed, means the abandonment of systematic and regulated courses and so-called academic standards. It has come to pass in many schools that teachers who insist upon rigorous study, which leads to thoroughness and mastery, are regarded not only as old-fashioned but undesirable. The problem of the study hall is complicated also by the fact that in most schools the study hall is an administrative device whereby pupil accounting is safeguarded, the study hall being a sort of stockyard into which the pupils are herded at certain hours of the day, checked, and watched over by a "supervisor." One must sympathize with the principal. He is responsible to parents and citizens for the welfare of the pupils under his care, and he must be ready at a moment's call to locate every pupil in the building. If they are not in a classroom they are in the study hall. In the latter are "concentrated" those who supposedly want to study, those who are awaiting administrative decisions, those who are being "disciplined," those who have a vacant period, et al. The study hall is a catchall, euphemistically and hopefully given a name which falsely symbolizes its real meaning.

Principals and teachers do the best they can. They are so harassed by the multiplicity and confusion of modern school management and teaching that it would be grossly unjust to blame them for the incongruities of the study hall. They will welcome, I am certain, the present volume. It is not a theoretical discussion. The author has made a careful and documented study of practices in numerous schools. She describes and evaluates these practices. The principles and techniques of study-hall management are presented in simple, lucid style with copious analyses, terse criticisms, and clear directions for the improvement of the equipment and organization of the study hall. As Librarian of the University High School of the University of Chicago Miss Logasa gives in detail the plan which is effectively operated in this school. The author however is not the proponent of any plan. Administrators and teachers are given opportunity to examine a variety of study-hall requisites, the advantages and disadvantages of several types of study hall, and specific criteria which belong to the potentially successful administration of this unit in school management.

In addition to her chapters on the study hall itself the author devotes two chapters to the meaning of study. During the past generation more than a thousand books and articles on study have evinced a growing interest in the meaning and techniques of study. Miss Logasa's chapters are *multum in parvo*. She draws upon her experience in her own school. It is not important to agree upon the meaning of such terms as "supervised study" or "directed study." It is imperative that pupils be given study guidance. Such guidance may be general because it is applicable to any branch of learning; or it may be specific as appropriate for a particular field. Thus, there are general and specific methods of study in history and chemistry; or literature and mathematics; or music and industrial arts. All

teachers should be able to guide pupils in applying general methods of study. Each teacher, in addition, should be conversant with the particular techniques of study in his own field.

The author's very practical point of view is likewise evident in her discussions of pupil behavior in study halls. Here the reader will be impressed with the mellow wisdom of a teacher who is an optimistic realist. Recognizing the importance of external control the author offers counsel in the spirit of what is best in the "new" education.

As a contribution to school management *The Study Hall: In Junior and Senior High Schools* faces squarely many of the most disturbing problems that keep principals and teachers awake at night. It is not claimed that the author's discussion is definitive; but it is clear-eyed, realistic, and sensible. If I am correct this is the first book in American education that concentrates on the organization, equipment, and management of the high-school study hall. As such, it is historically and educationally a significant addition to educational literature.

ALFRED L. HALL-QUEST

PREFACE

Although there are study halls in most junior and senior high schools, there is little information about them. Educational literature is strangely silent concerning the organization and administration of a room in which the school population spends so much of its time. In most textbooks on secondary-school administration, only a single paragraph is to be found on the study hall. These very brief references to it and a few experiential articles in periodicals are all that is available on the subject.

The present work is an attempt to formulate the purposes, problems, and practices in study-hall management and to suggest practical methods for their improvement. There seems to be a real need for examining the factors which contribute to its success or failure.

Teachers who have charge of study halls need to know the kind of study guidance that can be undertaken, the types of pupil behavior likely to be present, and the best ways of meeting these problems. Faculty members acting in an advisory capacity to "honor" and to student-controlled study halls will find the analysis of the organization and administration of such rooms helpful in guiding the pupils in charge. Secondary-school principals will profit by a knowledge of the conditions which are likely to create functional study halls.

For interest and encouragement in undertaking this work, the author wishes to express her appreciation to: Dr. Arthur E. Traxler, Research Associate, Educational Records Bureau, New York; Dr. Alfred L. Hall-Quest of New York Univer-

sity; Dr. William C. Reavis of The University of Chicago; Dr. Willis L. Uhl of the University of Washington; and Mrs. Gladys L. Dumphy of North Central High School, Spokane, Washington.

Grateful acknowledgment is due to Teachers College Library, Columbia University; the Graduate School of Education Library of The University of Chicago; and the University of Washington Library for making available the material needed for this research.

HANNAH LOGASA

TABLE OF CONTENTS

ILLUSTRATIONS

CHAPTER ONE

THE STUDY HALL AS A PROGRAMING DEVICE

IT IS not too strong a statement to make that no part of the secondary-school program receives as much adverse criticism as does the study hall. Educators, parents, teachers, and pupils alike are in agreement that the provision for general study in school is far below the educational standards which should prevail.

The description given by Judd[1] of the study hall usually found in schools is enlightening. He compares it to a corral in which young people are herded, many times against their will, in charge of seemingly uninterested and ineffective teachers. Pupils accomplish little for the time spent. Russell[2] makes this statement:

Critics of secondary education have long suspected that something is wrong in a system where the class exercise consists largely

[1] CHARLES H. JUDD, *Education and Social Progress,* Harcourt Brace and Company, 1934, pp. 97–98.

[2] WILLIAM F RUSSELL, *Economy in Secondary Education,* Riverside Educational Monographs, Houghton Mifflin Company, 1916, p. 13.

in testing knowledge gained in unsupervised study in vacant periods in school, and in the home where few pupils have uninterrupted opportunity to pursue their studies.

A clear statement of the prevailing opinion is summed up by Woodring and Flemming[1] as follows:

> One of the most distressing features of the study program during the years past has been 'the study hall,' usually an unattractive room in which a large number of children are herded, there to sit for forty-five or fifty minutes under the watchful eye of an attendance officer, 'keeper' of the study hall. . . . Little or no attention is given to the group other than to keep them quiet and to assure peace and quiet in the corridors. . . . Most study halls are a total loss to a large percentage of the pupils.

As a rule, parents are more interested in the specific educational problems that affect their own children than they are in general theories. Since almost all young people are scheduled to the study hall for some period, that part of the school program is the concern of a great majority of the parents, especially since it influences the kind and amount of home study. This definitely links up the matter of school study with the home. When John or Susan have wasted their study time in school, two things may result: either additional study time at home, with its resulting late hours which cut down the number of hours they should sleep, or failure to make adequate lesson preparation. Parents are aware when their children have an unreasonable amount of study to do at home and, in the event that lessons are not prepared, are informed by the school administration of the result, either in the form of poor grades or failures. Therefore, it is no wonder that they are impatient with the study hall which does not serve its purpose, and they are not backward in voicing their disapproval.

[1] Maxie N. Woodring and Cecile W. Flemming, *Directing Study of High School Pupils*, Bureau of Publications, Teachers College, Columbia University, 1935.

Although pupil failures are, as a rule, due to many causes such as conditions in the home and school, pupil attitude, and intellectual capacity, classroom teachers are prone to lay the whole blame upon the time wasted by the pupil in the study hall. There is no objective evidence to show that all pupil failures are due to the study hall. It may be assumed that this is a contributing factor, but the matter is not as simple as that. The widespread opinion among members of the faculty is that the study hall does not function, that it is an educational liability, and that it cannot be improved.

The pupils themselves have a low opinion of the study hall. There is little in the ordinary situation to make them think otherwise. The room and its equipment are not designed to gain their respect. They receive no reward in the form of credit for the effort they expend there and, since the time spent in the study hall is evidently worth nothing, they do not consider it valuable. To them it is a free period and, therefore, they feel they ought to be allowed to do with it as they please. When a horde of young people is in the study hall, their activity and gayety are in contrast with the rigidness and dreariness of the room. The teacher in charge would like to impose quiet and study upon them. Thereupon a conflict arises in which the spirit of youth usually wins and chaos results. It is this which the young people enjoy and like to talk about at home and in school.

A few schools have been able to eliminate the study hall. They are the great exception, and their attempts are of unusual interest. To make a program which does not include the study hall is a real feat. Myers[1] reports favorably on dispensing with the room for reasons of economy, having found that it could be done by placing the responsibility for study

[1] GARRY C. MYERS, "Passing of the Study Hall," *High School Teacher*, 9:341. November, 1933.

upon the home. In Whitney, Texas, Blackwell[1] provided longer class periods for study in the classroom and replaced the study hall by library privileges.

In all fairness it must be pointed out that the various criticisms leveled at the study hall are general and in the nature of blanket indictments. These may be true concerning the study halls in a great majority of the schools. However, there are some effective and efficient study halls. Woodring and Flemming[2] have this to say:

> Housecleaning is needed! There is a place for the functioning study hall which provides an attractive and well-equipped room for those students who have acquired skill in study, who understand their assignments, who have the impetus for the task and who need and wish a place for a concentrated period of work. Such study halls need not be policed. Very excellent workrooms of this nature have been directed and administered by groups of 'honor students.'

Not only do schools differ in the efficiency of their study halls, but different study halls in the same school show a marked variation. In a study made by Busch[3] in Erasmus Hall High School in New York City it was found that the best ten study-hall records revealed less than one half of one period loss out of every ten, while in the worst ten study halls the pupils wasted a little over four and one half periods out of ten. Study halls differ—are worse or better—depending on whether conditions are favorable for the room to function, whether the teacher is capable of directing general study, whether the school morale is wholesome, whether the class-

[1] Tom B. Blackwell, Jr, "A Study-in-School Program in Action," *The School Executive*, 55:385. June, 1936.
Note: *The School Executive*, previous to September 1935, was known as *School Executives Magazine*.
[2] Woodring and Flemming, *op. cit.*, p. 243.
[3] Ella A. Busch, "The Use of Study-halls," *Educational Administration and Supervision*, 11:235–42. April, 1916.

room assignments are intelligently formulated, whether the room and its equipment are adequate, and whether some consideration is given to the proper pupil load.

That so many study halls are inefficient and wasteful of pupil time is a matter that needs the best thought of educators. An intelligent effort should be made to determine the causes, and constructive steps should be taken to remedy conditions. Up to the present time, there has been much faultfinding of the study hall, some of it deserved, but little real effort has been made to create conditions conducive to success.

Upon examining all the criticism launched against the study hall, it would seem that it is a hindrance rather than a help in educating the pupils. The evidence against the study hall is overwhelming. Why, then, is it tolerated in secondary schools? Why is it to be found in the great majority of schools? A single answer is to be found to both questions. The study hall is an administrative device for programing the school. Maxwell and Kilzer[1] also give this answer in the following words: "The ordinary study hall is primarily an administrative device which segregates from the rest of the school those pupils who during the school day are not in class." That the study hall is a great convenience to the administrator is clear from the statement of Cook[2] who says: "In fact nearly every phase of administrative problem is facilitated in its solution by a study hall which seats comfortably all students at individual desks." He goes on to mention the specific advantages of having the study hall,—it makes it possible instantly to locate the pupils, it facilitates the calling of the roll, and it provides a desirable situation for making announcements to large groups at a time.

[1] C. R. MAXWELL and L. R. KILZER, *High-School Administration*, Doubleday, Doran and Company, 1936, p. 356.

[2] WILLIAM A. COOK, *High School Administration*, Warwick and York, 1926, p. 94.

Pupil accounting is one of the responsibilities of the school. Parents entrust their children to the school for certain hours to be educated, guided, and directed. This means that every hour of every pupil during the entire school day must be scheduled. This is especially essential if accurate attendance is to be kept. The vacant periods of the pupil are an important factor in pupil accounting in which the study hall is useful because it serves as the place where pupils are scheduled during their free periods. This aids materially in making possible a well-administered school. As Foster[1] puts it: "One essential of a well-administered school is that, at every hour of the day, there is a place where each pupil belongs and provision made for knowing that he is there, or, if not there, that his whereabouts are known."

There must be one place where "elasticity of personnel and purpose is its main reason for being," if all factors of the schedule are to be brought into working order. That is the function of the study hall as it relates to programing. Johnson[2] gives the following nine determining factors in the highly technical process of schedule making:

1. Number of classrooms available
2. Available study room space
3. Number of teachers and availability to the classes to which they are assigned
4. Length and number of periods
5. Laboratory and shop periods
6. Classes meeting fewer than five times a week
7. Subjects with only one section
8. Factor of fatigue
9. Assembly period.

[1] HERBERT H. FOSTER, *High School Administration*, Appleton-Century Company, 1928, p. 413.

[2] FRANKLIN W. JOHNSON, *The Administration and Supervision of the High School*, Ginn and Company, 1925, pp. 234–36.

It will be noted that study-hall space is not only a direct consideration, but that the study hall may also be a factor in equalizing the classroom and study periods because the factor of fatigue is involved.

The above items are not all that enter into the problem of program making. There are the human factors involved,—ability grouping is sometimes advisable, and therefore special sectioning of classes needed. An attempt must be made to take care of individual differences in the number and kind of classes; provision must be made for pupil choice of a certain number of subjects; attention must be paid to the needs of brilliant as well as retarded pupils; many special adjustments must be made in order that certain pupils have the opportunity of following their talents and special interests.

Program making is a very complicated process, and scheduling the school population presents problems. There must be a definite plan and yet allowances must be made for necessary irregularities. The study hall as a programing device performs certain services:

It provides a place where pupils may be scheduled during their regular vacant periods. In order that the program be well-constructed and pupil schedules completed, there must be a place where miscellaneous groups of pupils may spend their time when not in class. Scheduling pupils to the study hall during their vacant period is a necessity in pupil accounting.

It takes care of pupils with irregular and special programs. Allowances must be made in the program for the special educational needs of the individual. Matters of health may not permit a pupil to take a full program, intellectual ability or disability will affect the number of courses which a pupil may profitably take. Special interests, vocational or personal, may make adaptations in the schedule of a pupil desirable. Because

there is a study hall to which the pupil can be assigned, all manner of adjustments are possible.

It helps correct irregularities in the functioning of the program. No matter how carefully the program has been made, there will be unforeseen conflicts in rooms, sections, and in the schedules of individual pupils and groups. This is especially acute at the beginning of the school year. Conditions over which the administrator has no control may affect the situation and may call for changes. The study hall is a convenient instrument at hand for helping clear up irregularities.

It plays a part in the solution of the corridor problem. One of the trying and complicated problems in any secondary school is that of traffic in corridors. Pupils must come in and out, pass from one class to another. But any place where pupils congregate presents opportunity for unsocial and disserviceable acts, especially when not supervised. Scheduling pupils to the study hall during vacant periods keeps them out of the halls and relieves the situation for many hours during the day.

To enumerate all the ways in which the study hall serves the individual pupil groups and classes in the school would be impossible. In its function as the "catchall" it touches school life at many points. A partial list of reasons why individuals, groups, and classes are sent to the study hall at irregular times follows:

Individual pupils

with limited programs
with specialized programs
sent for discipline from classroom and library
sent by administrator until program is adjusted
sent to wait for teacher conference
sent to do extra piece of work
sent for failure to prepare class work

sent because incapacitated to take gymnasium
sent because of tardiness
sent from clubs for disturbance
who are failing, sent in for after-school study
sent because of failure to bring books to class
sent because of injury in shop

Groups

sent from an overflow classroom
sent for program adjustment
sent for failure to prepare work
sent for inability to take gymnasium
sent as substitute for athletics
sent from a teacher for discipline
sent for disturbance on school grounds

Classes

sent in the event of tardiness or absence of a teacher
sent for program adjustment
sent because of conflict in rooms
sent instead of a club program

It must be clear at a glance that irregularities in the school make a demand on the study hall not usually recognized. Not only does it supervise a scheduled group which is in itself made up of irregularities, but it also takes care of the extra pupils, groups, and classes that are sent to the study hall. These extra pupils, as a rule, do not come at the very beginning of the hour but are sent after the period has begun. That means that the late-comers disturb the pupils who are already settled and at work.

The physical school plant and its relation to the size of the school population presents a problem in programing. In many instances the number of pupils have increased while the building has remained the same. Although all school buildings lend themselves to crowding, and rooms can be used for purposes other than those for which they were designed, there

is a limit to the number of pupils that can be accommodated. Hummel[1] gives the methods by which a school with a maximum capacity of 1350 students, faced with the problem of accommodating 1600, found a solution.

With overcrowded conditions, the study hall is likely to be affected in its location, size, and pupil load. As Butrick[2] points out, in most schools the study hall is not only a makeshift but also, in many cases, an afterthought as the need becomes obvious in practice, or because of lack of physical equipment. That accounts for the fact that in a study made by Patty[3] from a questionnaire answered by two hundred high-school principals in Massachusetts, Vermont, and Connecticut, 74 per cent of the schools use more than one type of study hall. He found the following eight types:

1. The library used as a study hall
2. The library with adjoining study hall
3. The vacant recitation room used as a study hall
4. The recitation room with pupils studying in the rear seats
5. The combination auditorium and study hall
6. The combination lunch room and study hall
7. The auditorium or gymnasium balcony study hall
8. The main room large enough to seat the entire school

These are not the only types of rooms assigned in the program to the study hall. In crowded schools, basements are used for that purpose, a part of the corridor is used in some schools, while in others the laboratories must serve as study halls during certain periods. Whether efficient study activity can be carried on in such an environment is doubtful.

The study hall is also affected disastrously by the heavy pu-

[1] E. J. HUMMEL, "Plan your Seating Program!" *The School Executive*, 55:248–51. March, 1936.

[2] MERRIT A. BUTRICK, "The Present Status of the Study Hall," Thesis, University of Washington, 1936, p. 15.

[3] ALBERT T. PATTY, "High-School Study Halls," Master's thesis, Boston University School of Education, 1933, pp. 44–46.

pil load which makes for overcrowding. There is a limit to classroom sections but none, except the capacity of the room, to the number of pupils scheduled to the study hall. That some attention should be paid to the relationship between the activity to be carried on in the room and the reasonable number the teacher in charge of the room is able to supervise and direct efficiently, is not too much to expect. It is a short-sighted educational policy which creates a situation in which unsatisfactory physical conditions and overcrowding are allowed to affect the lesson preparation of so many pupils. The study hall is a convenient administrative device which could be perfected to serve that purpose and, at the same time, fulfill its function to the pupils. As it is the "cards are stacked" against the study hall which is given little opportunity to do a really good job. When it succeeds in being efficient in directing lesson getting, it is doing it against great odds.

All would agree that the same type of study in school under the direct supervision of the teacher who makes the assignment would be a more effective way of providing adequate study facilities in school. There are many types of supervised study that have been tried and found effective. Monroe[1] gives the following types of study organization that might well challenge the place of the study hall:

The De Kalb plan
The Pueblo plan
The differential plan
The double-period plan
The conference plan
The Seattle plan
The University High School plan

There are also many other supervised-study plans used in various schools which direct learning and many variations of the

[1] WALTER MONROE, *Directing Learning in the High School*, Doubleday, Doran and Company, 1927, pp. 408–10.

plans mentioned above which would make them practical in particular schools. Where forms of supervised study are a part of the school setup, they are, in most cases, not a substitute for the study hall, but rather an addition to the study facilities provided. Supervised or directed study has rarely replaced the general study hall, although most educators would agree that this would be highly desirable. Why, then, since the value of directed learning is almost unchallenged, does it not take the place of the study hall, admitted to be infinitely less effective? There are two answers to the question. First, supervised study would not be convenient as a device in program making because it would not take care of all the irregularities during the school day. The study-hall organization can do this. Second, the cost per pupil of supervised study is more than the cost per pupil in the study hall, because necessarily only small groups can be handled in the directed learning procedure, while very large groups can be in charge of one teacher in the study hall. Therefore, it is much more economical to have the study hall.

An examination of the general irregularities in program making, as well as those of individuals, groups, and classes, given on pages 10 and 11 will make it clear why the desirable form of directed learning could not be used by the administrator as a device for program making. If it were used as such, it would no longer retain its values because it could not at the same time direct learning of relatively small groups of pupils in the approved way.

Because the cost of providing supervised study for all pupils in the school would be so great, due to the fact that groups must be small, many schools think they cannot afford to provide it for the entire student body, although they may furnish it to a limited few. Administrators still depend on the study hall for the supervision of lesson getting of the great majority,

if not all the pupils in the school. This is an economy measure. Because the study hall is concerned with the entire pupil population and takes care of very large groups, decrease in cost per pupil for its services affects downward the entire average cost of all instruction. To illustrate: Koos[1] gives comparative pupil costs for various high-school departments, the figures being taken from "Labor and Cost of the Teaching of English," a report of the National Council of Teachers of English, 1923, as follows:

Latin	$1.62	Agriculture	$10.75
French	1.75	Home Econ.	10.24
German	1.28	Physics	19.71
Mathematics	.75	Chemistry	23.49
Commercial	4.45	Manual T.	26.25
History	2.06	* English	2.76

* Includes the expenditures for the library.

The above figures may not be the exact cost per pupil at the present time. However, it may be taken for granted that they are not materially changed and that the comparative ratio of the cost of one department with another is likely to vary but little. How does the cost per pupil of the study hall compare with those of other departments?

Foster,[2] as an example of computing the cost of instruction, bases the cost of study-hall supervision on that of an $1800 teacher who devotes six periods of her time to the work with an average daily school attendance of six hundred. The cost per pupil would be fifty cents. This hypothetical estimate is very high for many schools where the study halls are large. The matter is clearly stated by Douglass[3] when he says: "The

[1] LEONARD V. KOOS, *The American Secondary School,* Ginn and Company, 1927, p. 714.

[2] HERBERT H. FOSTER, *High School Administration,* Appleton-Century Company, 1928, p. 476.

[3] HARL R. DOUGLASS, *Organization and Administration of Secondary Schools,* Ginn and Company, 1932, p. 60.

number of teachers and the number of rooms required are in direct proportion to the number of sections organized for instruction. A small section contributes approximately as much to cost as a section containing several times as many pupils." However, even if the approximate cost is set at fifty cents per pupil, it is lower than that of any other department. When this low cost is averaged with the other costs in providing pupil instruction, it decreases the total average considerably. It is then safe to say that the small amount expended on the study hall is an important element in the decision of an administrator to retain it in his school. This argument of economy strongly reinforces his need of the study hall as a programing device.

Summary

Although the study hall has a very bad reputation and is criticized by educators, parents, teachers, and pupils, it still persists in secondary schools. In view of the widespread dissatisfaction with the study hall, why is it to be found in the great majority of schools?

The answer to the question is that it serves as a programing device necessary if the administrator is to provide for all the planned and unforeseen irregularities in the school. It is also essential in pupil accounting.

Program making is a complicated process with many problems involved. Having a room as elastic as the study hall helps to fit the various parts of the program together into a definite plan and yet allow for irregularities.

Because of the necessity of fitting the program into the school plant, the study hall occupies various and sundry quarters, some of them unsuited for the functions it is to fulfill. This also affects the pupil load.

It would seem that directed learning might be instituted

instead of the unsatisfactory study hall. There are plans of supervised study that would be practical in any type of school. The reasons why directed study has not taken the place of the study hall are: (1) Directed study would not be a satisfactory programing device; (2) the cost per pupil of supervised learning is greater than that of the study hall. Therefore, on the score that the study hall does serve as a programing device and is economical, it is retained in the great majority of schools.

SELECTED BIBLIOGRAPHY

BLACKWELL, TOM B., JR. "A Study-in-School Program in Action," *The School Executive,* 55:385. June, 1936.

BUTTERFIELD, E. E. "A Procedure for Assigning High School Pupils to Classes," *School Review,* 42:532–39. September, 1934.

HUMMEL, E. J. "Plan Your Seating Program!" *The School Executive,* 55:248–51. March, 1936.

JOHNSON, FRANKLIN W. *The Administration and Supervision of the High School,* Ginn and Company, 1925.

MYERS, GARRY C. "Passing of the Study Hall," *High School Teacher,* 9:341. November, 1933.

PATTY, ALBERT T. "High School Study Halls," Master's thesis, Boston University School of Education, 1933.

PUCKETT, ROSWELL C. *Making a High School Schedule of Recitations,* Longmans Green, 1931.

CHAPTER TWO

CONTROL AND ORGANIZATION

CHAPTER TWO

CONTROL AND ORGANIZATION

THE general philosophy underlying the education of adolescent boys and girls in a particular school will affect the study hall as well as other activities carried on. Is the pupil control to be from without, that is, wholly teacher control? Should the control come from within, that is, pupil control? Would a modification, a co-operative control, in which there is both teacher and pupil participation, be more desirable? There are principles involved in deciding the answers to the above questions which are at the root of all educational control and organization.

At the present time there are fewer secondary-school educators than formerly, who hold to the theory that young people do not have the judgment and self-control necessary for self-direction. However, from experience with young people, many still recognize the immaturity of high-school pupils and feel that the business of the school is to give them direct guidance which will make for right attitudes and standards. The

thought behind this is that by educational direction from teachers who are more mature and wiser, adolescent boys and girls will gain that personal control of action and emotion which is necessary for adult life. The approach to the problem is realistic and may be summed up in the words of Pringle,[1] "We are to attempt to deal with people as they are, with a view to making them what they shall be." The philosophy underlying this theory is that control from without is what young people usually need at their particular stage of development.

Pupil participation, as a philosophy of control, is an attempt to occupy the middle ground between the theory of pupil control from without, and from within. Because it would conserve the best in each without going to the extremes of either, it occupies a safe zone of thought. The theory underlying pupil participation is that it is desirable to the extent to which pupils are capable of self-direction and that a situation should be created where pupils may practice this up to the limits of their capacity to take responsibility for themselves and others. It is recognized that young people of high-school age have limitations when it comes to control from within, and therefore, to some extent, direct teacher guidance and control is essential. Through the co-operative effort of teachers and pupils the best educational results are made possible for adolescent boys and girls. For the longer view, those who favor pupil participation do so also on the score that it prepares the school population for citizenship. As Wrightson[2] puts it, "the central aim of pupil participation is to give practice in democratic control in any kind of social group." In the opportunity which pupil participation

[1] RALPH PRINGLE, *Adolescence and High-School Problems,* D. C. Heath and Company, 1927, p. 353.

[2] J. WAYNE WRIGHTSON, *Appraisal of Experimental High-School Practices,* Bureau of Publications, Teachers College, Columbia University, 1936, p. 103.

gives to the pupil, it is possible to discover leaders who may, with training, become an asset in a democracy.

Control from within presupposes that the pupils undertake to control not only themselves while in school but also the situations in which they find themselves. This takes for granted the willingness and ability of adolescent boys and girls to guide their own work, actions and behavior in certain educational activities, with little or no direct control from the administrator and teachers. It is democracy applied to a planned situation in which there has been created a favorable student opinion which results in individual co-operation with administrators, teachers and pupils in carrying out the purposes of the school, with individual pupil responsibility and without undue authority from above. A few schools have found that this democratic school situation is both practical and desirable. The Ellerbe, North Carolina, High School is not only democratic within the school but forms a part of the democratic community. Here the pupils not only link up what they learn in school with the practical applications but also bring to the classroom problems arising in the community in order that they may be given the knowledge to solve them. The pupils take responsibility for most of the routines in keeping the building clean, for making the school grounds attractive, for supervising the loading of the school bus. They have built book cases for the school and have made their own tennis court. As Littell[1] expresses it, "The burden of discipline has been passed from teachers to the children, and in the process it has mysteriously disappeared."

Another example of a democratic school in which there is pupil control for a day in each month, is illustrated in Students' Day at Raymond High School, Raymond, Kansas, as fol-

[1] ROBERT LITTELL, "Ellerbe Learns by Doing," *Survey-Graphic*, No. 6, XXVI, June, 1937, 350–51.

lows: "The first Wednesday in each month pupils are given charge of the school. Each class selects one of its members as teacher, and one pupil is selected from the student body to be principal. These responsibilities are distributed to as many pupils as possible. . . . The Student Council takes over the responsibility for discipline."[1] The philosophy underlying the Ellerbe and the Raymond school plans is that, under proper conditions of pupil morale, school planning and a minimum of indirect control of a suggestive type, young people of high-school age will and can, under certain conditions and in certain situations, direct themselves. This is evident from the experience of a few democratic schools.

Applying the philosophy of control to the study-hall organization is a good way of making a practical application of the theories involved, because as a rule it is in the study hall that they are likely to be tried out. In effect the general study-hall organization will take the following forms:

Control from without

Classroom teacher in charge of each study hour; a different teacher for each period

Regular study-hall teacher in charge of the study hall during the entire school day

Pupil participation

Classroom teacher in control of study hall with pupil helpers

Study-hall teacher control with pupil helpers and co-operation

Control from within

Partial: Honor study halls for part of the school population controlled by pupils; teacher in the background; great number of pupils still in teacher-controlled study hall

Complete: Honor study halls throughout the school with elaborate system of student government; administrator, a court of last resort

[1] H. E. ZIMMERMAN, "Students' Day at Raymond High School," *Journal of the National Education Association*, No 7, XXVI, October, 1937, A123.

1. The organization of a study hall controlled from without is simplicity itself. All it requires is a room large enough to hold the pupils and a teacher to keep order. In most schools the free time of a classroom teacher is utilized for study-hall duty. Whether or not the teacher is interested in the study hall or the activity the pupils are supposed to carry on, does not matter; whether she is capable of supervising lesson preparation is not taken into consideration. The prime requisite is that she be a good disciplinarian, in the regimental sense of the word. Since a different teacher is likely to be scheduled to the study hall for each period, all teachers who take charge of it are not good disciplinarians and cannot keep order. Therefore if each period is in charge of a different teacher it is effective as a suitable place for the students to study only as the teacher who is in charge of the room is effective. Then, too, the fact that a different teacher supervises the study room each period makes for variations in practice. It affects what each teacher expects of the pupils, the question of behavior, what is and what is not allowed, and the standard of what is considered poor or good work. These are fluctuating and uncertain things, which are puzzling to the pupils. Friction results, with those in the study hall divided into two camps, the teacher on one side and the pupils on the other. In its worst form, the study hall must be policed or patrolled by the teacher to keep even a semblance of order. This kind of study hall can be easily recognized by the atmosphere of the room. The earmarks are: a tense feeling of excitement, an underlying murmur of unrest, surreptitious acts, and concealed mischief on the part of a few pupils while the great majority are amused at their antics. A minimum of work is accomplished by the pupils who are more interested in missing nothing that is going on than they are in preparing their lessons.

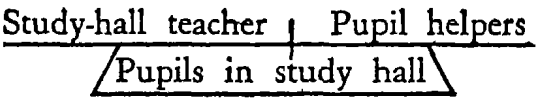
It is the teacher in charge of such a study hall who is to be pitied. As a rule she is harassed and under a great nervous tension. She may be a good subject-matter teacher but not particularly fitted for study-hall duty. Nevertheless, she must undertake this uncongenial task which she feels is beneath her dignity, training and capabilities. No wonder she is wrought up, distraught and unhappy, waiting eagerly for the period to be over. Brewer[1] states the case of the teacher assigned to study-hall duty as follows: "It is unfortunate that teachers are so often called upon to play the simultaneous role of policeman. A pupil who learns to think of a teacher's friendliness and sympathy, cannot escape obtaining a new and unfortunate impression of him or her when he sees him in charge of a disorderly class, study hall or detention room." That enlisting classroom teachers for study-hall duty is wasteful of teacher and pupil time is certain.

In many schools teachers are employed for special study-hall duties. These teachers are especially interested in the activities involved in lesson getting, understand the psychology of young people, are sympathetic with their problems, and have a good general education rather than a highly specialized knowledge in a particular field. Such teachers do not think that supervising a study hall is beneath their dignity, although the classroom teachers may hold that opinion. Study-hall teachers recognize the contribution that lesson preparation can make to the education of young people and have a professional attitude towards their work. They take charge of the study hall throughout the entire day and have both the aptitude and the willingness to do a good job. They have no other duties in the school and are therefore desirous of making the study hall function, not only because they have a

[1] JOHN M. BREWER, *Education as Guidance*, The Macmillan Company, 1932, pp. 165–66.

vision of what it may accomplish, but also because they take a personal pride in the accomplishment. Having a special study-hall teacher is very practical in large schools. North Central High School in Spokane, Washington, has two teachers thus assigned for the full school day, who have complete charge of the two study halls. These teachers have worked out a plan of routine making for uniformity of practice and have adapted the study halls to all the curricular and extra-curricular activities of the school.

2. Pupil participation presupposes teacher and pupil co-operation in making the study hall function. In the combination the teacher still takes the active control as it is still built upon the philosophy of control from without. However, the pupils are given more or less responsibility, depending on conditions, and therefore the imposed authority of the teacher is not obvious. An attempt is made to substitute standards of right behavior and efficient work, instead of rules, and the pupil helpers are no small factor in making this possible. In some schools the situation is one of shared responsibility between the teacher and pupil helpers, in which the pupils scheduled to the room are the third party in the combination. Thus we have a setup such as this diagram shows:



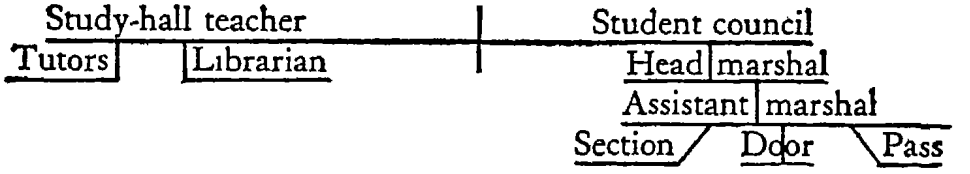
This is especially true in the case where the professional study-hall teacher is employed to take charge of the study hall during the entire school day. She can motivate and train her student helpers and, by a process of education which is cumulative in its influence, can educate the pupils scheduled to the study hall to have the right attitude towards their work while in the room.

The extent to which pupils participate varies greatly. In some schools their work is routine; they are given charge of the physical room, its cleanliness, temperature, and equipment. There are schools in which the pupils do responsible work which takes judgment, integrity and fairmindedness such as: taking attendance, acting as monitors, issuing transfer slips, checking up on tardiness, and assuming responsibility for discipline. Although these activities are carried on under the direction of the teacher, reliable pupils are usually given full charge of the responsibility assigned to them. If the study-hall teacher has organized her work well, the pupil helpers will need to spend only a small portion of their study time for their participating activities, so that the greater portion of the study time is still available for their own lesson preparation. Because the teacher has pupils who participate in the control of the study room, she will have more time available for supervising the lesson getting of the pupils scheduled in the room and, by directing and guiding lesson preparation, will be able to justify the room to the pupils.

An extension of the pupil participation in the study-hall control sometimes takes the form of study-hall teacher plus student-council control. In this form the pupils who are assigned to be helpers in the study hall are directly responsible to the student council although they are under the indirect supervision of the teacher. In this form there is really a partnership between the teacher and the student council. The study hall in Julia Richman High School in New York City is a good example of this type of organization. Maeder [1] gives the methods by which all pupils were made acquainted with the purposes of the study hall and the best ways of pursuing study. This was done on the very first day of school and con-

[1] EMILY L. MAEDER, "The Study Hall in Julia Richman High School," *High Points*, 14:45, June, 1932.

tinued until all pupils had the information. This large study hall, held in the auditorium holding from six hundred to seven hundred pupils, is supervised by one teacher with the help of organized student responsibility. There is in addition provision made for the tutorial system and the services of a librarian. In its simplest form the organization of the study hall in Julia Richman High School is shown in the following diagram:



3. To be successful, study halls controlled from within, that is, under pupil control, need careful planning in advance. To get young people ready for democracy within the school is educative. It requires training in self-control and responsibility and, what is hardest of all, it should implant the concept that the individual must voluntarily give up certain individual rights and desires for the good of the group. That this can be accomplished there is no doubt. Anyone who has seen the understood and practiced convention "first come, first served" willingly obeyed without question by young people, will take heart. However, it must be understood that in preparing pupils for thoughtful, courteous and successful living together under their own control there will, at times, be retrogression as well as advance.

There must be created in the pupils of the school a desire to be self-reliant and self-directive. A small beginning in this direction must be made in initiating pupil-controlled study halls. Organizing an honor study hall made up of those pupils who have given evidence of respect for the rights of others, of seriousness of purpose, and of ability to study in-

dependently, is the first step. The experiences in initiating this project in Evansville, Indiana, reported by Shrode,[1] is invaluable. In 1917 out of an enrollment of eighteen hundred pupils, thirty-five pupils made the small beginning of an honor study hall. From this nucleus, and with a slow building up of student morale, the honor study halls under pupil control have increased from time to time. It has required close supervision to get the same spirit in each succeeding high-school generation. Shrode, in speaking of this, points out that perhaps it is just this part of the honor system that is most difficult of attainment and is perhaps the cause of the failure.

Although honor study halls are supposed to be entirely pupil-directed, there is no such thing. The student council and pupils appointed by it may be in charge of the study hall, but the administrator or some member of the faculty must be the power behind the student council, if for no other reason than to synchronize the study hall with other school activities. The faculty supervision, to be effective, must be indirect and well camouflaged, if the honor study halls are to succeed. But nevertheless, some understanding and tactful adult must take responsibility for the project in reality if not in name.

Study halls controlled from within presuppose the cooperation of the student body who voluntarily accept the standards for their functioning. Until pupils are ready for honor study halls, other types should be provided. To schedule pupils to honor study halls before they have the proper attitude towards behavior and the desire to spend their time profitably in them, is to invite failure. Brewer[2] suggests that junior high-school pupils be given a choice of more than one

[1] CARL SHRODE, "Student Responsibility in Evansville," *Journal of Education*, 113:274–75, March, 1931

[2] BREWER, *op. cit.*, p. 166.

type of study hall and names the following: "silent study with no counseling; a study laboratory conducted by a study coach and ready to help individuals; unsupervised co-operative study by small groups of students; a small, closely supervised room for those who refuse to adapt themselves to any of the other three plans."

Honor study halls for a selected group of pupils is the first logical step in developing a program of pupil-controlled study halls. This is a relatively simple matter because in every school there are pupils ready for that degree of self-direction. If the school stops at that, relatively little has been accomplished, because that is only a beginning. The enumeration of types of pupils for whom honor study halls are suitable, is suggested by McKown.[1] They are: first, for those students who have by their actions displayed evidence of being capable of self-direction, or had earned trust by ability to study effectively over a long period of time; second, for those students who express a strong desire for the privilege. This implies that a study hall not under the honor system should be organized to take care of the remainder of the pupils who are not ready to profit by the "honor system" technique. It is this last-named group that must be made ready for self-direction, if the honor system is to prevail in the school. This can be done by using the developmental process: preparing one group after another for school democracy until by that very process the majority of pupils will influence the minority. Strong student public opinion is a power here as elsewhere.

It should take some time to perfect the honor study-hall system. The planning should take into consideration all the conditions in the school, and the plan decided upon must fit the particular school. Nothing can be done without prepar-

[1] HARRY C. MCKOWN, *Extra-Curricular Activities*, Revised Edition, The Macmillan Company, 1937, pp. 610–11.

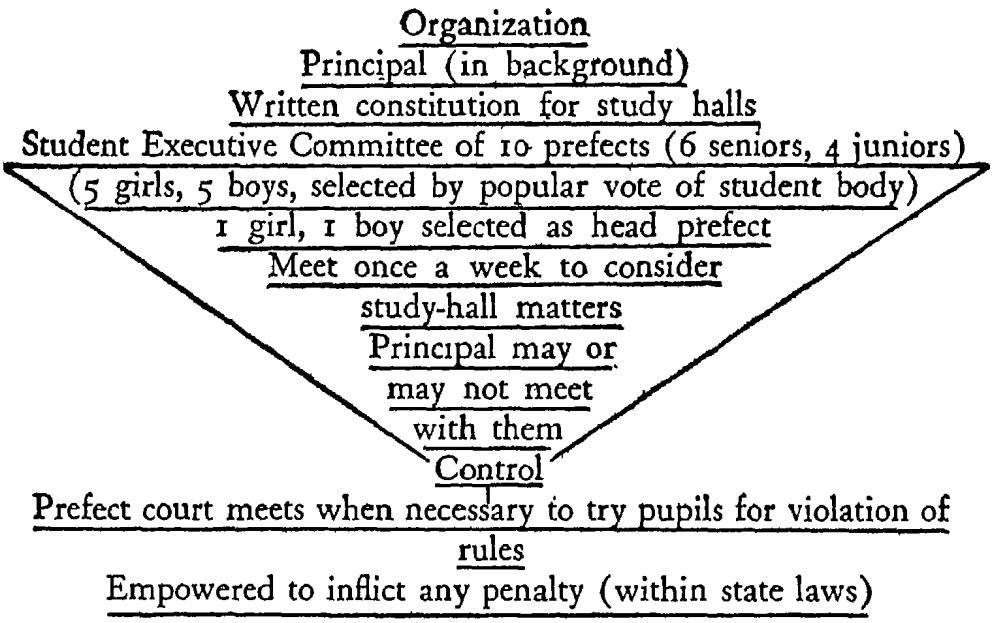
ing student opinion carefully in advance. Having pupils petition for the privilege of being a member of an honor study hall is a practical method because it presupposes an understanding of what it means and a willingness to take on the responsibilities involved.

The developmental nature of the honor study halls in Evansville, Indiana,[1] is a good example of the principle carried out in practice. An examination of the growth of the system is profitable.

Steps in its development:

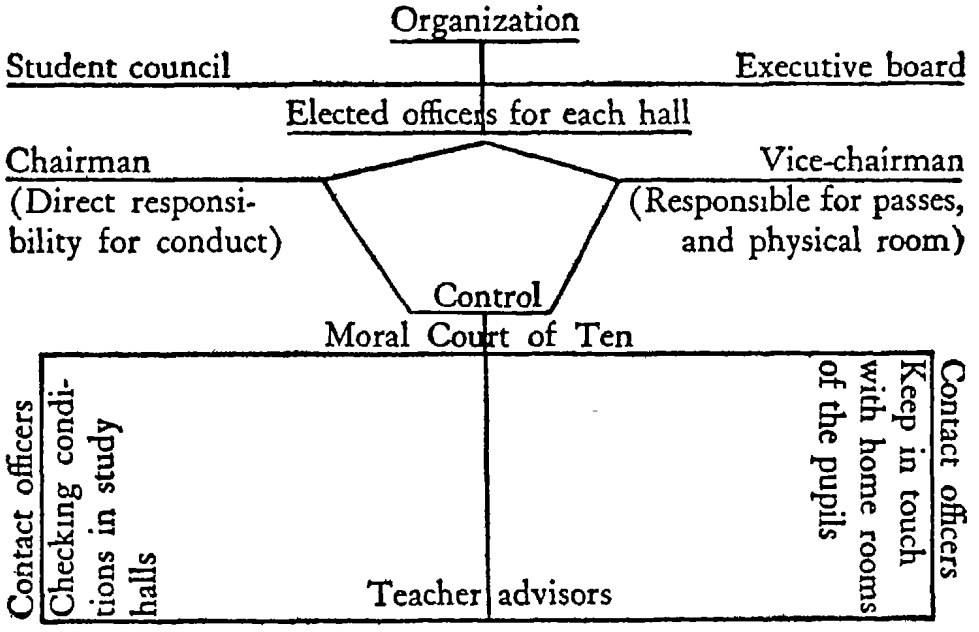
1. Beginning in 1917 with thirty-five pupils admitted to honor study hall by petition
2. Additional two groups added by petition
3. Gradually provision made for the tenth, eleventh, and twelfth grades
4. Teachers gradually withdrawn from study-hall duty.

Finally the honor study-hall system took this form:



[1] SHRODE, *op. cit.*

Other large schools have tried the honor plan of study halls with success, and have developed a somewhat different organization from the one given above. Parmenter[1] reports on the student-controlled study-hall project in East Technical High School in Cleveland, Ohio. Here, too, the problem of building and keeping up student morale was given careful attention. A course of instruction was provided for leaders who thereby were given an intelligent grasp of the problems involved in student-governed study halls. Contact officers between teacher advisors and study-hall officers, as well as a close co-operation between the home room and the study hall, brought all the elements of control into a unit. The simple graph of the student-controlled study hall is here given:



Whether all pupils in a large school can be made ready for honor study halls is a question. In the John Adams High

[1] ETHEL M. PARMENTER, "Concentration Study Halls," *Secondary Education*, 4:174–75. May, 1935.

School in Cleveland, Ohio, the principal[1] reports that from 80 to 90 per cent of all boys are in pupil-managed study halls, while less than 1 per cent of the girls have failed to qualify.

While honor study halls may be possible in all schools, they are not general in secondary schools. In a study made by Bryan,[2] in which 159 schools reported on the question of pupil responsibility for school discipline, only twenty-four reported student responsibility for the study hall. From the comments made, it would seem that the plan was being tried out with a few halls, in a few periods, or in an overflow study hall. If a well-developed honor study-hall plan is formulated for the whole school with the long view in mind, then starting with a small unit is a wise step. Building up a pupil foundation of responsibility as a basis and then adding to it group by group as pupils are ready for self-government until the honor system includes the whole student body, is a slow, but sure, process.

The size of the school, and therefore the number of pupils to be accommodated in the study hall or study halls, is an important consideration in determining what type of organization is practical. The teacher-controlled study-hall organization can be fitted to any size of pupil population by opening up new rooms or by adding teacher supervision to rooms too large for one teacher to handle. That type of organization is practical for both large and small groups. In the pupil-participation type of study hall the teacher in charge and her pupil helpers can, without loss of time, take charge of the pupils scheduled immediately, no matter what the size of the room or the number of pupils. The pupil-controlled type of study hall has a more elaborate machinery of organization,

[1] E. E. Butterfield, "A Procedure for Assigning High School Pupils to Classes," *School Review*, 42:534. September, 1934.

[2] Roy C. Bryan, "Should Pupils Take Part in Maintaining Good Discipline?" *School Review*, 43:451–55. June, 1935.

and since government is not imposed but is a product of pupil morale, it takes time to put it into motion. Therefore, it is more likely to succeed with small groups. It cannot be counted on to function immediately and for the entire school.

The cost of each of the types of study halls mentioned above must be taken into consideration and must include cost of pupil time as well as money. From the viewpoint of economy, the study hall costs less per pupil hour than any other school service provided. The teacher-controlled study room is likely to cost more in money than the other types. How much that will be depends on the amount of teacher salary in relation to number of pupils she supervises. In schools with very large study-hall groups the cost is less than in schools where the groups are small. In the student-participation type of study hall, the cost is both in money and pupil time,—the salary of the teacher in charge is a factor as well as the time spent by the pupil helpers. Usually the cost in money is a little less than in the teacher-controlled room because pupils do some of the work. However, to this must be added the time spent by the pupils. As a rule, in this situation the pupils spend only a part of their study-hall time in study-hall duty and have time left to do their own work. The demand made on them is not unreasonable.

In the student-controlled study hall the cost in money is a great deal less but the cost in pupil time a great deal more. Teachers are released from study-hall duty and may teach a class in the time they would otherwise spend in administering the study hall. This is a great saving, but does not eliminate all teacher cost entirely, because there must be expert administrative or teacher supervision of the pupil-controlled study halls as well as time spent in preparing pupils for self-government and in maintaining the project once it is started. This means some cost in salary for teacher time. However,

it is in the expenditure of pupil time that the student-controlled study hall is most expensive. It takes all, or most all, of the study time of many pupils and some extra time out of school to plan, organize, and carry out a pupil self-governed study hall efficiently. In addition to giving up their time for study within the school day, which makes more home study necessary, those who carry the responsibility for the project are under a great strain, as are those pupils instrumental in carrying out the plans. Although the young people may enjoy the feeling of importance which the position of study-hall leadership gives, they do not enjoy the strain it entails. In a survey made by Feingold[1] he found that pupils who are responsible for the conduct and work of other pupils feel the strain, just as teachers do, and find it a burden.

An evaluation of the different types of study-hall organization and control will show that each type has both good points and bad. A comparison of one type with another is not profitable unless all phases of the problems involved are taken into consideration. The one conclusion possible is that the organization of study halls in most schools in their practical setup may not always follow the philosophy of control held by educators. When theory and practice are brought into agreement we may expect more attention paid to the function of the study hall in the school.

Summary

The philosophy underlying pupil control, whether it should be from without or within, has an effect in determining the kind of study hall in secondary schools.

Three well-defined types of study-hall organization are to be found: first, the study hall in which the pupil control is

[1] Gustave A. Feingold, "Pupil Proctors in Study Halls," *School and Society*, 35:159–61. January, 1932.

from without, and in which a teacher takes full responsibility for the room; second, the study hall in which there is pupil participation; third, the honor study hall in which the pupil control is from within and in which the pupils have the opportunity of practicing to the fullest degree their ability for self-direction and self-government.

All the forms mentioned above have something to recommend them and, at the same time, have obvious flaws which limit their usefulness in the school. More attention should be given to the study hall in order that the philosophy underlying its organization and its practical application may not be at variance.

SELECTED BIBLIOGRAPHY

BRYAN, ROY C. "Should Pupils Take Part in Maintaining Good Discipline?" *School Review,* 43:451–55. June, 1935.

FEINGOLD, GUSTAVE A. "Pupil Proctors in Study Halls," *School and Society,* 35:159–61. January 30, 1932.

HUGHES, MARIE. "Study Hall in Walton High School," *High Points,* 17:36–9. October, 1935.

KLEIN, L. M. "Experiments in Honor Study Halls," *Nation's Schools,* 19:28. May, 1937.

MAEDER, EMILY L. "The Study Hall in Julia Richman High School," *High Points,* 14:45. June, 1932.

PARMENTER, ETHEL M. "Concentration Study Halls," *Secondary Education,* 4:174–75. May, 1935.

SHRODE, CARL. "Student Responsibility in Evansville," *Journal of Education,* 113:274–75. March, 1931.

YARNELL, D. A. "Teaching Citizenship by Living in Honor Study Halls," *Junior-Senior High School Clearing House,* 5:565–67. May, 1931.

CHAPTER THREE

ADMINISTRATION OF THE STUDY HALL

CHAPTER THREE

ADMINISTRATION OF THE STUDY HALL

THE administrative machinery of the study hall must run smoothly without being too much in evidence. Consequently, its management must be planned in advance. Leaving necessary details to chance may work when few pupils are involved, but with large groups, lack of planning is fatal because it results in disorder and bedlam. Administrative devices must be brought into systematic working order, so that the duties they involve will take as little time as possible and that the study-hall teacher may have the major part of her time available for work with the pupils. All administrative devices should be scrutinized. Only the absolutely essential ones should be retained in their simplest and most effective form. Well-selected administrative routines and devices will add materially to the efficiency of the study hall.

One of the important factors which condition the study hall is its physical setup. Thus, a study hall held in a room especially designed for that purpose will need one kind of

administration, while the use of an auditorium for study purposes will need another. Obviously, it will be easier to organize and administer the study hall if the room is suited to its purpose. This also applies to the furniture and equipment. Proper tables and chairs, built for comfort and favorable posture habits of the pupils, are likely to bring about better attitudes and study habits than the unsatisfactory furnishings of the auditorium with its stiff, uncomfortable chairs, close together, and with no provision for the books and writing materials needed for lesson preparation. Administrative devices must be adapted to particular study-hall conditions, no matter what they are.

The position of the desk of the study-hall teacher will depend on the size and shape of the room and the location of the exits and entrances. First of all, it must be stated that the desk should not be on a raised platform. That puts the teacher in the place of a watcher of the pupils, a most undesirable situation and one likely to decrease her usefulness. The teacher's desk should command a view of the exits and entrances because these are the crucial points in the room. A good general rule to follow is that the study-hall teacher's desk should be placed in a position where it will be most convenient for the pupils to consult with her. In a relatively small, square room, the desk may be placed in front of the room, in the back, or on either side, depending on the exit. In a very long, narrow room, a good place for the desk is given in Diagram A, on page 43.

If the study hall is very large, more than one teacher will be needed to supervise the room. When the study hall is of the auditorium, cafeteria or lunch-room type, a number of supervisors will be needed and each should be given a unit of administration under the direction of a study-hall teacher who is in charge. An example of administrative units is given

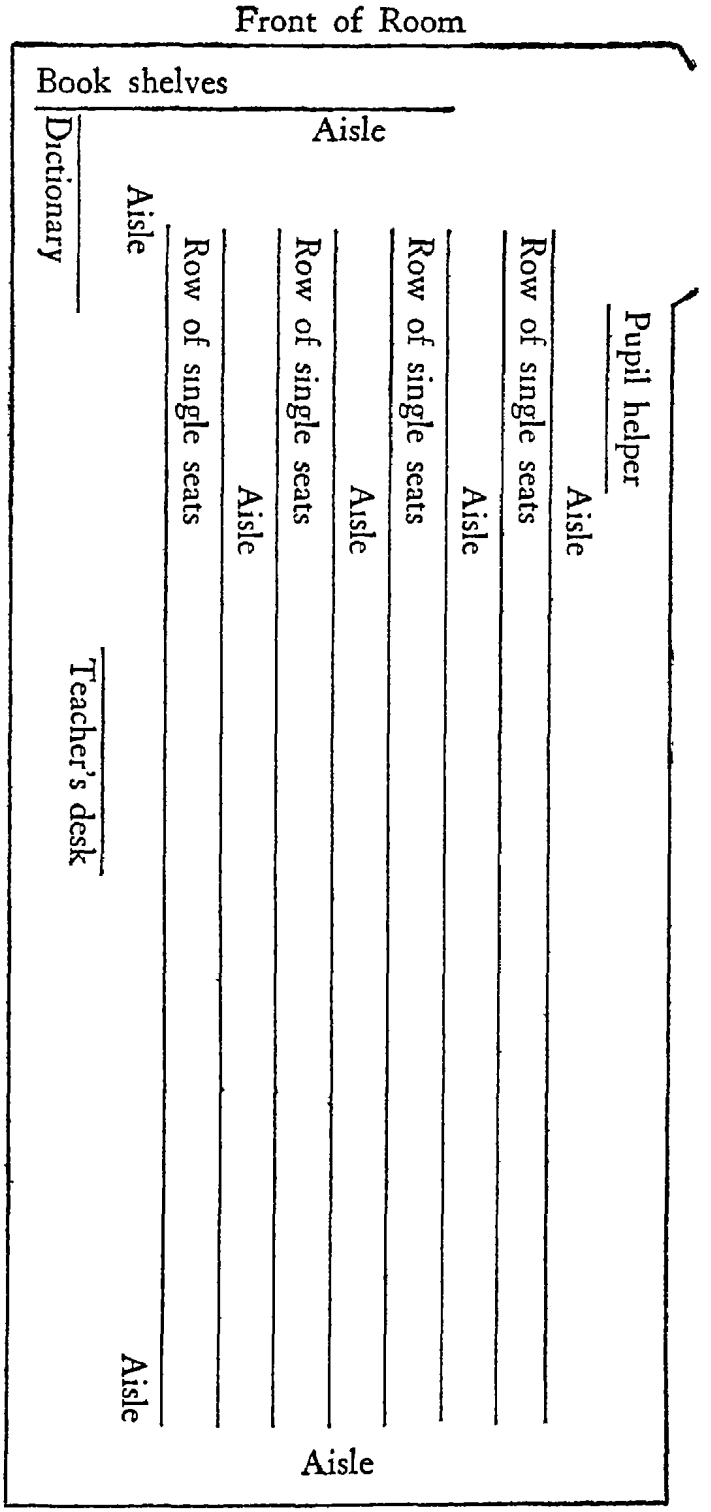


Diagram A

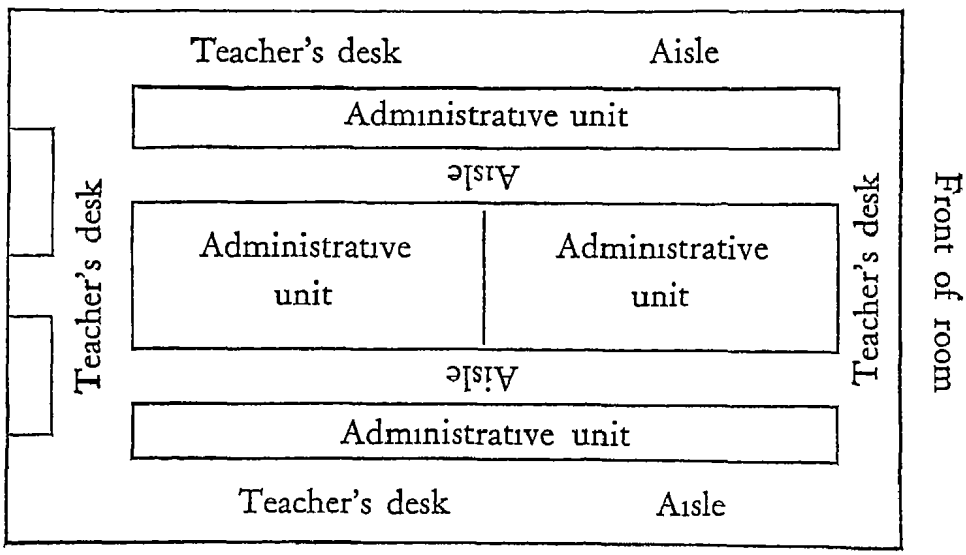
THE POSITION OF THE TEACHER'S DESK IN A LONG, NARROW ROOM

in the diagram given on this page.

How many pupils should be scheduled for the study hall each period? How many pupils can the study-hall teacher supervise efficiently at one time? What is the best number for an administrative unit? Educators have not answered these questions, and they should be answered. From observation and experience it can be stated that adolescent pupils do not do their best work in lesson preparation when they are members of a very large group. A visit to any huge study hall

Diagram B

ADMINISTRATIVE UNITS IN THE AUDITORIUM STUDY HALL



held in an auditorium will leave no doubt on that score. However, it must be recognized that other factors besides size enter into that situation.

The number of pupils a study-hall teacher can manage and supervise will depend on the amount and kind of study guidance she is prepared to give. If the group is too large, the time taken in administrative duties and maintaining order will leave little time or opportunity for work with the in-

dividual pupil, thus defeating the main purpose of the room. As a general rule it may be stated that the number in the study hall should not exceed double the number deemed as the proper teacher load in the classroom. That number would give the study-hall teacher a chance to plan and carry out adequate lesson supervision.

Administrative units should be small enough so that the teacher in charge is able to learn the name of each pupil in the group. Only when this is possible can the study-hall teacher direct the individual pupil to do the best work of which he is capable, and to take responsibility for his own conduct. Many small study-hall units are preferable to one huge room divided into many administrative units.

Pupils are scheduled for periods in the study room on the basis of one or more of the following considerations:

1. Ability groupings
2. Subject-matter grouping, e.g., History, English
3. By sex—boys, girls
4. By class—freshmen, sophomore, etc.
5. By alphabet—names beginning with certain letters
6. For punishment—after school study
7. For opportunity—usually after school
8. Miscellaneous—no plan.

An examination of the bases for selection of pupils sent to the study hall in relation to study-hall administration, may be profitable.

1. In study halls where the pupils sent are selected on the basis of ability, it is possible to allow pupils who have the desire to study and who have learned effective methods of study, to go to honor study rooms where they are given an opportunity of directing their own work. The pupils who are not ready for self-direction are given adequate supervision in the regular study hall.

2. Having all pupils in the study hall engaged in work in the same field has its advantages, especially if the study-hall teacher is a specialist in that particular field. Her supervisory technique is then likely to approach the best practices of supervised study.

3. Separating boys and girls so that they occupy different sections of the same room or different rooms is practical in the study-hall situation. Segregation seems to have the effect of better application to study.

4. Sending members of a single class into the study hall has both its favorable and unfavorable aspects. If the teacher in charge also teaches subject matter in that particular class, she will be able to guide the pupils intelligently in their study. Moreover, the fact that there may be pupils present in the study hall who are also members of her classroom group, will help create desirable pupil attitude. Yet, the fact that the pupils are members of one class may mean that they are so much interested in each other that they tend to form into gangs and groups. This may create a behavior problem in the study hall.

5. Sending all pupils with free periods into the study hall in alphabetical groups will help in the necessary administrative device of checking attendance. However, since the activities engaged in by the individual pupils are likely to be in different subjects and at different levels, the study-hall teacher is not likely to be well prepared to give the study help needed.

6. Assigning pupils extra study hours as punishment for failure to get assignment, to bring books to class, poor lesson preparation, or bad deportment, does not always reform the offender. Usually the time assigned for this extra study is after school when the pupil is already tired and discouraged. Therefore, the attitude of the pupil is unfavorable and he accomplishes little of value. For that reason there are many

"repeaters" in the after-school punishment study-hall hour.

7. Some schools offer opportunity for additional study in school time. It is supposed to be on a voluntary basis but the pupils who should take advantage of engaging in extra study do not choose to do so. Direct pressure is usually brought to bear by the classroom teacher. In case that is exerted, which often happens, the period turns out to be in the nature of a punishment, not an opportunity.

8. In some schools there is no plan whatsoever in the number and kind of pupils scheduled to the study hall. It all depends on the needs of the school program. The study-hall teacher then must administer a miscellaneous group and do the best she can with it.

In assigning seats to the pupils the routine needs to be organized in advance of the first day of school, so that there will be no undue delay in the administration of the room. No matter upon what basis the pupils are selected and assigned to the study hall, the seating should be strictly alphabetical. When the group is mixed, the boys should be seated in one section and the girls in another. The alphabetical arrangement is understandable to the pupils and presents an order of seating that is fair to all. If the size of the room will permit, a small section of seats should be reserved for the extra pupils, not on the regular study roll, who for various reasons will be sent to the room. If these extra seats can be provided, it will necessitate fewer corrections of the regular seating schedule.

After the very first day there should be no necessity for calling the roll in the study hall, because it is disturbing and a great waste of time. Pupils should be assigned to regular seats. A seating plan should be made for each period. The form of this seating plan will vary with the shape and size of the room and the number of pupils in attendance. With

very small study groups the type of seating chart used by the classroom teacher is practical. This consists of a chart of heavy pasteboard on which there are numbered squares each representing a seat in the room, with the name of the pupil who occupies the particular seat written in each square. Another form of seating plan is made by providing a heavy pasteboard background on which tiny pockets are pasted to hold the names of the pupils who will occupy each seat. For very large study halls other methods are more practical. For the auditorium study hall the seating plan should be made on a series of small cards, one card for each row, with the heading of section, row, seat and name of pupil indicated. The cards in their proper order should be kept in a regular filing case when not in use. Study halls with very long rows will be best served if the seating plan is made on sheets, one for each row.

Pupil accounting is the most essential of the school routine. The orderly running of the school will depend upon how accurately that is carried out. Because of the great number of pupils involved, the extra pupils sent to the study hall now and then, the transfers in and out of the room, and the irregularities which affect the room, pupil accounting in the study hall is complex in the extreme. That is why making an effective seating plan and developing efficient accounting devices is so important.

The report on the absence of pupils in the study hall should be made on the regular school form provided for that purpose and used by all teachers. But, before reporting study-hall absences, many checks are needed: (1) Check with the list of pupils who went directly to the library; (2) Pupils who had scheduled conferences with teachers; (3) Pupils who had a special gymnasium engagement; (4) Pupils who went to consult the school physician; (5) Pupils who were given

permission to engage in extra-curricular activities; (6) Pupils who were sent home for illness. There are any number of legitimate reasons why a pupil should absent himself from the study hall. Also, there are many absences for no good reason at all. The absence record turned in by the study-hall teacher must be as accurate as she can make it, as pupils resent very much being called into the office to explain an absence when they were really present in the room or had been given permission by some other teacher to be absent from the study hall. Administrators likewise resent having to summon pupils for needless mistakes made in checking the daily attendance.

One source of difficulty in pupil accounting in the study hall is the frequent request made by pupils to leave the room. Because work in the study hall is on an individual basis, they feel they should be allowed to attend to things which are not allowed in classroom time. The most frequent pupil request is for permission to go to the locker to get materials for study. With the very short intermissions between classes, it is not surprising that pupils have not had time to provide themselves with what they need for work. But allowing pupils to go to their lockers creates, or aggravates, the corridor problem and therefore few permissions should be granted. Transfers in duplicate should be provided for locker privileges, one part to be retained by the study-hall teacher, the other part given to the pupil as a pass showing that he has a right to be in the corridor during the time stated on the transfer. Only one pupil at a time should be allowed to be absent from the study hall for that reason. Requests of pupils to be allowed to confer with teachers, or to spend study time in some other way, should be honored only if the pupil has provided himself, in advance, with a transfer or note from the teacher to whom he is to report. The responsibility of the study-hall teacher

for the pupils scheduled to her room ceases only when proper arrangements for transfers have been made.

Pupils who feel ill and wish to consult the school physician or nurse, should immediately be given a transfer in duplicate and, if the pupil seems very ill, another pupil should be sent with him to give him the needed help. No pupil should be refused the permission to go to the dressing room, because doing so may entail serious consequences. However, only one pupil at a time should be absent from the room for that reason. Here, too, a transfer in duplicate will be needed so that the pupil will have one part as a corridor pass. The pupil who habitually asks permission to leave the room, should be requested to consult the school physician to see whether there is any physical cause which should be corrected.

It is an administrative necessity to formulate rules to be observed by pupils while in the study hall. They should be as few as possible, easily understood by the pupils, sensible, fair, and reasonable. Rules should be able to stand the pragmatic test that they will work. Red tape in the study hall will be in the nature of dead statutes. The "rules of the game" must be practical and possible of being administered. In one study hall the following rules were made for the guidance of the pupils:

Move quietly about the room.
Raise hand for permission to speak. (Only one person will be given permission at a time. Speak quietly so as not to disturb those near you.)
Everyone is expected to have some work to do, a library book or an approved magazine to read.
Be in your seat when the bell rings.[1]

A library study hall in a progressive school has only two rules. These are:

[1] Spokane, Washington, Central High School Study Hall.

Enter room quietly, without talking, take your seat and immediately go to work.
Ask the teacher for help whenever needed.[1]

All pupils must know whatever rules are formulated. The fewer the rules the better. Making pupils acquainted with the rules should begin the very first day of school by giving them in mimeograph form all information about the study-hall procedure. Then, by a process of guidance and training, the study-hall teacher should influence pupils to carry out the rules in practice, and to do so willingly.

It will be noted that the administrative routine when carried out for a very large group will consist of many items. Some will apply to pupil use of the room, others to the study activity, while still others will be concerned with pupil behavior. In the aggregate, this means a very large number. Therefore, the study-hall teacher must systematize that part of her work. This can be done by making a daily schedule of administrative duties and by having all forms ready for instant use. Each school will have its own particular forms for study-hall administration. The most common forms are given in the following list:

1. *Pupil Accounting*
   Attendance roll
   Seating plan
   Non-attendance slips
   Study-hall absence report
   Attendance record book
   Locker, dressing room, physician, transfer blanks

2. *Study Guidance*
   Pupil schedules
   Request for pupil conference blank
   Special reports—unsatisfactory, satisfactory work
   Attention graph

[1] University of Chicago High School Library Study Hall.

Individual daily work report
" " recognition—recall report
Trial and error analysis blank
Diagnostic report request

3. *Behavior*
Request for teacher information
" " " co-operation
Report blank—unsatisfactory, commendatory
Change-of-seat blank
Diagnostic behavior report
Request for conference—pupil, administrator, teacher, parents
Transfers to physician, principal, etc.

No matter what may be the philosophy of pupil control in a particular school, the administrative plan for the study hall must make some provision for pupil participation. This is highly desirable, especially at the present time when young people should be given the opportunity to engage in a measure of self-direction. Even in the teacher-controlled study hall, dependable pupils should be influenced to undertake definite duties and should be given full responsibility for certain routine in connection with the functioning of the room. Thus, a group of pupils might be given full charge of the housekeeping in the study hall, its neatness, temperature, humidity and ventilation. A bulletin-board committee might be given the responsibility of posting material of interest to the student body. Certain routines of administration are not above the ability of intelligent pupils and can be performed by them with efficiency and dispatch. Checking and recording attendance in the study hall is one of the jobs usually delegated to dependable pupils. This entails more planning and work than is usually recognized, and in its simplest form consists of:

Checking attendance of pupils present in the study hall
Checking attendance of pupils who went directly to the library

Checking transfer slips received from teachers, gymnasium, or physician
Placing slips in the boxes of teachers issuing transfers
Accounting for extra pupils sent into the study hall
Listing absentees
Checking against tardiness slips
Checking against daily absence report in the office
Making out absentee slips for the pupils who are to report and explain absence
Recording absences each day in permanent study-hall attendance book

The above routines involved in checking seem to be many and complicated. Because it is the "catchall" of the school, pupil accounting in the study-hall situation cannot be a simple matter and cannot, therefore, be entirely turned over to pupil responsibility. The study-hall teacher must always supervise the process of taking attendance, although intelligent and trained pupils can do much of the work. Depending on the size of the room, one or more student checkers will be needed. In narrow rooms where the rows are few, but very long, it may be convenient for the teacher to appoint the pupil in the front seat of each row to take the attendance for that particular row. When this is completed the record of absences can then be turned over to the head pupil checker who will then complete the process. Pupils may be appointed to the position of checkers by the study-hall teacher, by the Student Council, or other organizations representing the student body. No matter how pupils are appointed for particular administrative duties, they must know just what they are supposed to do and when the work is to be done. The study-hall teacher should prepare a clear statement which will give the following information:

Purpose of job assigned
Analysis of the steps, in the order in which they should be done

Suggestions made for the best way of attacking and carrying on the work
When the job is to be completed
Responsibility—amount assigned to the pupil
Co-operative responsibility—with whom? to what extent?
Final responsibility—teacher? student council?

In some schools the study-hall teacher calls for pupil volunteers to help her with administrative routines. Such help is sometimes very efficient because the pupil who volunteers wishes to help, and therefore his attitude is likely to be both favorable and enthusiastic. However, in many cases, the volunteers are not well qualified or suited to the work that is to be done. After a reasonable amount of training and supervision, the study-hall teacher should retain the pupils who give evidence of good work, but should tactfully influence those who are not adapted to the work to withdraw.

Unevenness in the study activity and behavior in the different study periods is a problem. Means[1] made a study of these factors in each study period in the day. She found that purposeful study and desirable conduct decreased as the day progressed from the first to the last period. Attendance also showed a similar drop. The work and behavior of pupils within a period was also found to be uneven,—the beginning and end of each period was less likely to be profitably used by the pupil than the middle. "Especially noticeable was the rapid decline in work during the last quarter of the sixth (last) period which from 59 per cent of the pupils working decreased to 28 per cent engaged in purposeful work." It is obvious that something must be done about the beginning and end of study periods. Pupils will not lose time at the beginning of the period if they are trained to enter the room quietly and begin work at once. That is possible of attain-

[1] MARIE H. MEANS, "Work Decrement in Successive Study Hall Periods," *Journal of Educational Research*, 30:597–605. April, 1937.

ment. To correct the loss of time at the end of the period is more difficult, but not impossible. By working with the pupils, the study-hall teacher can keep the pupils working. If provided with all the materials the pupil needs for work, he will be likely to engage in work. If acceptable magazines are available the pupil with a few extra minutes at the end of the period is likely to use the time in reading or in looking them over. The end of a study period cannot be absolutely quiet because pupils are gathering up their books and materials ready for leaving.

Two problems, one individual and one group, present difficulties in study-hall administration: (1) The pupil who cannot concentrate in a large group; (2) The pupil, or pupils who wish to engage in small group study. There are pupils who are so constituted mentally that their attention is easily distracted. Hence, although they may try to apply themselves faithfully, they cannot keep their mind on their work. Even in an orderly study hall the necessary and desirable busy noises disturb them and make concentration impossible. Such pupils need to be trained to work in large groups. They are not living in a vacuum, and the emergencies of adult life may make working in a large group necessary. However, if after an honest but unsuccessful attempt to correct this study difficulty has been made by the pupil, he should be allowed, if feasible, to go home for study. If conditions there are not right, he should be scheduled to an empty classroom or office to work by himself. Very few, in any, of such special adjustments are desirable, for reasons that are obvious. All plans for study halls in new buildings should make provision for such special individual study by providing a series of small rooms with glass partitions opening out from the study hall, so that there may be adequate supervision.

There are relatively few pupils who cannot concentrate in

large groups, but there are many pupils who wish to study together. Providing facilities for small group study must be undertaken by all schools. Progressive methods of teaching require group creative effort. This is different from the type in which one pupil in the group does all the work while all the other pupils copy the work and hand it in as their own. The new group study has a different basis; it is the result of teacher stimulation to which each pupil responds in his own way, and which results in a group project. This requires pupil planning, organization, division of activity, and discussion, until the group undertaking has reached its final stage of completion. Obviously group activity of this kind could best be carried on under the supervision of the classroom teacher. However, this usually is impractical because the classroom teacher does not have time for it. Moreover, there are greater educational values to be gained if the pupils take responsibility for their own self-direction with a minimum of teacher help and supervision.

The study-hall situation is designed for silent study, therefore group study is not practical in the room. Because group study requires conferences and discussion, the activity involved would disturb other pupils engaged in silent study. Some provision should be made for small groups working together, either in classrooms under the oversight of teachers or by providing small conference rooms with glass partitions connected with and a part of the study hall. Brink[1] in the preface to his book, points out that "because of progressive methods of education which stress the development of self-direction, self-reliance, and social adaptability of young people, small study-group procedure will increase." Secondary-school administrators will have to meet this need.

[1] WILLIAM G. BRINK, *Study Activities in Secondary Schools,* Doubleday, Doran Company, 1937, Preface, p. vi

In addition to providing rooms for small group study, some provision should be made for sound-proof rooms in which pupils who prefer to use the typewriter in lesson preparation may work during their study periods.

Summary

The efficient administration of the study hall is very important. The physical setup of the room has a bearing on its management. The size and shape of the room, the exits and entrances are factors in deciding the position of the study-hall teacher's desk.

The reasonable pupil load in the study hall has not yet been determined. As a general principle it might be suggested that a study-hall teacher should not be expected to manage more than double the number of pupils usually assigned to a classroom teacher.

Pupil accounting is a general school requisite which the study-hall teacher shares with all teachers. The work involved in taking accurate attendance in the study hall is considerable due to the large number of pupils involved, the transfers in and out of the room and the irregularities in pupil schedules.

Rules for the study and conduct of the pupils while in the study hall should be few, and these enforced.

Specific study-hall problems have to do with training and directing pupil participation in administering the room. Dependable young people can do certain routines well. This will save the time of the study-hall teacher so that she may have more time for work with the pupils.

Due to progressive methods of education, small group study is desirable and provision should be made so that this may go on under proper conditions, and supervision.

SELECTED BIBLIOGRAPHY

BUTRICK, MERRITT A. "Controlling the Study Group," *Washington Educational Journal,* 5:124–5. February, 1936.

BUTTERFIELD, E. E. "A Procedure for Assigning High School Pupils to Classes," *School Review,* 42:532–9. September, 1934.

MEANS, MARIE H. "Work Decrement in Successive Study Hall Periods," *Journal of Educational Research,* 30:597–605. April, 1937.

CHAPTER FOUR

EQUIPMENT AND SUPPLIES

CHAPTER FOUR

EQUIPMENT AND SUPPLIES

THE planning of the study-hall equipment is rarely given the attention it deserves. The general attitude of educators seems to be that if desks and chairs are provided, all the essentials have been met to induce the pupils to study and the teacher to keep order. That the empty, uninviting room, resembling the formal appearance of a geometrical checkerboard, may not have in it the qualities of suggestion that are the psychological requisites for the mental endeavor of the study type, may not occur to the principal. In the meantime, he may recognize that classrooms for different subjects need special equipment not only for the specialized activity to be carried on, but also for the associative value in a particular field. Thus, the science laboratories have an equipment favorable for the scientific experience, the art classroom for its contact with beauty in line and in form, the physical education gymnasium for activities of health and exercise, the literature classroom for an appeal to appreciation experiences.

Because the study hall is not concerned with a particular field, and cannot lay claim to specialized subject matter, that does not preclude the need for equipment that may have associative value paralleling its function in the school. Indeed, the fact that the pupils are expected to spend their time profitably, without any immediate tangible reward in the form of credit, would make it seem especially necessary that the room in which such a necessary activity as lesson preparation is going forward, be equipped to engender a desire to study, to learn, and to foster an attitude favorable to research and creative intellectual effort.

To expect eagerness for the study experience and respect for the efforts of others in individual lesson getting in the usual type of study halls is to expect the impossible. There is no invitation to study, no urge towards the organization of materials in large, bare rooms, severe in arrangement, that suggest nothing so much as a detention room in which the young spirits are imprisoned. There is nothing in the room itself to suggest a wise use of time, plan or purpose,—no beauty to catch the eye and bring inspiration and a desire to put forth the highest endeavor. What is there in a bare floor, regimented desks and chairs to influence young people to develop attitudes and standards favorable for study?

In the study hall, perhaps more than in any classroom, favorable environmental conditions are important. Here individual pupil responsibility for study, and time to become conscious of the surroundings, have a cumulative influence, which, because they present few changes, are therefore more powerful. In the classroom, pupil and teacher activity, group undertakings, subject-matter interests, and interrelationships serve to keep the attention of the pupil. In the study hall these stimulations and activities are absent, nevertheless the preparations that are undertaken for these classes are supposed

to go forward in the study hall. Yet it usually is, in a manner of speaking, an intellectual and social anticlimax in the learning process.

The first essential in a study hall is a floor covering of cork, or other material to deaden the sound of the many feet. Quiet is essential to effective study, especially where large groups are involved. In fact, "noise is detrimental to educational processes."[1] At best there will be a busy noise with so many young people in attendance, the sound of feet and hands, the handling of books, and the sound of writing. The quiet will be that of the workshop type. This is very different from the unnecessary noise of feet on a bare floor and the bedlam of disorder. Without a floor covering the sound of moving about is magnified and, in some rooms, echoed making the room too noisy for the concentration of even those with good habits of study. For those young people who need to have effective habits developed it is fatal. The very volume of noise when they enter the study hall affects them disastrously for the remainder of the hour. It might be a strong statement to make, but it would seem wise to have the floor covering provided first, before any of the other furniture usually thought to be the main essentials.

It is recognized that the young people in the study hall must have a place to sit and a desk at which to work. But it is not always recognized that since they must occupy these for the full period and that the position in study is important, that some thought must be given to the selection of desks and chairs. Depending upon the grouping, boys and girls of various sizes usually are required to use the same type of chairs, whether their feet reach the floor or not, or whether their feet must reach out into the aisle. The desk may be too high

[1] William Martin Proctor and S. D. Ricciardi (ed.), *The Junior High School, its Organization and Administration*, Stanford University Press, 1930, p. 16.

or too low. Thus, in uncomfortable positions the process of studying must go on in a room in which the pupils have time to feel their discomfort. No wonder that in many such situations boys and girls spend their time in various ways not connected with study. Much of the restlessness so noticeable in study halls is due to the poor seating and uncomfortable positions of the pupils both of which are detrimental to health and study morale. From the point of view of health and posture, so important at this age, desks and seats of varying heights to accommodate the different sizes of boys and girls should be provided.

A clock is essential in the study hall. To be of maximum use, the clock must be placed where every pupil can see it without leaving his seat. Where this is not done, pupils needlessly break their periods of concentration and contribute to the noise by going where they can see the clock, or by asking some pupil more fortunately located to tell them the time. This is especially true of the poor students who concentrate partially or for short periods. Since the whole school program moves forward on schedule, pupils must know how to budget their time and when to meet school obligations. Various processes in lesson-getting make a knowledge of the time desirable. The plan for a study period, what to take up next, what drill, written work or textbook reading had best be done, will depend upon the time at the pupil's disposal. It is needless to say that the clock should be accurate and synchronized with the other clocks in the school and, most important of all, with bells or buzzers. In the study hall the absolute dependability of clocks and buzzers is an essential, due to the fact that here the pupils have time to be more conscious of these and because, with the large group involved, any irregularity is apparent to more pupils in one situation at a single time.

For the essential study-hall records there should be a filing case. This should have small drawers to hold three-by-five-inch cards and four-by-six-inch cards, as well as the regular nine-by-twelve-inch letter file. System is necessary if the program cards of the pupils, attendance accounting, and study-guidance records, are to be easily accessible to the teacher in charge, to other teachers, and to the administrative officers of the school. A well-organized file makes for system, which is a great saver of time. Not only does it serve as part of the vital school records, but is valuable as an object lesson of efficient methods for the pupils to follow. Such organization of a large body of material is an example of that order and neatness which are so desirable.

In every study hall there will be a need for bulletin boards. Preferably, these should be the permanent kind fastened to the walls. When this is not possible, the movable type, mounted on a pedestal, must be provided. The bulletin board should be composed of cork, or composition material, soft enough to allow notices to be posted upon it by means of pins or thumb tacks.

The uses of this bulletin space are legion. A daily paper, consisting of the vital articles from the best newspaper in the community, edited by a group of student editors, will keep all the pupils in the school posted on current events. This is a project easily organized and carried on. Since the great majority of the school population are in the study hall at some time or other, that is the logical place where articles of current news should be found. Notices of all worthwhile recreational activities in the community—art, music, lectures, the theatre, good movies, and interesting trips should be placed on the bulletin board. This will suggest a wide range of recreational activities, and may influence pupils with special gifts to engage in interests which have vocational and avocational pos-

sibilities. A program of school-curricular and extra-curricular activities should have a place on the bulletin board. This will save much pupil time and will decrease the irregularities that come from pupil failure to know the time and place of meetings and of school events.

An adequate supply of wastepaper baskets is essential, so that pupils may have places for their wastepaper without having to search for them. With the thoughtlessness of youth, if there is no receptacle for receiving the scratch paper they no longer need, the floor, desk, and aisles will be strewn with torn particles or balls of paper. These make the room untidy after the first study period. The next group, seeing the disorder, will make no effort to find a wastebasket, with the result that, at the end of the day, the study hall will be too unattractive and disorderly for any intellectual work. The effect of environment on young people is real, even though it may not be conscious. A desk littered with paper, pencil shavings and ink spots is not a fit place for study, and a floor so littered with paper that the pupil's foot makes a sound as it comes in contact with a paper ball, will add to the noise that is fatal to concentration. There is something in a neat and orderly study environment that contributes to plan and purpose in study. No one thing will make for neatness more than an adequate number of wastebaskets placed where they will do the most good with the least effort on the part of the pupil. Even with adequate provision for these, pupil public opinion must be influenced so that wastebaskets are used by all pupils, in order that a decent standard of room housekeeping may be maintained and made habitual.

For the benefit of the greater number of pupils who will need to know the date, large-type calendars should be placed at strategic points. All curricular and extra-curricular activities are connected with some month-day-year plan. Lesson

assignments need to be dated, future plans are conditioned by time. The date when some particular thing happened in the past may have to be looked up, as well as future happenings dated. Program making for clubs, athletic games, dances, and social events to come will necessitate the use of a calendar. To be most effective, such a sign in large letters as: TODAY IS (DATE), is most practical. A calendar thus displayed will contribute greatly to the promptness of pupils in preparing and handing in their lesson assignments.

Built-in bookcases or, in the absence of these, sectional bookcases attached to the walls, are a necessity to hold the essential reference books which no study hall can do without. Though schools may have adequate and efficient school libraries, certain general reference books will be needed for "first aid" in the study hall. To expect lesson getting without these is to limit study to the narrow range of textbook study. "The progressive school is a many-book school." That presupposes books where the pupils can profit by using them. This means the study room as well as other parts of the educational plant. Certain book tools for accurate thinking and fact finding should be available in the study hall. Pupils should have immediate access to the books they may need to carry forward any activity in lesson getting in any subject. They need to check up on their spelling, geographic locations, statistics, facts about events and people, foreign-language vocabulary. If the books are not on hand at the very time these difficulties are met, the result is either a habit of indifference toward these, inaccuracies in thinking and expression, or unnecessary trips to the library. It is not suggested that the collection in the study hall take the place of a large, well-selected, and well-rounded collection of books in the school library under the administration of a trained librarian. It is suggested that it is vital that the study hall, where lesson preparation takes

place, have the tools for efficiently carrying on the work of study. This requires certain basic books which are necessary because young people should be trained to look up doubtful points at once and not at some future time, when as likely as not these will have been forgotten. As a part of training in methods of study and efficient lesson preparation, the following minimum essential books for the study hall are suggested as requirements:

One unabridged dictionary
Several abridged dictionaries
One standard encyclopedia (selection will depend on whether it is a junior or senior high school)
One general atlas
One historical atlas
Two almanacs (for statistics)
One dictionary each of the foreign languages taught in the school.

Duplicates of these will be needed, depending upon the number of pupils to be served. These are essential to help pupils to get an understanding, or an elucidation of the material they are trying to assimilate in the textbooks. Reference books will, in some cases, furnish explanations overlooked by the classroom teacher but needed for lesson preparation and aid in the understanding and mastery of material. A few progressive schools have recognized the value of having reference books in the study hall for the use of the pupils. In Evanston,[1] Illinois, there are twelve study halls each provided with the books most frequently needed by the pupils seated there. They are a permanent collection and are placed on shelves across the front of the room.

Another group of books essential in the study hall is a set

[1] ELIZABETH C. WHITEMAN, "Balanced Collections of Books in Study Halls at Evanston," *School and Society*, 44.279–80. August 29, 1936.

of textbooks used in the school. These are to have a distinctive mark and to be in the room at all times for those pupils who have finished their study in one subject sooner than they expected and who have the time and desire to work on another. It is not easy for a pupil to know just how long any lesson assignment will take. Finishing the work on hand before the end of the study period will give the pupil time to waste if there is no provision made for undertaking a purposeful activity for the remainder of the period. There is a direct relation between time to waste and discipline, which begins with the individual and reacts upon the entire group. Having the textbooks on hand is a constructive way of making possible the full use of the study period. Obviously, having textbooks on hand will take care of the studious and serious-minded pupil. What materials to supply for the extra study time of the nonintellectual pupils who are not especially interested in the classroom work and study preparation, present a problem. Especially is this acute when the idleness comes in the last half of the period and when transfer to the library for free reading is not a feasible plan.

Poor students are likely to bring with them into the study hall undesirable books and magazines. They may spend all or only part of their time in this unprofitable and sometimes harmful manner. Butrick[1] in his study of this very problem of checking reading of the wrong kind, organized a Magazine Club in the study hall, and by processes of substitution, increased both the range and the quality of the magazines read. In meeting the situation in that way, what was a "kill time" device of the individual boy or girl became an organized, sponsored, supervised project which answered the same purpose, but had values in certain educational by-products. Although this device, carried to such limits as Butrick describes,

[1] BUTRICK, *op. cit.*

is not practical or even desirable in schools where the fullest general study supervision is carried out, it does show the desirability of having a few well-selected magazines in the study hall so that pupils who finish their work but have not enough time left for another study activity may have interesting and worthwhile reading which can be done in the short time remaining. Such magazines should include these various types:

One or two general current events magazines
Popular magazines in the field of science, invention, radio, aviation
A specialized magazine in the field of the interests of girls
A geographic magazine
An art magazine
A drama magazine
A physical education magazine.

The number of these, and the number of duplicates, will depend upon the policy of the school and the number of pupils in the study hall. Obviously, if the school is to provide these, they are to be selected with the best standards in mind. However, it must be recognized that the reading audience for whom the selection is made must find these magazines interesting and enjoyable; otherwise they will not fulfill the requirement.

Almost every pupil in the school comes to the study hall at some period during the day. The time spent there is on an individual basis. The pupil has time to look about and to be conscious to the full of his environment. There is no classroom activity to absorb his attention, no interesting group discussions, problems and projects to keep his thoughts and actions within the pattern of a common undertaking. Classrooms, as a rule, do not receive the critical scrutiny of the pupil as does the study hall where the individual and the

room are the only common denominator. That is why young people are so sensitive to the study-hall dreariness and drabness. They have time to become conscious of the shortcomings in the environment. They are impatient of a room without beauty or inspiration, where they are compelled to spend certain hours of each day. The formal arrangement of the room in which, from the same seat, the scene is the same bare walls, is depressing. Reeder[1] in discussing the unattractiveness of the usual school plant, makes the following statement: "It is difficult to understand how supposedly civilized adults can permit children to spend the major portion of their waking hours in such mean surroundings." This is especially applicable to the study hall.

Of all places, the study hall should have a few really good pictures to appeal to the mind and the heart of the young boys and girls. If these pictures can be changed from time to time, so much the better. Boxes of growing plants on the window sills can lend a touch of brightness and add the pleasure that only growing green things can give. Reproductions of statuary and attractive vases, make effective breaks in the horizontal and vertical lines that prevail in the room. How to get these beautiful things is a question. A few good pictures must be provided by the school. Many additions will be forthcoming, through the co-operation or generosity of the parents, teachers and pupils. Making simple mural decorations for the study hall presents a practical project for pupils in the art department. The pottery made in the applied arts classes will have a decorative value in the study hall. It costs very little to provide growing plants. The general science and botany teacher will gladly suggest the varieties which will thrive. Pupils interested in botany or agriculture will volun-

[1] WARD G. REEDER, *An Introduction to Public-School Relations*, The Macmillan Company, 1937, p. 183.

teer to care for the plants. Parents will send plants from their gardens.

As Perry[1] recognizes the need for "creating an atmosphere from which the child may absorb refinement and beauty," the salvation of the study hall depends upon the creation of an informal and humanizing atmosphere. This can be brought about by proper equipment suggestive of the purposes of the room and designed to create an environment that will appeal to the aesthetic experiences in young people of impressionable age. These emotional implications must be present if they are to feel that the study hall has values which contribute to their education and that the time spent there can be both useful and pleasurable, if they themselves will help to make it so.

In order that pupils may be profitably employed, they must have the books, tools, and supplies for study. These differ in different subjects, and the purpose in mind may necessitate unusual supplies. It is not always possible for young people to foresee how long an assignment will take, nor exactly what supplies it will need. With the short periods between classes and the long distance between classrooms, it is not always possible for the pupil to change notebooks and supplies to fit the particular lessons which he plans to prepare in the study hall. As a result, some pupils are loaded down with books and supplies, while others, finding that they cannot carry all they need, come to the study room with scarcely anything with which to work and therefore feel themselves exempt from doing any studying at all. One of the very first things the study-hall teacher should teach her students is that they must plan ahead for their study hour and have everything needed, just as they do for any classroom period. This is edu-

[1] Raymond W. Perry, "Beautifying the Schoolroom," *Journal of Education*, 12:22–3. Jan. 4, 1937.

cative. McAndrew[1] recognizes the importance of having materials for study at hand and gives as an illustration the many thousands of hours that are wasted by pupils in such a simple thing as finding pencils with which to work. If the pupils could leave their books and supplies in the desks in the study hall, the matter would be simplified and more satisfactory, but under the usual conditions to be found in our schools, there is a shifting population in the study room each period, which means that the pupils have no place there for their materials, but must make the locker their base of operations for books and supplies for all their school classes.

Even though pupils may be trained to bring with them the needful books and supplies, they may not be able to foresee the unusual call which an assignment may require. Three-by-five-inch cards may be needed to take care of bibliographic references needed in the preparation of a paper, or may be the best form to use for the organization of an outline for a floor talk to be given in the next class. Colored pencils may be needed to fill in an outline map. Graph paper may be needed in connection with an assignment in social science. The conscientious pupil would be sure to bring graph paper with him if he had planned to study mathematics but, since graph paper is not in everyday use in the social science course, he might not have it along. Even with such a thing as ordinary paper, a pupil may use more than he thought he would need and find himself without it just at a time when he is prepared to finish his work successfully. Any of these unusual situations may result in wasted time with its result in idleness which can, and usually does, result in unsocial acts on the part of an individual. This penalizes the whole group by making the study room too noisy for effective concentration.

[1] WILLIAM MCANDREW (ed.), *Social Studies, an Orientation Handbook for High-School Pupils*, Little, Brown and Company, 1935, p. 145.

Although, by education, the majority of young people can be made aware of the books and supplies needed for each particular assignment and eventually come to associate one with the other to the extent that they bring them to the study hall for lesson preparation, it is almost too much to expect them to think of the very unusual supplies they need but rarely. It would be unnecessary for them to own some of these because they are in the nature of things which they may use, but not use up. To illustrate: Now and then pupils will need to use such simple tools as shears, paper punch, French curve, protractor, paper cutter, rubber type-printing set, compass, ruler, special drawing pens, pencil sharpener, and microscope. It would be a needless expense for each pupil to provide these for himself. Although they are available in the specialized classrooms, the bright pupil may wish to carry on a voluntary project in his study time whereas the dull pupil may wish to work on the assignment, in order to catch up with his class. Then, too, there may be lesson assignments in an integrated program that cuts through subject-matter lines which make it necessary to use a tool not a part of any particular classroom equipment.

All materials used or useful in any type of lesson assignment should be in the study hall so that no pupil may be without the means of carrying on the study activity. An adequate supply of essential articles such as paper, pencils, ink, pens, and erasers, which are used in lesson getting, as well as the supplies more rarely used such as clips, rubber bands, paste, and glue, should be on hand for the use of the pupils.

Some would argue that giving supplies to pupils who forget or who are too careless to provide themselves with the materials for study, is a bad practice. If this borrowing by an individual pupil is carried to excess, guidance is necessary in order to correct this obvious failure to plan for the study

period. The whole group may need to be educated in the first principle of study, "have all materials for study ready and on hand." The supplies in the study hall are in the nature of emergency supplies. Boys and girls can see the benefit in having these available. They can also see the injustice of a few thoughtless pupils using up the available supply at the expense of the group. Public opinion, if wisely directed, will solve the problem for the rank and file. The maladjusted pupil who is not greatly influenced by the opinion of the group and who insists on using up the general supply because of volitional reasons, must be dealt with in a manner to fit the crime. A conference in which the culprit is given a clear understanding of the problem involved in furnishing the supplies will usually clear up the case.

One way of cutting down the cost to the school of providing emergency supplies for the legitimate use of pupils in the study hall is to place on the bulletin board a list of supplies needed with a suggestion that a donation party of such materials be made by the pupils who have benefited by having such supplies provided in the room. If the pupils have been properly guided, they will recognize their responsibility for replenishing the stock. From whatever source the supplies are procured, they must be on hand so that all pupils will have certain access to materials for study. In no other way can it be certain that the study hall is prepared to function.

Summary

The study room should be equipped so that it suggests the activity to be carried on in the room. A psychological effect can be produced by the proper environmental setting, which will result in favorable pupil attitude towards lesson preparation.

In order that the study hall may serve its function, certain

equipment is necessary. Some thought must be given to its choice, not only for the actual use, but also for its value in contributing to attitudes towards study.

In order that the study hall may be able to meet the unusual and special needs of young people, a stock of study tools and supplies must be on hand so that there may be no reason why each and every pupil is not profitably employed. It is not suggested that supplies be furnished to the individual except as an emergency measure. Pupils must be trained to observe the first law of effective study, that there be an awareness of the tools and materials needed for particular lesson assignments and that these be provided in advance of their need.

No environmental study-hall factor should be overlooked that will create and maintain the most favorable conditions for lesson preparation.

SELECTED BIBLIOGRAPHY

BUTRICK, MERRITT A. "The Present Status of the Study Hall and The Results of a Study Hall-Library Project," Master's thesis, University of Washington, 1936.

PERRY, RAYMOND W. "Beautifying the Schoolroom," *Journal of Education,* 12:22–3. January 4, 1937.

PRICE, C. W. "Room Conditions Retard Efficiency," *High School Teacher,* 8:388–9. December, 1932.

WHITEMAN, ELIZABETH C. "Balanced Collection of Books in Study Halls at Evanston," *School and Society,* 44:279–80. August 29, 1936.

CHAPTER FIVE

GENERAL STUDY SUPERVISION

CHAPTER FIVE

GENERAL STUDY SUPERVISION

It is difficult to know just what is meant when the term "supervised study" is used, and the various names by which it is known are equally vague. Directed study, study direction, directed learning, and study guidance are all in general use to denote some form of help given the pupil in lesson preparation. But these do not give an accurate idea of the form of help given, to what extent or in what degree it is given, and under what conditions. We need to know both the quality and the quantity of the supervision and whether it is general, incidental, informal, formal, or remedial. Moreover, because the term has different meanings and implications to different educators, any discussion of supervised study is likely to be misleading.

To give a definition for the term "supervised study" does not clear up the matter. Kilzer[1] says it is "an effective direc-

[1] L. R. Kilzer, "Some Devices Used for Checking the Supervision of Study," *School Board Journal*, 91:25. August, 1935.

tion and oversight of the silent-study activities of the pupils." That would limit it to silent study. Judd[1] makes the statement, "The term 'supervised study' has been used as a general term to describe the plan adopted by progressive teachers when they co-operate with pupils in cultivating systematic well-ordered methods of attacking intellectual problems." Here lies the difficulty. It is only in its general sense that the term "supervised study" has been defined. This makes for uncertainty and vagueness with a feeling that it has no definite principles or program. Perhaps the implications involved in the term "supervised study" are too many to be covered by a single definition. An analysis of the term into its component parts and an interpretation of each might be more exact. The following terms are suggested:

Directed learning. The teacher making the assignment points out the steps in the intellectual process involved in preparing the lesson and sees to it that these steps are followed logically. This is specialized supervision of subject-matter study, and may be silent, oral, or manipulative, depending on the subject.

Directed study. The teacher making the assignment supervises the silent and, in some cases, the oral study of the pupil, with a minimum of actual help, but with a direct oversight of what is done and how.

Study guidance. A planned program for pupil study betterment. This may take the form of remedial work with formal or informal guidance.

General study supervision. An oversight of the general study habits of the pupil which are the bases for the more complex study forms. Conditions are made right for silent study and help is given to the pupil as he requests it.

Undirected study. The pupil takes full responsibility for silent lesson preparation. It is assumed that conditions are

[1] CHARLES H. JUDD, *Education and Social Progress,* Harcourt, Brace and Company, 1934, p. 260.

right for the study activity and that incidental help is given when needed.

Brink[1] recognizes the inaccuracy of the term when he says: "That the term supervised study is at present in disrepute is owing to the misunderstanding of its purposes, to the greatly exaggerated claims made for it by its enthusiasts, and to the fact that it emphasized mainly the technical side of the problem of directing study."

Although it may not be possible to agree with the definitions of supervised study as given, there is no doubt but that it is an educational need and one that is of the first importance in pupil training. Garth[2] made a study of methods of lesson preparation which included both college and high-school students and reports the following: "It will be seen that 6 per cent of the college students and 3 per cent of the high-school students, according to their confessions, really think when they study."

The techniques involved in lesson preparation are many and complex, because there are general or fundamental as well as specified study processes to be taken into consideration. Pupils will need to recognize and respond to the general stimuli which initiate the study activity, make plans for it and bring it to a successful conclusion. These are:

A known lesson need (the assignment)
A desire to fulfill the need or requirement
Providing books and materials for carrying on the study activity
Isolating the problems involved in lesson preparation
Planning how problems are to be attacked
Application until desired results are obtained

[1] WILLIAM G. BRINK, *Directing Study Activity in Secondary Schools,* Doubleday, Doran and Company, 1937, p. 15.
[2] THOMAS R. GARTH, *Educational Psychology,* Prentice-Hall, 1937, p. 237.

Checking up on results—review, proofreading, trying to recall, proving problems, etc.

In directing learning in specific subjects many factors are involved in addition to the general fundamentals mentioned above which are basic to all subjects. The variety of necessary pupil-study responses will be clear from the following partial outline:

History

Cause and effect relationships
Evaluation and comparison of material
Fitting facts into a chronological framework
Deducing motives behind the acts of historical characters

Mathematics

Understanding principles and how they are to be applied
Constructive imagination in geometrical thinking
Translating problems in terms of examples to be solved
Grasping the concept of absolute accuracy

Literature

Making emotional response to creative writing
Interpreting sense appeals in terms of their implications
Applying vicarious experience to general and specific experiences
Understanding the background which conditioned creative effort

Science

Accurate observation of scientific phenomena
Organization of data in a logical and orderly manner
Using both the deductive and inductive methods of arriving at principles
Suspending judgment until all facts are available and checked for accuracy.

All these intellectual exercises, and more, enter into the study activity in the specialized fields given above and are therefore

vital in directing learning. It is obvious that only the teacher in the particular subject is capable of giving intelligent and expert study direction. However, in most instances if the assignment is intelligently formulated and clearly given, either orally, or, better still, by means of well-organized mimeographed directions, many pupils are capable of carrying out their lesson assignments without special help from the teacher. Indeed, there should be a challenge to each pupil to take his own educational hurdles up to the limits of his capacity to do so. Only by that means is educational growth possible. The pupil should not be allowed to lean upon the teacher and should not be given help until he has made an honest attempt to help himself. Brink [1] recognizes the need for pupil independence in lesson preparation in the statement:

> The position taken by certain writers that most, if not all, of the studying of secondary-school pupils should be carried on in the classroom under teacher direction is doubtless unjustified. . . . Pupils should frequently be stimulated to extend their knowledge and information through independent work in the library, at home and other places.

Since so much of the study time provided by the great majority of schools is spent by the pupils in the study hall, it might be well to decide what types of supervised study, if any, can be carried on there. Depending on how effective the particular study hall is, one or both of these kinds are practical in that situation:

> *General study supervision.* This will take the form of directing the fundamental study habits of pupils, which are basic to all subjects. Help should be given to the pupil when requested.
>
> *Undirected study.* This will mean that conditions are right for study, and the pupil carries on study activities independently, with a minimum of help from the study-hall teacher.

[1] BRINK, *op. cit.*, p. 273.

Whether these two study techniques which can be carried on in the study hall approximate supervised study as it is commonly known, is questionable. They may be different in kind and degree and still be valuable in pupil training. Although Brink makes the statement, "There is little reason for assuming that the undirected study in a classroom is any better than in the study hall," he does not take into account the difference in the number of pupils involved in the two situations. From the very nature of things the smaller number of pupils in the classroom would have a more favorable environment for study than is possible in the study hall with the horde of pupils present. Then, too, the classroom has an advantage in that the pupil attitude toward it is likely to be more favorable.

In a relatively favorable study-hall situation as far as number of pupils is concerned, the undirected activities engaged in by the pupils, as reported by Means,[1] is not encouraging. The number during the different periods in the study hall varied from fifty-four to seventy-seven. The various types of activities carried on were as follows: "(1) study texts; (2) reading other books; (3) reading Literary Digest; (4) reading papers and magazines; (5) miscellaneous activities; (6) perceptibly doing nothing, or sleeping." From the number of pupils engaged in each of the activities, it is to be noted that the greatest number were included in (1), (2) and (3). That may be considered a wise use of time. Pupils engaged in (4) and (5) evidently need planned guidance, and those in (6) need active remedial work. In most schools the study-hall groups are very much larger than in the situation studied by Means, and therefore the problem of profitable use of pupil time is increased and intensified. In fact in extreme situations

[1] MARIE H. MEANS, "Work Decrement in Successive Study Hall Periods," *Journal of Educational Research*, 30:597–605. April, 1937.

it is doubtful whether the limited guidance which can be given will do much towards influencing pupils to engage in effective habits of work, even of the general type.

Leaving the practice of serviceable study procedure to chance does not always get the results in adequate lesson preparation. With this in mind, educators here and there have initiated and developed formulated courses designed to make pupils aware of the psychological factors involved in the study of various types of lessons and have prepared materials which, if mastered by the pupils, will make them intelligent and efficient in the practices needed for effective lesson preparation. The Wagner-Strabel[1] report of such a course gives the methods used in motivating better study habits and in creating a favorable attitude towards work. Study procedure and practical devices for lesson preparation received the major part of the lesson time. The result of the course was a general improvement in the work of the pupils. From the report it would seem that the main value of the course was that it bolstered up pupil morale and at the same time made pupils aware of their own study practices.

The Mills[2] study would seem to prove that the great majority of pupils know what good general study habits are but either do not choose or are too lazy to practice efficient methods of work. As Mills puts it, "The knowledge aspect can largely be taken for granted . . . and the energy of the instructor directed toward devising means of helping the pupils make habitual what they know are the most efficient methods of study." Taking for granted that pupils know what makes for good general study habits, the study-hall teacher must remind them of the best methods and must, by all the devices

[1] MAZIE E. WAGNER and EUNICE STRABEL, "Teaching High School Pupils How to Study," *School Review,* 43:577–89. October, 1935.

[2] H. C. MILLS, "What Do High School Pupils Know About Study?" *Journal of Educational Research,* 29:580–4. April, 1936.

practical in the study-hall situation, influence the pupils to make the desirable study practices habitual. By concentrating on the basic phase of general study, a foundation will be laid for the more complex, specific intellectual exercises needed in special subjects. Strang[1] suggests that,—"General study rules . . . may have a value in reminding students of things they should do when studying any subject."

Although planned courses designed to teach pupils how to study are not possible in all schools, it is possible for all schools to provide pupils with brief, practical rules for lesson preparation especially applicable to the particular school. Since these must necessarily be concerned with general study, and the supervision of that phase of study is the special interest of the study hall, the formulated guides should be given out in the study hall and there the attention of the pupil should be directed to their use. A concentrated effort should then be made to have the rules practiced by the pupils for a period of time long enough to make their observance habitual.

There are many good formulations of study rules available. The one here given is especially applicable to general study.

Study Helps[2]

For students of the University High School.

The habits of study formed in school are of greater importance than the subjects mastered. The following suggestions, if carefully followed, will help you make your mind an efficient tool. Your daily aim should be to learn your lesson in less time, or to learn it better in the same time.

1. Make out a definite daily program, arranging for a definite time for each study. You will thus form the habit of concentrating your thoughts on the subject at that time.

[1] Ruth Strang, *The Role of the Teacher in Personnel Work*, Bureau of Publications, Teachers College, Columbia University, 1932, p. 308.

[2] Formulated for the library study hall of the University of Chicago High School.

2. Provide yourself with the material the lesson requires; have on hand maps, ruler, compass, special paper needed, etc.
3. Understand the lesson assignment. Learn to take notes on the suggestions given by the teacher when the lesson is assigned. Take down accurately any references given by the teacher. Should a reference be of special importance, star (*) it so that you may readily find it. Pick out the important topics of the lesson before beginning your study.
4. In the proper use of a textbook, the following devices will be found helpful: index, appendix, footnotes, maps, illustrations, vocabulary, etc. Learn to use your textbook, as it will help you to use other books. Therefore understand the purpose of the devices named above and use them freely.
5. Do not lose time getting ready for study. Sit down and begin to work at once. Concentrate on your work, i.e., put your mind on it and let nothing disturb you. Have the will to learn.
6. In many kinds of work it is best to go over the lesson quickly, then go over it again carefully; e.g., before beginning to solve a problem in mathematics read it through and be sure you understand what is to be proved before beginning its solution; in translating a foreign language, read the passage through and see how much you can understand before consulting the vocabulary.
7. Do individual study. Learn to form your own judgments, to work your own problems. Individual study is honest study.
8. Try to put the facts you are learning into practical use if possible. Apply them to present-day conditions. Illustrate them in terms familiar to you.
9. Take an interest in the subjects taught in school. Read the periodical literature concerning these. Talk to your parents about your school work. Discuss with them points that interest you.
10. Review your lessons frequently. If there were points you did not understand, the review will help you master them.
11. Prepare each lesson every day. The habit of meeting each requirement punctually is of extreme importance.

Study helps given to pupils will not of themselves improve their work. Favorable pupil attitudes should be developed so that they will feel that the study helps are of practical value to them in their school work. This can be accomplished if the entire school concentrates on methods for getting efficient lesson preparation. Just as correct English, both oral and written, is the concern of every teacher in every subject, so habits of study are tied up with the work of each classroom in each field. Lesson preparation is a matter which affects the entire educational program of the school. The study-hall teacher cannot take all the responsibility for it because she has no control over the lesson assignment of which the preparation is a part, nor has she an exact knowledge of the results. Although the study-hall teacher is the logical person to initiate devices for making pupils aware of good general study habits, she should have the support of the entire faculty in her effort to improve study habits.

A good substitute for giving pupils study helps is suggesting that they make their own. This can be turned into a profitable pupil project by appointing a committee to assemble the study suggestions made by the individual pupil, to choose those that seem to be most useful, and to edit and revise the material so that in its final form it can be used by the student body as study rules to be followed. This method is a good one because it calls for direct individual pupil participation as well as a group activity of a worthwhile nature.

A method of improving study habits, suggested by Rosenstengel and Dixon [1] consists in the preparation of a self-analysis blank on study habits. Pupils were asked to rate themselves on their own habits. No pupil was compelled to answer the questions. No emphasis had been placed on desirable habits

[1] W. E. Rosenstengel and Fred B. Dixon, "General Study Habits of High-School Pupils," *School Review*, 44:127–31. February, 1936.

before the pupils were asked to fill the blank. The main headings in this blank were important; they consisted of some of the following items: "Use of a schedule; reasons for having a schedule; start studying immediately; write down assignments; worry when going to class unprepared." It will be noted how practical these headings are.

Perhaps the best method of bringing the study activity of the pupil, both general and specific, into an efficient whole is by means of the study schedule. There must be plan and purpose if the pupil is to accomplish his whole educational program. In order that study may take its proper place as an extension of the classroom activity, the pupil must relate his study to his classroom time in a manner calculated to further his progress in the subject. As Strang[1] puts it,—"The amount of time spent in relation to other activities is best ascertained by means of the daily schedule. Have the student keep a record of the way he spends his time during one week. . . . Studying his time expenditure will help the pupil face the way he is spending his time." Not only is this device useful as a check on pupil time within the school, both in curricular and extra-curricular activities, but it is invaluable in making program adjustments because it will help identify the pupils who are carrying too heavy a load. Different pupils have a different speed in study. Some are fast and thorough, some fast and superficial; there are the thorough and slow plodders, while there are many slow workers who get little intellectual content from their study. The schedule will also reveal the pupil who puts too much time on the subject he likes and neglects the others. The study-hall teacher should have the pupils make a tentative study schedule during the very first day of school. This has the effect of calling the at-

[1] RUTH STRANG, *The Role of the Teacher in Personnel Work*, Bureau of Publications, Teachers College, Columbia University, 1932, p. 306.

tention of the pupil to the relationship existing between the activities of the classroom and the study hall. These tentative schedules should be kept in a file and should be returned to the pupil for revision as soon as the school year has progressed sufficiently so that there has been time enough for the pupil to know how his program is working in practice.

By undertaking general study supervision and making conditions right for undirected study, the study-hall teacher can perform a valuable service in the school. Efficiency in carrying out the two kinds of study supervision suited to the study-hall situation will improve the lesson preparation of the pupils and this will be noticeable in their better response to classroom assignments.

Summary

It is difficult to know what the term "supervised study" means because it means different things to different educators. For that reason, and because it has not fulfilled its promises, it does not have the educational standing it once had.

Some method is needed for improving the study habits of young people, no matter by what name it is called. It is suggested that by analyzing the term "supervised study" into its component parts and giving to each a definite meaning, it might be possible to identify the actual type which is used in improving the study of young people.

Of the types so formulated two can be carried out in the study-hall situation, and these should be developed to their fullest extent. General study supervision would seem to be the province of the study hall. There are methods designed for making pupils aware of the factors involved in general study. These should be brought to the attention of the pupils. The entire school is vitally concerned in efficient lesson preparation and should insist on getting the best kind possible.

SELECTED BIBLIOGRAPHY

BERMAN, S. L. "Some Thoughts on Teaching Effective Habits of Study," *High Points,* 19:67–70. May, 1937.

BRINK, WILLIAM G. *Directing Study Activity in Secondary Schools,* Doubleday, Doran and Company, 1937.

MILLS, H. C. "What Do High School Students Know About Study?" *Journal of Educational Research,* 29:580–4. April, 1936.

ROSENSTENGEL, W. E. and DIXON, F. B. "General Study Habits of High School Pupils," *School Review,* 44:127–31. February, 1936.

WAGNER, MAZIE E. and STRABEL, EUNICE. "Teaching High School Pupils How to Study," *School Review,* 43:577–89. October, 1935.

WHIPPLE, GUY M. *How to Study Effectively,* Public School Publishing Company, Bloomington, Illinois, 1916.

WOODRING, MAXIE N. and FLEMMING, CECILE W. *Directing Study of High School Pupils,* Bureau of Publications, Teachers College, Columbia University, 1935.

WRENN, C. G. *Practical Study Aids,* Stanford University Press, Stanford University, 1933.

CHAPTER SIX

METHODS OF IMPROVING STUDY

CHAPTER SIX

METHODS OF IMPROVING STUDY

As HAS been indicated, the study hall can be utilized for two types of study guidance:

General study supervision—silent and individual study.
Undirected study————————silent and individual study.

These may require formal, informal, or incidental direction of the work of the pupil, depending on the kind most likely to be efficacious. Methods of study guidance must be elastic enough to fit the needs of the individual pupil. Since the study-hall population is generally made up of a large miscellaneous group engaged in lesson preparation in various subjects, it is essential that the study guidance be direct or indirect, depending on study needs of the particular pupil. Therefore no definite rules can be given other than to point out that the fundamental requirements in silent study are order and quiet. Teachers and pupils should be able to depend on the study hall to provide this favorable environment.

Only through the co-operation of the entire school,—administrator, teachers and pupils,—can the study hall carry out its study guidance function. The administrator should make favorable conditions in the physical setup, the control and organization, and the administration of the study hall. The classroom teachers should create right pupil attitudes toward the study hall by showing them the relationship between the lesson assignment and silent study. Pupils should co-operate in making the study hall effective because study in school time has definite practical advantages for them in that it means less home study. In the last analysis, if a tradition of "pupil time well spent" in the study hall can be established, the two types of study supervision mentioned above can be carried on efficiently.

Study guidance in some form or other is needed by all pupils. The efficient pupil will thrive upon recognition of his ability and suggestions designed to increase the range of his interest; the average pupil should be influenced to improve his work by using better study habits; and the poor student should be encouraged to work up to his highest capacity and should be given direct and formal guidance in methods of attacking and completing lesson assignments.

There are causes underlying the failure of pupils to come up to their best potentialities in lesson preparation. The most obvious are: (1) a too heavy program of studies; (2) too many outside interests; (3) poor health; (4) unsatisfactory home conditions; (5) lack of satisfying social relationships with other pupils; (6) taking subjects in which they have no special bent; (7) strained classroom teacher-pupil relationships; (8) poor scholastic background. Any one or combination of these may affect the work of the pupil and are important considerations in study adjustments.

Pupils with poor study habits will require immediate atten-

tion and guidance over a long period of time. One way of identifying the serious cases is through the deficiency cards sent by teachers to the home. The study-hall teacher should have access to these and should make it a point to direct the work of each pupil who receives one. Plans should then be made for guiding the pupil in his study of the subject in which he is failing until there is noticeable improvement in his classroom work. Very often the failure of the pupil to come up to lesson requirements is due to his failure to practice good general study techniques rather than lack of knowledge of the special thought processes applicable to the course.

The direct causes for poor work in the study hall are about the same as those observed by the classroom teacher. Lack of application was given by classroom teachers as the greatest single cause of pupil failure to come up to the requirements in content subjects. In a study made in the University High School during the school year 1924–1925 it was found that 20 per cent of the adverse criticism of pupil work was credited to the single cause, lack of application. If the problem of application is so serious in the classroom where pupils engage in so many other activities, what must it be in the study hall where it is the main and sometimes the only pupil activity? Pupil application to study is a main problem in the study hall, and therefore pupil failure in this respect is the source of difficulties both in behavior and in the quantity and quality of study accomplishment. The study-hall teacher must make it a requirement that pupils go through the motions of study, that is, that they apply themselves to lesson preparation.

Lack of application, with its resulting idleness in the study room may be the result of many conditions. The most common causes are:

Lack of interest in school work. Pupils are scheduled for courses that have no appeal for them. Although it is generally

agreed that a well-rounded education is desirable, it is nevertheless true that many young people exposed to certain subject matter supposed to be good for them, do not thrive on it. Then, too, teacher presentation of a subject may lack the freshness and stimulation some pupils need for intellectual effort.

Mental capacity of the pupils. All pupils are not equal in this respect. For some pupils the requirements of the school are below their capacity, whereas for others they are above their level. In extreme cases pupils are definitely unequal to the intellectual tasks assigned to them, and do not know what the whole thing is about. As a result, since they feel they are not capable of doing what is expected of them, they do nothing, or make fumbling attempts at lesson preparation.

Indefiniteness of assignment. Pupils need to know not only what to do but how to do it. Teacher assignments are not always clear, and they are often unreasonable in their demands. The teacher does not always take into consideration the fact that it takes the pupil longer to do the exercise assigned, than it would if the teacher were doing it. Well-formulated assignments give the pupil a sense of educational direction, while the opposite kind make the pupil lose not only interest in the subject matter but also faith in the teacher. One of the best services performed by the study-hall teacher is that of interpreting lesson assignments. This cuts down the idleness caused by a pupil's failure to understand what lesson preparation should be made and how it should be done.

Uncertainty of what step to take next. When young people know what they should study and how to go about it, they generally go ahead. If they strike a "snag" and are uncertain of how to perform the next step, one of two things is likely to happen,—either they do nothing about it and are idle, or they attempt to get help from other pupils and, by thus doing,

disturb the necessary quiet in the study hall. The study-hall teacher must be on the lookout for opportunities to help pupils at such a time. If the right guidance relationship between pupils and teacher has been established, pupils will ask for help when they are puzzled. This help given by the teacher should not be direct, such as working a problem, but should consist of giving the general rule covering the particular case. This will set the pupil on the right track. Sometimes a well-devised question asked by the teacher will help the pupil see which step in lesson preparation should come next. Often guiding the pupil to state his problem will clarify the matter.

Mental laziness. Many pupils of high-school age are, like Rip Van Winkle, apt to be disinclined to engage in useful and profitable work, although they will not hesitate to expend physical energy in other directions. The study activity requires sitting still, and this is just what they dislike doing. They much prefer to be moving about and doing something that entails physical activity. Mental laziness may be the result of too fast growing. From whatever cause, the study-hall teacher must influence the pupils to engage in study, no matter how much they may dislike it. Sometimes a pupil's desire to make intellectual effort can be stimulated by presenting motives of an extra-curricular nature. There should be no nagging of lazy pupils, neither should their work be left to chance. Each lazy pupil should be required to hand in to the study-hall teacher a report of his study attempts and accomplishments each day. The form for this is suggested on page 100.

Discouragement. The feeling of discouragement comes to all young people at times. The effective pupil gets it rarely because he knows the quality of his work is good and he receives favorable recognition in the classroom. The average pupil is not so sure of his intellectual output and is therefore

likely to be uncomfortable when he wonders how his efforts will be received. The poor student knows he is below standard in his work and dreads the classroom hour that will reveal it. The certain proof of poor lesson preparation affects the amount and kind of work the pupil does in the study hall and colors his attitude towards study. In extreme cases it causes

WORK RECORD FORM

Name of pupil_____ Study period____ Date_____

Work record (to be handed to the study-hall teacher at the end of the period.)

Lesson preparation in Course, or Courses_____

(1) Specific activity to be checked by pupil, __reading_____, notetaking_____, outlining_____, studying texts_____. Give exactly what was accomplished, including pages read or studied.

(2) Miscellaneous activities. Indicate what was accomplished in addition to the study activities given above.

what is generally known as an inferiority complex. It is the business of the study-hall teacher to build up the confidence of the pupil in his ability to come up to requirements. By supervising his work over a long period of time, getting the classroom teachers to provide the extra help he needs, and giving the pupil favorable recognition for the things he does well, a feeling of confidence can be engendered. This will result in a willingness on the part of the pupil to apply himself to study because by so doing there is a hope of betterment. Pupils need to be given the courage to go on.

Fatigue. This is more common among young people than is generally recognized. It may be due to any number of reasons,—not enough sleep, over-excitability, the ills due to adolescent growth, or poor judgment in budgeting time. When the cause has a physical basis, the pupil should have the attention of the school physician; when it is scholastic, some adjustment must be made in the pupil's schedule. Sometimes the monotony in the study hall is a contributory factor. This can be met by making conditions which give pupils a legitimate reason for moving about in the room and by varying the program of study. From whatever cause, an effort must be made to correct the conditions which bring about fatigue.

Closely allied to application and somewhat similar in its manifestations, is concentration. Lack of concentration affects the study efficiency of young people disastrously. Three degrees are noticeable,—

Lack of concentration. In its extreme form it almost shuts out the possibility of study, because study requires concentration. Usually the pupil does attempt to make a purposeful effort, and to the degree in which he does this, to that extent does he succeed in lesson preparation. The study-hall teacher should, by observation, try to discover the reasons for lack of concentration, and should initiate a planned program of general study supervision. If her efforts do not seem to bring results in improved concentration, she should ask that a case study of the pupil be made, so that intelligent remedial work may be undertaken. The diagnostic study should include the following items:

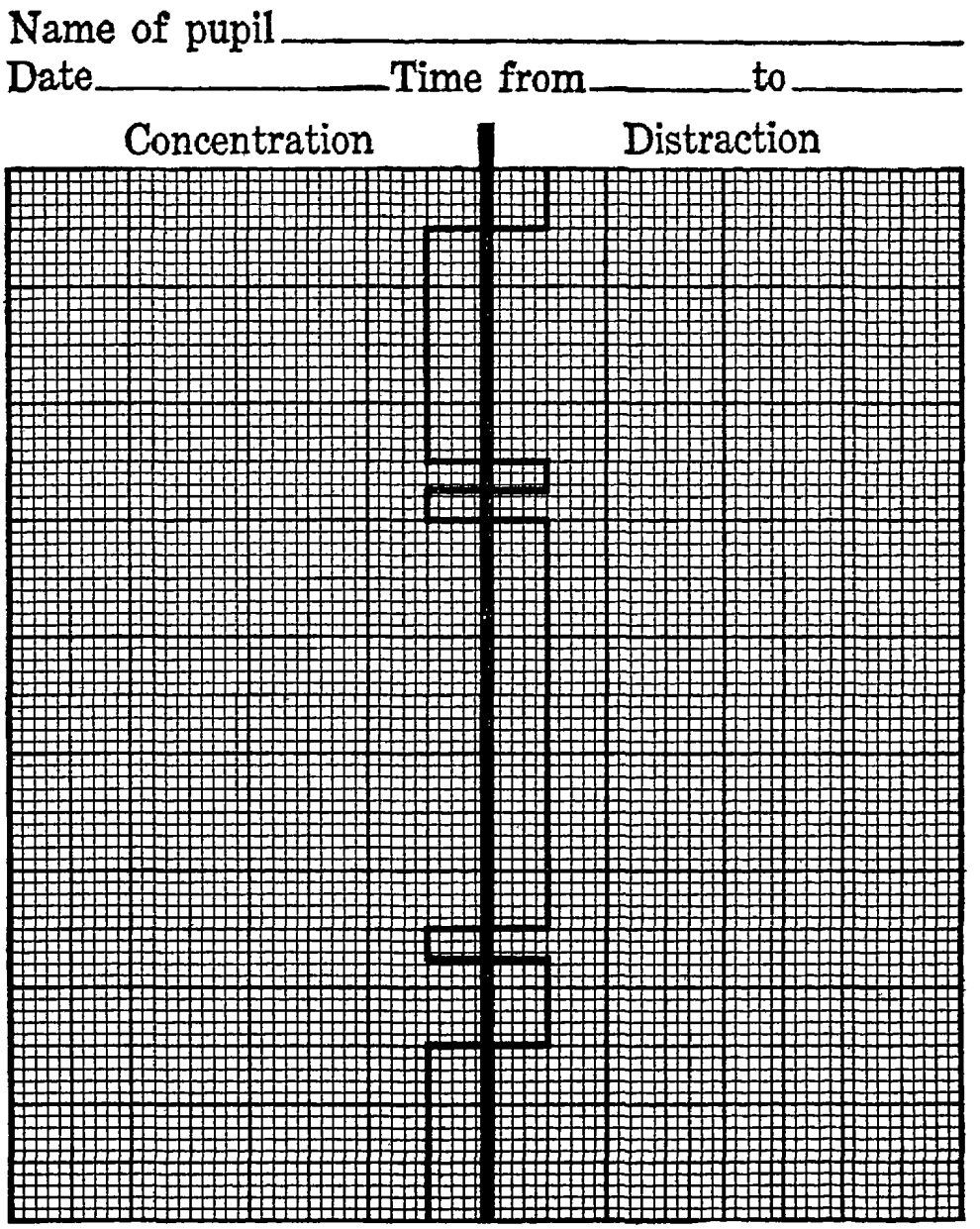
Introductory statement
Physical condition
Mental ability
Achievement in school
Study habits

Attitude towards work
Interest and special abilities
Personality
Summary.

Partial concentration. There are many forms of pupil failure to concentrate consistently. Sometimes the difficulty arises from the unwillingness of the pupil to give his full attention to study, therefore not all his intellectual powers are enlisted in the learning process. Other pupils, because of intellectual handicaps, engage in surface concentration for long periods with short periods of idleness in between. The amount of productive study which these pupils accomplish is small and the quality is very poor. Such pupils need the co-operative effort of classroom and study-hall teacher, and in extreme cases should be given remedial instruction in methods of study.

Diffusion of attention. This is a form of partial concentration which has a different basis. Here the pupil wishes to do his best work, and thinks he is doing it. However, although he concentrates fully, it is for short periods only. There is a rhythmic period of time in which the concentration is broken. The effect is to make the pupil believe that he has been busy all the time without a break, while in reality his study time has been a series of breaks. Calling the attention of the pupil to the need for longer periods of concentration will do little good. An objective device for showing the pupil a picture of his habits of concentration is practical. This can be made on a sheet of graph paper used in mathematics, by drawing a heavy perpendicular line down the middle. On one side of the heavy line the word *Concentration* is written, on the other side *Distraction.* While observing the pupil's study, the study-hall teacher draws a line on each side of the heavy line, equal to the time the pupil applies himself, or does not do so. Thus a diagram of how the pupil spends his time in study is in

graphic form easily understood by the pupil. The graph will look somewhat like this:



A prepared form of this device is available. It is called the Chicago Sustained Application Profile Sheet.[1]

[1] Formulated by Hannah Logasa for the Library Study hall of the University of Chicago High School. Can be obtained at Bookstore, Graduate School of Education, The University of Chicago.

This device is highly practical and effective for all kinds of application and concentration study problems.[1] It is valuable to the study-hall teacher because few explanations, if any, are needed. The pictured device speaks for itself, and more eloquently than words. A series of these graphs are sometimes needed to cure the most chronic cases. Before reporting unsatisfactory study habits to the administrator or teachers, it is imperative that the study-hall teacher take a graph, or a series of graphs, of the pupil's work as evidence of the type of study the pupil actually does in the study hall.

The two essential things in study are concentration and application. Without these the pupil can accomplish little in lesson preparation. Therefore, the study-hall teacher must use every method and device possible, so that pupils may be influenced to make an honest attempt to apply themselves while in the study hall, and by the use of will power keep their mind on their work. In some cases it will take ingenuity on the teacher's part to bring about a purposeful attitude on the part of the whole group. By intelligent use of prodding and with wise use of guidance, the individual pupil can be made aware of what is expected of him; once he has acquired good habits of work he will, in turn, exert a favorable influence on the entire group.

Beside the general guidance needed by all pupils, consisting of insistence on application and concentration, there are particular study routines and techniques needed by individual pupils and groups that should receive attention. Neatness of work prepared for the classroom, and a well-organized pupil notebook will improve the appearance of the work of the pupil materially, and will afford him that sense of system which good form gives. Presentation of material to the classroom teacher on time, neatly and clearly written and with attention

[1] Each line on graph represents a minute.

to proper form, has practical values to the pupil because the exercise will receive the highest grade possible for the quality of the work. In the study hall much of the lesson preparation goes forward and the study-hall teacher should supervise the form of work which the pupil hands to his teacher.

The notebook of the pupil also needs the attention of the study-hall teacher. Whoever has seen the state of the notebooks of many high-school pupils, will recognize the need for doing something about it. An orderly notebook will save the time of the pupil and will increase his efficiency because "everything will be in its place" and therefore the pupil will be able to find quickly that for which he is searching. This will cut down one source of idleness. The study-hall teacher should have on hand heavy manila sheets of the right size for notebooks as well as the tabs for indexing the various sections in the notebook. These should be provided for the pupil. By using these to separate the notes for different subjects, the notebook will become systematized. Thus, for instance, the notes for English, History, Mathematics, and Science will each have a definite place. In the back of the notebook a stout pocket should be pasted to hold the small notebook which is to be used especially for lesson assignments. This also should be arranged under subjects, with date when work is due. This organization of materials is educative and results in study done in a workmanlike manner.

Practice in note-taking does not usually receive enough attention in the classroom. Perhaps it is due to the fact that it is a general rather than a specific skill, and is, therefore, not the province of any department. Good lesson preparation is largely dependent upon pupil ability to make meaningful extracts from the printed page. Many pupils copy the material from the book, word for word, and thus it becomes a copy exercise instead of an intellectual process in which the

pupil, in his own words, gives the gist of the thought expressed by the author. This is a very different process from straight copying. The study-hall teacher can help in this most needful study skill by posting on the bulletin board a simple page of subject matter together with the notes made from it. It will then be clear to the pupil what is meant by note-taking. In her daily work with the pupil, the study-hall teacher should supervise the way the pupil puts the process of note-taking into practice.

Another difficulty encountered by pupils in their lesson preparation is that of outlining. Because of inadequate training in that most important study technique, the pupils are not equal to it and they therefore hate to make an outline. It is a hard and unpleasant task which they do poorly, if at all, although the best lesson preparation may call for it. Outlining is one of the best ways of showing the progression and relationships of facts and ideas. An outline is the skeleton which shows the organization of the material. There are general forms for outlining which with but slight adaptations and modifications may be used for various subjects. Every pupil needs to be well grounded in the general forms of outlining in order that the making of modifications to fit special subject requirements may not present unsurmountable difficulties. The fundamentals of outlining are in the nature of a general study technique, and that is one reason why they are not well taught in the classroom and practiced until they have become habitual to the pupil. Therefore, it is the duty of the study-hall teacher to make up for this deficiency. She can do this by formulating a mimeographed sheet in which the definition of outlining is indicated, and a sample of the accepted general form is given. In addition, a page of simple material should be copied, and from this the two types of outlining, topical and sentence, should be made as samples to

show how outlines are made and the accepted forms which they should take. This information should be in the notebook of every pupil for ready reference, and the study-hall teacher should see to it that the pupil follows the accepted forms of outlining.

Disserviceable study habits must receive the expert attention of the study-hall teacher. The most common study error is the trial-and-error method of work. It is easy to identify pupils who do not know just what it is they are trying to do. They try one way and then another, with a swiftness and indirection that is noticeable. They apply themselves feverishly without a plan of attack. They trust to luck that what they are doing will bring the results they desire. Unfortunately, that does not always follow, so they try some other way, if they can think of one, or even give up trying to prepare the lesson. The pupil who habitually resorts to the "hit or miss" method of study needs a cure. The study-hall teacher can do this by using one or more of the following methods: (1) Have the pupil present a plan of study before beginning work; (2) Make an interpretation of the assignment; (3) Isolate the problem involved; (4) Tell how the problem is to be attacked. The study-hall teacher will have to explain the thought processes involved, and the planning to be done before intelligent lesson preparation may be undertaken.

A common error in study is that the pupil thinks his ability to recognize material is evidence that he has mastered his lesson. The pupil only partially learns his lesson when he stops at that point. More than recognition is involved in learning. It is one thing to recognize material as familiar, and another to recall and reproduce it. Study up to the point where recognition takes place, in a subject in which the pupil is interested, is pleasurable, but the added repetition necessary to make the association strong enough for recall is likely to be monot-

onous and hard work, which the pupil may dislike. Therefore, many pupils will not apply themselves and concentrate on one thing long enough to gain the power of recall so essential in various types of learning. Half-learning is prevalent in most secondary schools. Because this is so, the study-hall teacher must do what she can to acquaint pupils with the difference between recognition and recall and make it clear that recall is an extension of effort above that needed for recognition. This can be done by placing on the bulletin board a simple explanation of what the two terms mean. In the case of the very poor student, he should be required to keep a daily record on the following form:

THOROUGH LESSON PREPARATION RECORD

Name of pupil_____ Study period_____ Date_____

DIRECTIONS: Note the time when you find the material seems familiar to you_____. This is *recognition.*
Then engage in additional study. Close your book, try to call up in your mind the facts, ideas, vocabulary (if studying a foreign language.) Try to reproduce in writing the material you wish to remember. This is *recall.* When you can do this give the time_____.

Lesson studied_____

Length of time it took for recognition_____
Length of time it took for recall_____

By observing the study procedures of young people the study-hall teacher can do much for the pupil and the educational objectives of the school. It is possible to identify pupils who cannot read well enough to do acceptable school work. That there are many pupils in secondary schools who cannot read with the proper speed and comprehension essential for

efficient school work there is no doubt. By observing eye movements and the rapidity with which pupils turn the page, it is possible to get an approximate estimate of the rate of reading. A definite rate can be obtained, without the knowledge of the pupil, by noting the page in the book the pupil is reading and the time, then allowing a definite time period to elapse before noting again the page he has reached. That will give the number of pages read and the time it took the pupil to do the reading. It is possible to judge the reading comprehension of a pupil by examining the notes and the outlines he has made and comparing them with the original materials from which they were formulated. The study-hall teacher can do much in improving the reading ability by teaching the pupil what a topic sentence is and where it is usually to be found in a paragraph. However, pupils with serious reading handicaps should be given individual remedial work over a period of time long enough to correct the difficulty. Very poor readers should be called to the attention of the principal who will initiate the proper remedial procedure.

Closely allied to the inability to read is the inability to follow written and printed directions. Sometimes that is due not so much to the inability to read as it is to carelessness in reading. This is the cause of much unnecessary inaccuracy in lesson preparation. Now that so many of the lesson assignments are made in the form of mimeographed sheets, the pupils should be taught to read directions with care and should be given a technique for following them. Much of the time of the study-hall teacher is spent in explaining what is meant by certain statements in printed or mimeographed forms. Sometimes the directions given are not plain enough for the pupil to follow; at other times the pupil does not know the meaning of some of the words used; while more often than

not, the pupil has not taken sufficient time to acquaint himself with what is implied in the directions.

Correcting unproductive methods of work and substituting effective habits of study are within the province of the study-hall teacher both in connection with general study supervision and in the undirected study carried on in the study hall. By observing how pupils work in the study-hall situation, in which pupils are, in a manner of speaking, "off their guard," she can identify the pupil who is intellectually honest, the hard worker, and the occasional and habitual loafers. There are methods and devices for keeping pupils busy and engaged in purposeful study effort. The aim should be to inspire each pupil with a desire to improve on his own work both in its quality and quantity. The serious pupil maladjustments are easily recognized and, although the study-hall teacher cannot undertake to do specialized remedial work, she can be instrumental in having it given.

Summary

The study hall can undertake two kinds of guidance, general study guidance and undirected study. These are especially suited to the study-hall situation. To be effective the cooperation of the whole school is needed.

There are methods and devices which can be used in making the lesson preparation of the pupils more efficient. Some are fundamental to the learning process and every effort should be made to have these observed by each and every pupil. Others are in the nature of skills, without which the pupil cannot do good work. Pupils should be given training in these and supervised in their use.

By intelligent observation the study-hall teacher can identify different types of study procedure, both serviceable and disserviceable. She can use methods of improving the work

of most pupils but must call the attention of serious maladjustments to the school official who can initiate special remedial work.

SELECTED BIBLIOGRAPHY

BERG, DAVID E. *The Modern Student. How to Study in High School,* University Publishing Company, Forest Hills, N. Y., 1935.

HOVIOUS, CAROL. *Following Printed Trails,* D. C. Heath and Company, 1936.

KILZER, L. R. "Some Devices for Use in Checking the Supervision of Study," *School Board Journal,* 91:25. August, 1935.

LARDNER, J. J. "Apportionment and Use of Study Time," *Education Association Proceedings,* 1935, pp. 271–78.

SALISBURY, RACHEL. *Better Work Habits,* Scott, Foresman and Company, 1932.

CHAPTER SEVEN

TYPES OF PUPIL BEHAVIOR IN THE STUDY HALL

CHAPTER SEVEN

TYPES OF PUPIL BEHAVIOR IN THE STUDY HALL

PUPIL behavior is a general school problem. In its constructive form it indicates that the pupils co-operate, and have the right attitude towards what the school is attempting to do to further their education. In its negative sense, it means that the student body as a whole, or individual members of it, are not especially interested in furthering the goals of the school. This becomes obvious from the general behavior pattern that prevails, as well as from the prevalence of maladjustments among the pupils. The level of pupil conduct in the classroom, school grounds, corridors, study hall, auditorium, and clubs is usually designated by the ambiguous term of discipline. Thus we have in general use the terms good or bad discipline and formal or informal discipline, to denote not only pupil conduct but also the result of it as it affects the school.

The term discipline, in addition to not being exact, has also an unfortunate connotation. It brings to mind the picture of disorder and disturbance, so dreaded in the classroom. It seems more often to suggest the verb form "to discipline" than it does the noun form which means a general pattern of pupil behavior. There are few adjectives besides good, fair and poor that can be coupled with the noun, and therein lies the inaccuracy in using the word. It is too general a term to be enlightening because the phrase may not mean the same in any two schools, nor is it likely to connote the same to any two persons. Therefore the term discipline may mean almost anything. In reality discipline, as applied to the school situation, is behavior response in the school situations and, in the last analysis, this is the result of many conditions outside the school as well as those within.

Student morale, attitudes, and standards affect behavior. These are molded in the school, community, and the home. Some influences are direct, others indirect. Some are carried over from childhood, a state which the adolescent young people have left but have not entirely outgrown, while others are caused by the strong desire for adulthood which they have not yet succeeded in reaching. The school can do much to make for desirable standards of conduct by creating right conditions for pupils during the formative years, by developing a curriculum that will challenge their interest, by surrounding them with inspiring and understanding teachers, by taking into account individual differences in the school population, by providing a rich and varied program, and by undertaking educational and vocational guidance. With these factors present, a desirable tradition of pupil behavior can be established which, in itself, is educative.

Schools are not always the best educational environment for the pupil. In some schools there is a frequent change of

principals, with the bickering which it causes together with a too frequent turnover in the teaching staff. This gives pupils a feeling of educational insecurity. The curriculum, too, is not always re-evaluated in terms of the present. The curriculum must be sound but not archaic, as is often the case. In many other schools, the practice is to follow any new educational innovation, whether it fits the particular school or not, which results in a program that has nothing to recommend it but its newness. Principal and teachers must know where they are going educationally, otherwise they will go off on an unprofitable tangent taking the pupils along with them.

Because the school is a miniature world, there will be all kinds of young people represented in it. There will be present various manifestations of hopes, fears, aspirations, motives, and abilities and, because some are emerging and others are in various stages of development, young people are in need of guidance. There will be pupils with special talents and gifts, while many others will be handicapped by physical and mental incapacity. However, the greatest number will be the average "mine run" of human beings. To each and every one of the boys and girls the secondary school must give something:—to the manual arts type an opportunity to work with their hands; to the science type a chance to work in a laboratory; to the intellectual type a chance to use thoughts in an original way; to the literary-minded a chance to work with books; to the appreciation type a chance to listen to good music, to come into contact with good art and to make the acquaintance of great books. If the school does this, pupil behavior will be of the desirable kind and will present no problem because pupil conduct is invariably the logical outcome of a situation.

Especially in small and medium-sized communities, pupil

behavior is indirectly affected by the attitude of the community towards the school, its faculty personnel and its educational policies. School-board politics affect the opinions of the citizens in a community to an alarming extent, and in some cities divide the voters into two camps. Such a situation brings dissatisfactions with the school together with the resulting criticisms and heated arguments into many homes. The pupil who reads uncomplimentary articles about the school and its faculty in the town paper and who hears all manner of unfavorable criticism made against the school system by adults who should know what they are talking about cannot help but be influenced. At the present time, it is not unusual to learn about pupil strikes because the school board has dismissed a favorite principal or teacher. Sometimes pupils use their influence with the school board to have an unpopular although able teacher dismissed. Pupils or their parents are often instrumental in having certain subjects in the curriculum dropped or curtailed and certain routines of school organization changed. Under extreme conditions, the principal and teachers also play politics, with the result that politics interferes seriously with the best educational opportunities that should be provided for young people. The same conditions may hold good in large cities but on a larger scale. However, because the community is larger, and the political machine is so much more complicated, the pupils in the school may not be able to grasp all the implications.

The extent to which the home influences pupil behavior in the school depends on the kind of home. Some parents are indifferent to the educational fare which the school offers. All that they care about is that the school may provide their children with some sort of activity which may remove them from their presence for certain hours a day. Such parents regret only that the school does not take the children off their

hands for more time each day and for more months in the year. Other parents are indifferent to the kind of education received by their children because they realize that they know nothing much about the kind they should have and are therefore willing "to leave it to the teachers." However, there are parents who know what educational principles and practice are all about and who are capable of passing judgment on what is provided. All these types of parents judge the schools by what they actually do, or do not do, for their own offspring. They will be also influenced by how the school stands in the community. If the school is being widely criticised, their private opinion is reinforced and their antagonism strengthened. Because of the general dissatisfaction with the school, they then feel free to talk about it in an uncomplimentary manner and in the hearing of the young people who go to school. This starts unsocial pupil conduct and gives rise to the rationalization of individual and group behavior disserviceable to the successful carrying out of the educational objectives set up by the school.

On the constructive side it must be mentioned that the reverse of the undesirable conditions which influence destructive pupil behavior has a chance to be operative when the school has a curriculum suited to adolescent pupils of varying types, interests and capabilities; has a faculty who can do their best work with young people and get the best thought and work out of them; and when the school is not in politics and has the confidence of the community and the home. To the extent to which any school can approximate this, to just that extent will it have the desirable pattern of pupil behavior.

That all these favorable school conditions do not prevail, is evident from the fact that discipline is a problem of such magnitude in most secondary schools. "School discipline is still a major problem with the teacher" is the statement made

by Hunt.[1] This fact is borne out by the score cards formulated for judging the work of teachers. In a score card[2] issued by the Department of Public Instruction of the State of Indiana, three headings are given to which are assigned the following values:

Teaching power	45 points
Government (discipline)	35 points
General characteristics	35 points

Pringle[3] in the preface of his book on high-school discipline recognizes the seriousness of the problem in the following words: "Poor discipline is the greatest single cause of failure among high-school teachers. The percentage of failures due to this cause varies greatly because of conditions and standards." Conditions and standards in the school, community, and the home, are the crux of the matter. It is unfair to judge teachers on their ability to handle pupils in a satisfactory manner unless these factors are taken into consideration. To expect a teacher to create serviceable patterns of pupil behavior unless conditions and standards for pupil morale are intelligent, wholesome and co-operative, is to expect the impossible. Some few super-teachers have succeeded but, short of that, it cannot be accomplished.

It is not always recognized that different types of pupil conduct are desirable in different activities in the school. It is clear that the requirement of pupil behavior in the Latin classroom will be relatively formal, while in the shop it is informal. What is satisfactory behavior in the corridor will not do at all in the auditorium when there is a program going on. The

[1] R. L. HUNT, "School Discipline," *High School Teacher*, 9:355. December, 1933.

[2] FRANKLIN W JOHNSON, *The Administration and Supervision of the High School*, Ginn and Company, 1925, p 78.

[3] RALPH W. PRINGLE, *The Psychology of High School Discipline*, D. C. Heath and Company, 1931, p. iii

behavior of spectators at a football game will be very different from their behavior in a special-interest club meeting. For each separate situation the pupil must adapt himself so that his conduct be right for the educational activity to be carried on. This may require a change of deportment each hour of the school day. Many of the pupil maladjustments are due to their inability to sense what deportment is most serviceable in a particular situation and their failure to make adjustments quickly. This results in carrying over behavior that is serviceable in one place to another where it is just the opposite.

If pupil behavior is a problem of such magnitude in the classroom situation in which there is interesting subject matter, a tangible reward, both immediate and delayed, and class esprit de corps, what must it be in the study hall where all these are absent? Present in the study hall are a great number of pupils during each period. Almack and Lang[1] identify as possible trouble makers: "(1) those whose capacity or attainment is not equal to the work assigned; (2) those for whom the work is too easy; and (3) those who have not acquired proper habits of study and attention." Of the fifteen most frequently-named classroom behavior problems reported by Myers[2] the following are also problems in the study hall: "whispering, overactivity, disorderly in class, neglectful, lack of interest, carelessness in work, failure to study, acting smart, meddlesome, physically lazy." It is certain that the study hall has some behavior problems in common with the classroom, and in addition has many others as a result of its particular situation. Moreover, it is also affected by the pupil morale that prevails in the school and by causes outside.

Teachers who may be able to maintain an adequate pupil

[1] JOHN C. ALMACK and ALBERT R. LANG, *The Beginning Teacher*, Houghton, Mifflin Company, 1928, p. 118.

[2] GARRY C. MYERS, *Developing Personality in the Child at School*, Greenberg, Publisher, 1931, p 365.

control in the classroom situation are unable to do so in the study hall because there is no specialized subject matter and credit to be received by the pupil. The emphasis in the study room is on quiet and study, which is not an end in itself but a means to an end. It is difficult for young people to realize the value in the means to an end. Perhaps if the emphasis in the study hall were placed on only one thing, work, the quiet would take care of itself. Johnson[1] differentiates between good order and discipline and finds in the ideal school situations,—"all pupils usefully employed all the time."

Even though the one objective of the study hall were to keep all pupils profitably employed, there would still be pupils whose behavior is detrimental to the carrying out of that goal. Where any large number of adolescent pupils are together, the very necessary adjustments are carried out only imperfectly. This results in disserviceable behavior of one kind or another.

The pupil population in the study hall each period is usually very large. There are some study-hall groups held in the auditorium that include eight hundred pupils at a time. Generally, the number is much less, but always it is of considerable size. It is an erroneous assumption that the size of the group at any one time does not matter. Any added number to an already large group does not mean just that number added as far as pupil behavior is concerned. It acts in the nature of progression rather than addition. Doubling the number of pupils more than doubles the possible reaction of pupils on each other. Moreover, behavior maladjustments are more likely to be initiated and thrive in large groups than in small because the individual responsibility seems to decrease as the size of the group increases. That is one of the main

[1] JOHNSON, *op. cit.*, p. 132.

reasons why getting a satisfactory behavior condition is so very difficult in the study hall.

There are never two study-hall periods exactly alike, because the make-up of the group is different, and therefore the combination of pupils scheduled into the study hall have their own way of reacting to the situation and to each other. In each group there will be leaders, some constructive and others destructive. How many of these and their purpose and motive is an important consideration. Some are assets in the study hall, others are hindrances. In the event that the study hall is disorganized and noisy, certain pupil disturbers have nuisance value to the group scheduled in the room, with the resulting increase in the bedlam. The leaders must be identified at once, the constructive ones must be influenced to take an active interest in maintaining a quiet study hall; the destructive leaders must understand what the room stands for and their services should be enlisted on the side of law and order. Meanwhile all pupils should be kept so busy they will not have time for anything else.

There are present two extreme types of students in every study-hall group: those who really have intellectual interests, know the value of study in school time and want to apply themselves to lesson preparation and, at the other extreme, those who are the indifferent or lazy and have no desire to study. In addition there is the large body of pupils who are not especially interested in school or in its curricular activities. The conscientious pupils will study without much supervision if the room is quiet enough for concentration. Should the room be too noisy, they will get discouraged after a few attempts at study and will either join in the disserviceable behavior or provide an audience for such behavior. The very poor pupil, since he concentrates only partially and for a very short period, is always ready to enjoy the fun the other pupils

make, or to actively become a trouble-maker. The great middle group will lean towards the side in the ascendency: if the study hall is quiet, they are likely to conform to the general pattern of behavior; if noisy, they are only too ready to add to the noise. The tone of the study hall exerts a real and lasting influence. Pupils will not try "to fish in troubled waters" if all is clear and smooth.

Although the group in the study hall is very large, the unit is the individual because each pupil should be engaged on his own study problem without reference to any other pupil. Each pupil makes a behavior contribution, good, bad or indifferent, to the study-room situation which makes it efficient or inefficient as a place for lesson preparation. Therefore, the conduct of individual pupils is of the utmost importance and must receive careful attention.

There are a number of individual actions which young people perform in the study hall that are not wrong in themselves but are disserviceable. Johnson[1] gives a good example of this when he says, "Whispering in class, or study hall, should be forbidden; not because it is wrong in itself, for communication is instinctive, but because it interferes with the attainment of more important aims." In this same category there are many more trying behavior problems, acts that are rather trivial in themselves and yet that interfere with the work of the individual and the group. In this class are: note writing, kicking, hand language, pointing, making faces, gum-chewing, pushing. Some of these acts are a holdover from childhood, others the natural desire of gregariousness. Although these acts are not especially noisy, they should be restricted because they take the study time of the individual and distract the attention of other pupils.

Volitional and willful behavior comes in another class.

[1] JOHNSON, *op. cit.*, p. 133.

Here is a premeditated attempt to cause conditions which will interfere with the study of individuals, and in extreme cases may be motivated by a desire to interfere with the work of the entire group. This makes it necessary to assign a different basis for judging this type of conduct. Because such behavior is planned mischief it is vicious and is a social liability. Deportment of this kind is usually engaged in by a pupil who wishes to bolster up his ego by gaining the favorable attention of his fellows, and the unfavorable notice of the teachers, which will be the means of making him a hero to his fellows. Self-exhibitionism is oftentimes the recourse of pupils who are inferior in many school activities and who have no other way of getting the attention they crave. This type of behavior takes the form of tearing paper, dropping books, flashing mirrors on walls, ceiling and into other pupils' eyes, humming under the breath, pushing over chairs, moving a table, putting thumb tacks on chairs, slinging ink, squeaking chairs, rumpling the hair of those around him, flipping erasers or rubber bands, throwing wads of paper about, or into waste-paper baskets at a distance, stamping the feet, turning out the lights, dragging the feet, carving initials on desk, bringing bad-smelling chemicals into the room, and throwing pepper. Once started, there is likely to be an epidemic of such acts because young people are imitative and want to do what other pupils do. Even the studious pupils are likely to join in disserviceable acts when they become general. Thus behavior epidemics get started and continue. There are regular styles in behavior just as there are in clothes. The epidemic of note writing is an ever repeated event. The gum-chewing habit attacks whole groups at a time. The urge to throw paper suddenly becomes uncontrolable; to carve initials on desks becomes a desire too strong to be denied.

Just as there is willful disturbance, there is accidental dis-

turbance which arises from pure accident or thoughtlessness. The teacher must be able to distinguish between what is intended and what is not, because the pupils are quick to see the injustice of even a mild reprimand if it is not deserved. Pupils do drop books by accident, and do make noise unintentionally in walking. Any such conduct, which is a surprise to the pupil, should be regarded as unimportant. Some young people are not well correlated, physically, at that age, and this must be taken into consideration. Boys and girls who are growing too fast cannot always help being awkward in their movements and actions.

Very distressing in the study-hall environment are the noises that have a bearing on the health of the pupils, such as coughing, clearing the throat, loud breathing, and sneezing. Sometimes these, by their very nature, prove to be amusing to the pupil population and in some cases pupils willfully repeat the sound as a form of exhibitionism. This may start an epidemic of unnecessary coughing or clearing of throats. There are still other behavior manifestations which may have a physical basis, that are disturbing in the study hall. These are the result of extreme nervousness and take the form of tapping with pencils, moving around the room for no reason at all, biting the fingernails, moving a foot up and down, playing with objects, thoughtlessly drawing pictures, and looking about without cause. All these are not especially noisy, but they do attract the attention of other pupils and make for a feeling of restlessness so very detrimental to effective study. This restlessness also is contagious.

It must be taken into consideration that unusual conditions within the school affect pupil conduct in the study hall and must be recognized as unavoidable. School excitements, such as an important football game or the day the school annual is issued, will cause pupil behavior out of the ordinary.

The weather and weather conditions strongly affect pupil behavior. When it is windy pupils are restless, find it hard to get down to work or concentrate for long periods. Sudden storms with loud thunder and lightning frighten many young people who cannot hide their fears. Unusual weather conditions, such as the first snow or a cloudburst, are novel and therefore will take their attention from their work. Dark days, over a long period of time, are detrimental to the best work of pupils. All these weather conditions influence pupil conduct as well as the quantity and quality of their study output.

There are always legitimate noises present in the study hall, the busy sound so desirable—the moving of hands and feet, walking in the room to consult books, or to talk to the teacher, the sound of pencils and pens writing, and the opening and closing of books. All these will not distract pupils from their work. This noise is not to be confused with the noise made by pupils who are idle and make volitional attempts at disturbance.

That the individual pupil in a large group tends to have a different code than when he is individually responsible, there can be no doubt. In a large group there are some young people who are likely to gravitate under some leader and become a member of a gang or smaller group. This may be done unconsciously and may be an answer to the pleasurable instinctive urge of being with his fellows. Pringle[1] makes the statement that observers and teachers find "that nearly all troublesome study-hall behavior is due to group influence." He advises that groups be studied as a whole as well as the individuals of which they are made up. Without doubt the behavior of maladjusted groups is the most serious threat to

[1] PRINGLE, *op. cit.*, p. 116.

the functioning of the study hall, because in its extreme form it results in anarchy.

The student leaders, both good and bad, are the key to the situation and only by identifying these very early in the school year and meeting the situation before the groups are "set" can the behavior pattern be satisfactory. The constructive leaders must be given encouragement and recognition for their value in building up pupil morale; while the destructive leaders must be made to use their gifts in a constructive manner and for the benefit of others. Devices must be used without loss of time to create pupil opinion favorable to the study hall. As Lincoln has so well expressed it, "With public sentiment nothing can fail; without it nothing can succeed."

Summary

Pupil behavior is a general school problem. The attitude of pupils, which affects their conduct, is influenced by the conditions within the school, the community and the home.

So difficult is it to get the proper pupil behavior necessary for the best classroom results that discipline is a serious problem in most schools. In fact, it is one of the most common causes of teacher failures.

In the study hall the problem is aggravated because such a large number of pupils are scheduled in the room at one time. Here is a fertile soil for pupil leaders who are usually of both the constructive and destructive kind.

Although the study-hall group is large, the unit is the individual. The behavior reactions of each pupil should be studied with a view to making a classification of conduct which will be useful in guiding and directing behavior into serviceable channels. There must be an awareness of whether conduct is instinctive, volitional, accidental, physical, or

whether it is the result of unusual conditions in the school or the weather.

Group behavior of a destructive type is the most serious problem in the study hall. Devices must be used to meet this early in the school year.

SELECTED BIBLIOGRAPHY

DAVIS, T. S. "Socializing Discipline," *High School Teacher,* 9: 175–76. May, 1933.

GROVES, ERNEST R. *Personality and Social Adjustment,* New edition, revised, Longmans, Green and Company, 1931. Chap. xvii, pp. 264–86.

HILL, ARTHUR S. "A Study of Problem Cases," *High School Teacher,* 9:384. December, 1932.

HUNT, R. L. "School Discipline," *High School Teacher,* 9:355. December, 1933.

CHAPTER EIGHT

METHODS OF IMPROVING PUPIL BEHAVIOR

CHAPTER EIGHT

METHODS OF IMPROVING PUPIL BEHAVIOR

THE practical ideal of work, not quiet, should be the main objective of the study hall. A certain amount of quiet is necessary for lesson preparation and that should be maintained. The study hall should resemble a workshop in which conditions are favorable for intellectual effort. The behavior of the pupils is incidental to the main business of the room. However, it must be recognized that pupil conduct may affect the function of the room both for good and for bad. A constructive behavior pattern will further the efficient functioning of the study hall, while the destructive kind is a decided detriment. Therefore it is of the utmost importance that pupil attitude towards behavior be favorable so that serviceable conduct may become habitual.

Nothing will give pupils a better start in right conduct than businesslike, vigorous, purposeful arrangements carried out in the study hall the very first day of school and followed up consistently. Since there are so few appeals in the study-hall

situation, the teacher in charge must depend on habit formation for results. Therefore, pupil training must begin the very first day. Pupils must know what is expected of them or, better still, what they must expect of themselves. They must understand the purpose of the room and what they can contribute to that purpose. The part that self-control and self-direction play in the situation should be made clear. This can be done in a short, well-organized talk by the teacher, but a much better way to give this information is to provide each pupil with a mimeographed sheet on which the factors involved in the study-hall situation are clearly given. The tone of the statement should make it clear that the study hall is a co-operative school undertaking in which the pupil has certain responsibilities to the school as well as to the entire group scheduled to the study hall. During the first day time should also be taken to discover the conditions and hours of study both in school and at home.

Since there is likely to be little lesson preparation for the pupils to do during the first day, it is imperative that the study-hall teacher have something planned for the full period. The crucial times in any study period are the very beginning and the end. Most time wasted in idleness and mischief comes during those times. Therefore, pupils should be directed to occupy all their time to profitable advantage. This can be done by having pupils make a duplicate program for the study-hall file. Planning a tentative study program both for school and home study is a profitable activity. These, in addition to the administrative activities involved in assigning seats and taking roll and the time spent in initiating supervised study practices, will take up all the period.

If the first day is important, the second one is equally so, because, whereas the first day was primarily a teacher-group activity, the second day must be put on the basis of teacher-

individual relationship. By that time the pupils should have lesson assignments requiring their full attention. The main business of the teacher is getting individual pupils started on lesson-getting. If pupils are not self-starters, they must be influenced to begin and to keep it up. If pupils say they have nothing to do, the teacher must be able to suggest some activity connected with curricular or extra-curricular activities for the pupils to do, or have a job ready at hand. Creating a "work environment" in which the study-hall teacher is the guiding spirit makes pupil behavior incidental. Thus the suggestive implications are that the study hall should be associated with lesson preparation, and the repetition of that experience should result in one of the serviceable habits. This can be accomplished by persistent, pleasant effort on the part of the teacher if begun early enough before pupils have had time to establish disserviceable associations and attitudes. Once habitually destructive actions become rooted, it takes a long period of remedial work to form attitudes favorable to constructive behavior. Therefore, during the early days of school when the pupils are likely to find school routines novel and when groups have not yet had time to form, is the logical time for the study-hall teacher to concentrate consistently and intelligently upon getting the kind of work and behavior which will further the best interests of the pupil while in the study hall. Most failures to create the right study-hall situation are due to the fact that the study-hall teacher does not know what the study hall should contribute to the education of young people, has no definite plan for making the room function, and does not have the will power to follow a constructive course consistently. The study-hall teacher must know what she is trying to accomplish from the very first day, and must put that concept across to the pupils until they have made it habitual. Even then, since young people "will not

stay put," the study-hall teacher will again and again find it necessary to repeat her guidance, and never will the time come when that can be entirely dispensed with, although under proper directions pupils need less behavior supervision as the year progresses.

Certain general considerations grounded in the psychology of adolescence must be recognized in dealing with young people. They must be given credit for two things: (1) their good intention must be taken for granted until they give objective evidence that it is lacking; (2) they must be allowed to have "face" and must not be humiliated or made ridiculous before their fellows. Young people never forget or forgive a real or imagined insult in regard to these two fundamentals which affect their self-esteem and pride. To illustrate:

Pupil R. T. entered the high school with a very bad deportment record from the elementary school and was looked upon as a destructive leader of the particularly undesirable type. During the first few days in high school different teachers obtained different behavior reactions from him. One teacher had looked up R. T.'s elementary-school record and was prepared for him. By taking it for granted that he meant to make trouble, there was immediate hostility between teacher and pupil that resulted in the expected trouble. In the study room the teacher did not know R. T.'s reputation. At his first attempt at disturbance, she smiled at him in an understanding and friendly way, volunteered to help him interpret his lesson assignment, and thus started him working. Although this method had to be repeated many times, the study-hall teacher did not lose patience but continued her guidance until good work and behavior became habitual to the pupil. Eventually this had a favorable influence on his attitude towards all school activity.

Young people are infinitely more concerned with what other pupils think of them than they are about the opinion

of adults. Recognizing the meaning of "face" is an important factor in guiding adolescent boys and girls. They cannot take a logical and detached view of any attempt to correct their behavior if it in any way affects what other pupils are likely to think of them. No matter how deserved a criticism or constructive suggestion may be, if it is made by the study-hall teacher before the group it is looked upon as a "calling down" and therefore will arouse pupil antagonism. If teacher criticism of behavior is repeated often, the pupil gets the "teacher-has-it-in-for-him" complex that results in behavior maladjustment of a serious nature which sometimes goes to the limits of pupil retaliation for imagined injustice. Obviously the study-hall teacher who does not recognize the psychology underlying the attitude and persists in the practice is not prepared to guide young people. What to do about it is a problem.

Pupils do need to have their attention called to disserviceable acts at the very time they occur. This must be done when the pupil is in the very act, and the whole group is therefore likely to be present. If criticism of individual behavior is undertaken in the presence of a group, it must be done with a high degree of tact. The manner and tone of the teacher must be friendly and the method of making the criticism indirect. For example, if the teacher pleasantly inquires whether she can be of help to the pupil in lesson preparation, that is a good way to stop the whispering that brought forth the offer of help; if the teacher gives an idle pupil a job, it is better than a curtain lecture on idleness; if materials for getting a lesson assignment are offered, it is better than penalizing him for tearing paper. Giving a mischievous pupil an understanding smile will make the trick he planned to play less attractive because the teacher is on to the tricks, and a "good sport."

Another excellent device for stopping individual disturb-

ance in a group is to say and do nothing but instead hand the pupil a summons slip for a conference with the teacher. This form should be in duplicate, one part given to the pupil, the other retained by the teacher so that there may be a check up to see if the pupil has met the appointment, and also that there may be a permanent study-hall record giving the result of the conference. Giving the pupil the summons has the tendency of immediately stopping the unsocial act. The pupil knows why he is called into conference, and will not take the chances of aggravating the situation by continuing.

The private conference with the pupil is a most successful method for handling maladjustments because it means that two people get together to straighten out a matter. There is a chance for plain speaking on each side because there is no audience and therefore "face" is not involved. Both teacher and pupil should make a clear explanation of the situation, and there should be formulated a definite procedure for making the desirable adjustments. Here tact is not as essential as plain speaking. On the basis of what comes out of the conference, plans for the future are made and understanding and good will established. As proof of this, there should be a hearty handshake as a guarantee that all is well, and that the slate is clean for a new start.

In addition to the duplicate summons slip, the study-hall teacher should have a record of each conference, its cause and outcome. This is for the purpose of intelligent pupil guidance and as a means of identifying "repeaters." Many times it proves to be a helpful record for the other teachers in the school. Such a form is shown opposite.

Not only is the conference method needed for maladjustments but it is invaluable for building up morale. The contribution of the constructive pupil leader will be much more effective if he is commended for his attitude and if plans are

Name of pupil_____ Name of school_____
Summons date_____ Class_____ Study hour_____
Conference date_____ Teacher_____ Place_____ Time_____
Conference concerned with_____
Cause of conference_____

RESULT OF THE CONFERENCE

Conference held: Date_____ Time from_____ to_____

1. Foreseen discussion
2. Unforeseen discussion
3. Outcome
   - Remedial work undertaken
   - Referred to
   - Reported to
   - Adjustments made
   - Further conference date
   - Matter cleared up
4. Attitude of the pupil
5. Decisions made

formulated by which his opportunities for leadership are given direction. The fact that his leadership and character values to the whole group are recognized will make him more eager to use his constructive influence. Pupils who show evidences of outstanding citizenship thrive on words of praise and should receive them when they are earned.

In every way possible, commendatory technique should be used. Pupils thrive on it. All pupils who come up to a high standard of study and deportment should receive reward in the form of praise either from the study-hall teacher in conference or, in outstanding cases, by a report sent through the principal's office, which will eventually reach the home of the pupil. Attention should be given to the pupils who are the

backbone of good study-hall morale. They are the nucleus with which the study-hall teacher can start and, by guidance, increase until all pupils are ready for self-government. Pupils who make an honest attempt to improve in their work and deportment should receive encouragement. It is hard for young people to forego the pleasurable experience of a form of play which they wish to carry on in the study hall for the delayed and sometimes nebulous rewards which the room has to offer. The study-hall teacher must be quick to observe attempts at reformation, and must, by well-chosen doses of praise, build up pride in pupil attainment.

The teacher who undertakes study-hall duty must have certain principles of management clear in her mind. These are, in some instances, those found in any classroom situation, while others are applicable to the study hall only. Among those that might be mentioned are:

1. The teacher must not look upon the study-hall duty as a free, or letdown period. There is work to be done if the study hall is to function. Without interested and productive teacher leadership, little can be accomplished. It needs a high degree of intelligence, hard work, and ability to govern to make the study periods of the pupils what they should be. The teacher should be actively engaged in promoting good habits of study and serviceable behavior every minute of the time and this should be carried on not by patroling or policing the room but by expert guidance and work with the individual pupils. That will keep her more than busy.

2. The teacher in the study hall has no more right to disturb the pupils by talking than the pupils have to disturb each other. After the first day it should not be necessary for a teacher to address the whole group. After that, when she has occasion to talk to individuals, it should be in a very low voice so that it will not disturb other pupils trying to work.

This same principle of "contributing to the quiet" in the study hall also holds good for other teachers not assigned to the study hall, but who sometimes wish to consult with the study-hall teacher or the pupils assigned there during a certain period and talk at the top of their voice, thus showing little respect for the activity that should be carried on in the room.

3. Under no circumstances should the study-hall teacher blame the entire group for the unsocial behavior of an individual, gang, or group. This is both unfair to those who are trying to do the right thing and unwise because it is proof that the situation is out of hand. This will make the undesirable condition worse. Individuals and groups who are making trouble should be dealt with without disturbing the whole group.

4. Destructive behavior by individuals or groups in the study hall should be treated in the light of maladjustments both to the purpose of the room and the best interests of the entire group. Unsocial behavior interferes with the rights of the whole student body. The teacher acts only as umpire. It is not a personal matter with her, and she should not take it as such.

5. At the very earliest possible moment the teacher should learn the names of the pupils in the group. That is impossible in very large study halls, and for that very reason they are not desirable. When the teacher knows the name of a pupil, that puts him on an individual basis and gives him a feeling of responsibility for the work and deportment that goes with his name.

6. Watching the study hall is the best way to find something to watch. Under no circumstances should a teacher spend any part of his time in that undignified and unprofitable way. Watching has no value to the school or the pupils.

Guidance and work with the pupils have real purpose and educational worth.

7. Behavior problems will need the attention of the study-hall teacher. Mild cases will need commonsense treatment and sometimes can be ignored if the motive underlying them is instinctive or playful. If the pupil's behavior is not disturbing to the group, "being conveniently blind" is sometimes best, especially if the behavior is accidental and not repeated. However, in the event of volitional and planned disturbance, the study-hall teacher must act and keep at it until the situation is cleared up. Once the study-hall teacher has begun to stop disserviceable behavior, she must continue the treatment vigorously and without ceasing until there is a satisfactory outcome. In treating behavior problems "there should be no lingering illnesses."

8. The study-hall teacher must, in her position as umpire for the room, make her own decisions in cases involving the order in the room. To try to pass that unwelcome problem on to someone else is to show weakness. From the nature of things, behavior problems cannot be passed on. They must be settled where they originate. Only in extreme cases of maladjustment where the services of a physician, psychologist, psychoanalyst, or law-enforcement officer are needed, is the case too serious for the study-hall teacher to handle herself. If pupil maladjustment is so severe as to need special treatment, then that fact should be called to the attention of the principal. In which case a diagnostic report of the pupil should be sent with a request that other teachers also who come in contact with the particular pupil be asked to give their experience. In this way all information will be at hand which will throw light on the cause of the maladjustment. With that information on hand, the principal can then be in a position to use sound methods of procedure. As a general

rule it may be stated that in the study hall all behavior cases, except the abnormal, should be handled by the teacher in charge.

In dealing with specific problems of pupil behavior in the study hall, the teacher has a complicated problem. Here the act itself, the pupil who performs the act, and the motive are all factors to be taken into consideration. The act may not be committed in the same degree of disturbance or may not be as distracting to other pupils at one time as it is at another; the pupil who commits the act may do it habitually or only rarely; the motive may be the wish to disturb or may have no other basis than thoughtlessness. Pringle[1] classifies discipline troubles in the study hall into three classes: (1) "those caused by extreme sociability; (2) natural impulsiveness; (3) extreme desire for diversion." It will be noted that the acts resulting from (1) and (2) have a different motive than those under (3), and therefore will need a different treatment or additional treatment. Pupils who engage in thoughtless, unsocial behavior are quick and ready to see the implications of their acts once they are pointed out to them, are eager to remedy them and will do so immediately. Pupils who deliberately plan to have their fun at the expense of the best interest of the group, who delight in practical jokes because they enjoy seeing the discomfort of others and who take pleasure in harassing the teacher, are not willing to forego their disserviceable conduct without a struggle. That is what makes them serious cases which require pupil re-education along social lines over a period of time.

Practical remedies for the thoughtless pupil may take one or more of the following forms:

Noticing the noise. Sometimes the pupil is unaware of

[1] RALPH W. PRINGLE, *Psychology of High School Discipline,* D. C. Heath and Company, 1931, p. 227.

what he is doing or its result. The teacher can, by a questioning look, make him aware of it. This will have the desired effect.

Suggesting that he work. By the process of substitution, study will replace the undesirable behavior.

Changing the seat of the pupil. Changing the location of a pupil to a place where he does not have so much temptation to waste time will clear up many situations. A good way to handle this is to allow the pupil to choose a seat in a location where he feels he can do his best work. A change-of-seat slip is given:

CHANGE OF SEAT NOTICE

Name of pupil_____ Study period_____ Date_____

From Row_____ Seat_____
To Row_____ Seat_____

(Signed)_____
Study-hall teacher

Actually calling the attention of pupils to conduct which is detrimental to the group. This should be done with kindness and tact. Sometimes pupils do not realize that their actions are disturbing.

In dealing with intentional trouble-makers, the study-hall teacher should take the attitude that the intention of the pupil is good until it is proven otherwise. Sometimes the fact that he is trusted will change the behavior of the pupil into desired channels. However, when it is found from evidence that the pupil wills to be a trouble-maker, then the study-hall teacher must act firmly and consistently. As a beginning, one or all four of the methods used for the pupils who are thoughtless, might be tried. These may have the

desired effect on the less hardened. If these devices do not work then a private conference is the next step and should take place as soon as the other methods fail. Usually this will help. There should be follow-up conferences when necessary in order that they may serve as guidance. The conferences are valuable because when this type of pupil shows any improvement it gives the teacher a chance to give the praise needed to keep him interested and willing to make the effort. The series of conferences should be varied and planned by the teacher so as to have a cumulative value in pupil training for self-government. If there are pupils who cannot be reached by the conference guidance devices given, the study-hall teacher has recourse to another device. She can ask the teachers to give her a statement of the behavior of the pupil in each classroom, and then with their co-operation, a concerted effort should be made to bring pressure to bear so that the pupil will improve his behavior all along the line. This procedure will identify the abnormal pupil who needs the specialized attention which the school cannot provide. This type of pupil should not be allowed to penalize an entire group. This should be called to the attention of the principal who alone can put the wheels in motion so that the pupil be given the special treatment for his particular physical, mental, or moral difficulties.

Less serious than the volitional cases are those acts caused by exhibitionism. However, attention must be paid to them. The pupil must be studied with a view to suggesting to him other legitimate activities where he may have a chance to receive the attention of his fellows. Usually, in a conference the study-room teacher can explain what the motive for "show-off" action really means and can enlist the co-operation of the pupil in his own betterment.

Noises resulting from physical causes are trying in the study

hall but, if not intentional, nothing can be done about them. The pupils will understand that coughing cannot always be controlled and will pay no attention to it. However, in the case of a pupil who does not try to control it and who may intentionally wish to be disturbing, the study-hall teacher should send him to the school physician with the recommendation that the pupil be sent home until he is better as he may be a source of infection to the group.

The very nervous pupils as a rule do not make a noise yet their extra movements are distracting to other pupils. The attention of the school physician should be called to such pupils with a statement of any observed actions which are the evidence of extreme nervousness.

From observation and experience, the general statement can be made that study-hall teachers are usually successful in handling individual conduct but cannot cope with gang and group behavior. That is due to the fact that the factors are so complex that the trouble cannot be localized. Mass behavior is always a difficult problem when its motive is destructive. It is impossible for the study-hall teacher to deal with the group as a group. She must identify the leaders and concentrate on them. Once they are influenced in the right direction the followers will follow. Only by separating the group into its component parts or individuals of which it is made up, and by bringing educational guidance to bear upon each, will there be any progress. But this cannot be done until the leaders have been brought to see the light and are willing to use their influence for the good of the entire group. The private conference is the best way as in all volitional cases to reach the destructive leader.

Gangs and groups sometimes take part in instant and surprise behavior designed especially to upset the teacher and the study hall. These take various forms: rolling pennies and

stamping of feet are the most common. If the study-hall teacher has begun her work well from the very first day of school, that will not happen. However, if the morale of the school population is low due to conditions within the school, community and home, then that type of mass behavior and other forms of it are likely to break out at times least expected. What to do in that event is a question. Preachment will do no good, but a timely humorous remark by the teacher has been known to ease the tension and make for normalcy again. Ignoring the condition in a quiet, controlled manner, sometimes is effective. The pupils get tired of the activity when it does not receive the notice from the teacher that they expected. It is possible for the teacher in charge to have an instinctive reaction that will meet the situation. To cite an example of this:

A teacher, new in a school noted for its poor pupil morale, was greeted when she entered the study hall by the rolling of pennies and loud laughter. She smiled, waited a few moments for the hubbub to subside and, when she could make herself heard, said simply: "I'd like to see coins in larger denominations given to this contribution for the Settlement which I understand is in urgent need of funds. Will two pupils volunteer, one to pick up the money on the floor, while the other gets contributions from individual pupils?" Immediately there was order while the two pupils who volunteered took care of the money. The teacher then passed out mimeographed material and the pupils went to work on it. At the end of the hour she assigned the seats and then there was an orderly dismissal. This teacher never had the group trouble again.

As has been indicated, different types of behavior problems will need different treatment. Here as elsewhere, the punishment, if any, should fit the crime. In the study hall right behavior is a process requiring a high degree of teacher patience, understanding, firmness, and kindliness. To be ef-

fective the study-hall behavior must be such that it results in an environment in which the best study practices can thrive. For that pupil guidance is essential.

Summary

Study is the main objective of the study hall and quiet is only incidental to the problem of making conditions favorable for study. An attempt must be made to get right behavior attitudes from the very first day of school, and consistent methods must be employed to make them habitual.

Certain general considerations which affect the self-esteem of pupils and which refer to "face" or to the valued opinion of other pupils are important and should be respected by the study-hall teacher. It should also be taken for granted that pupils intend to do the right thing.

The study-hall teacher needs to bear certain fundamentals in mind if the best study-hall environment is to be created for the young people. These are a background for her work without which the pupil behavior will be a detriment to lesson preparation.

These are specific and general methods for meeting the problem of pupil behavior. An example of the general type is the personal conference which has great possibilities because it can be used with the maladjusted pupils to set them right, as well as serve as a method of giving praise to those who are improving or who are outstanding citizens. Methods for specific behavior problems must be suited to the particular motive behind the act. Thus playful and unintentional unserviceable behavior is in a different category from that which is the result of a willful desire to cause trouble and disturbance.

The most difficult problem to handle is the gang, group, or mass disserviceable behavior. This is found in schools where there is poor pupil morale.

SELECTED BIBLIOGRAPHY

BUTRICK, MERRITT A. "Controling the study group," *Washington Educational Journal,* 5:124–5. February, 1936.

PRINGLE, RALPH W. *Psychology of High School Discipline,* D. C. Heath and Company, 1931, pp. 224–40.

CHAPTER NINE

POTENTIAL STUDY-HALL VALUES

CHAPTER NINE

POTENTIAL STUDY-HALL VALUES

SECONDARY-SCHOOL educators have, for many years, been concerned about the poor study habits of young people. This gave rise to the supervised-study movement which, during the period from 1906–1920, made notable progress in studying the psychological factors involved in study and working out techniques for its improvement. Although the movement gained favorable recognition, and was tried with success by many schools, it was not undertaken by the great majority of schools. Supervised study did not have the expected growth it deserved. In time, it lost the ground it had gained. Even the schools in which some form of supervised study had been enthusiastically adopted and where it was apparently successful, later displayed indifference in carrying out the program. It was not that supervised study was not needed or did not work in practice. The reason it did not get a firm foothold in secondary schools was that it was looked upon as incidental to the main business of the school rather than as fundamental

to it. Any educational activity in the position of an "extra" has a precarious existence.

The experience of the last decade has made it clear that there is still the same need for study guidance that there always has been and that active steps must be taken to direct the learning of young people if the classroom teaching is to have meaning and value. Therefore, study must become a part of the classroom procedure and not be incidental to it. A strong sentiment is now observable in the secondary-education field toward undertaking supervised study in order that the education of young people may be furthered and real learning take place. What form this new interest in supervised study will take is not yet clear and the new techniques have not yet been developed. That these will, in large part, be based on the earlier experiences with supervised study is certain.

Due to present home conditions, it is more and more evident that the school should definitely take over the responsibility for the lesson preparation of the pupils. This was recognized by the early promotors of supervised study but at present the study-in-school idea is gaining many adherents among secondary-school educators. In 1936, the Superintendent of Schools in Chicago definitely made plans for the study of high-school pupils during school time. The number of courses taken by the pupil was decreased and study time in school increased. Russell[1] states the theory underlying study-in-school time and gives its implications in the following: "The school day should be considered as the time devoted by children, parents, and teachers alike to the formal education of children, and the school curriculum and program should be so patterned as to make it unnecessary to go beyond that allotment of time to accomplish the desired end." This does not mean that young people will have nothing to do at home.

[1] CHARLES RUSSELL, *Teaching for Tomorrow*, Prentice-Hall, 1937, p. 336.

Although there will be no formal lesson assignment, pupils will be stimulated to carry on voluntary activities that are interesting and worthwhile to them. These may take the form of: pleasurable reading; research work in the library; appreciative experiences, both as performer and listener; creative work, such as drawing, writing, painting; manipulative experience, making things with the hands, such as carpentry, sewing, or knitting. These and many other forms of expression can be engaged in by young people in response to interests in the community and the home, thus affording opportunity for self-expression, social adaptability, and the development of individual talents.

With the new integration of subject matter in which there is enrichment of knowledge from all fields, the type of study has changed materially as it becomes more complex. No longer is the question-and-answer type of study, in which the pupil studied the textbook as the sole preparation for a lesson, acceptable. The pupil must now consult many sources, select and evaluate the material, plan and organize the data. In addition, all types of activity are needed in the learning process: silent study, as well as oral, written, appreciative and creative work. Answers to questions put by the teacher are now only one of the minor forms of evidence that the pupil has made the desirable activity-response to the assignment and to the classroom stimulation. Lesson preparation in the new type of education cannot be carried on in the home. For that matter, from all evidence available, home study was not very effective for the old type of textbook study.

Home study has a direct bearing on the necessity of instituting a study-in-school program. Conditions in the great majority of homes are not favorable for study. With cramped living quarters and with unnecessary noise, many pupils are educationally penalized by the unfavorable conditions under

which they must prepare their lessons. Hall-Quest,[1] in his study made in 1914 of the study practices in seven high schools in Illinois, found that nearly forty-eight per cent of the pupils studied in the living-room. Of that number "fifty-two per cent were first year pupils grappling with new subjects, new methods, new points of view." The author found that the largest percentage of pupils studying in the living-room lived in the three largest cities. The authoritative statement made by Hall-Quest[2] regarding home study is: "Our observation and investigation leads us to the belief that a great part of the so-called home study is time ill spent when we consider the small return for the large time spent."

There is evidence to show that, as early as 1914, the conditions for home study were unsatisfactory. That like conditions prevailed in 1928 is clear from a statement made by Foster:[3] "The conditions for home study, especially in the type of home from which our present high-school students come, are far from favorable in many cases." It would not be exaggeration to say that the conditions for home study were even more unsatisfactory during the depression years of 1930–1934, when families had to double up with the resulting overcrowding. Although at present the conditions may be somewhat better, they are nevertheless still below the standard of privacy, freedom from interruption and quiet essential for effective study. Pringle[4] points out one of the factors in home study that contributes so largely to the failure of the pupil to come up to school requirements, in these words: "Yet in more than half of these cases, the cause of poor work is the lack of

[1] A. L. HALL-QUEST, *Supervised Study,* The Macmillan Company, 1916, pp. 299–300.
[2] *Ibid.,* p. 136.
[3] HERBERT H. FOSTER, *School Administration,* Appleton-Century Company, 1928, pp. 299–300.
[4] RALPH W. PRINGLE, *The Psychology of High-School Discipline,* D. C. Heath and Company, 1931, p. 308.

regular hours for home study." That is the crux of the matter.

There are now many voices raised against the futility of trying to give pupils a good education on a poor foundation of pupil-lesson preparation. The general dissatisfaction with home study is being voiced more and more often and in no uncertain terms. Penhale[1] states the problem and gives the solution. Among the suggestions for remedying the very evident futility of home study is the following: "co-operate with other instructors by planning assignments of such a nature that they can be worked out during the class hour, and completed in the students' vacant periods in the assembly hall or home room."

Although it must be conceded that there is a general criticism of the study hall as there is of home study, when the two are compared, the opinion expressed is usually favorable to the study hall. The stand taken is that home study is impossible, and lesson preparation in the study hall, although not entirely satisfactory, is preferable to it because it gives the pupils a definite place and time for study. Douglass[2] concedes the superiority of the study hall over the home in this respect. Brother Richard,[3] in a study made of the relation of marks to study environment which included lesson preparation in the supervised study hall, in private rooms, and study at home, found the "greatest scholastic progress made by those studying in the supervised study hall."

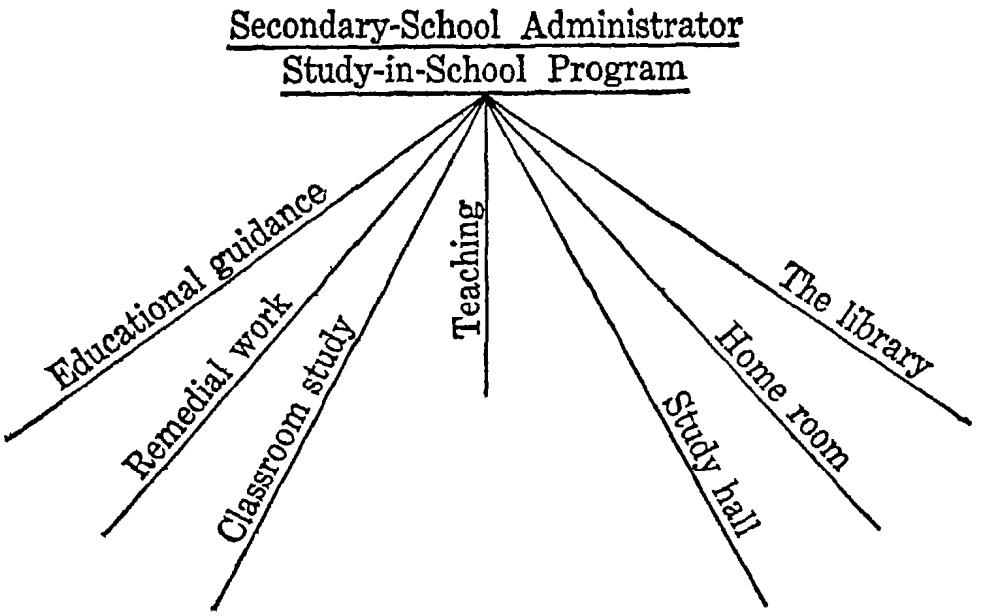
As has been noted, the attempts made between the years 1906 and 1920 to organize supervised study in all secondary schools did not succeed. Although its purpose, value, and

[1] R. R. PENHALE, "Again—the Homework Problem," *Journal of Education*, 120 20–2. January 4, 1937.

[2] HARL R. DOUGLASS, *Modern Methods in High School Teaching*, Houghton, Mifflin Company, 1926, p. 106.

[3] BROTHER RICHARD, "The Relation between Freshman Marks and Study Environment," *Journal of Educational Research*, 29:589–92. April, 1936.

need were recognized, it failed to make headway in the schools because it was incidental to the teaching process, not a part of it. Now that there is a new interest in supervised study to the extent that many educators, in their pronouncements, advocate a study-in-school program, it is important that any new plans for supervised study should also include definite administrative plans. The issue should be met squarely by making provision for all kinds and forms of study, and these should be related to the place, or places, where these are to be carried on. A diagram showing relationships and different agencies for study in the school may take the following form:



Study [1] is not as simple as is generally supposed. In reality it is as varied and complicated as the subject matter, and the learning process involved. Each of the agencies in the above diagram present the most favorable environment for a certain phase of study. None are all-inclusive. There is a necessary

[1] Classroom study includes laboratories, shop, auditorium.

overlapping. Obviously, the best kind of study supervision and direction can be given by the classroom teacher making the assignment, provided the teacher is also qualified to direct study. At the other extreme, requiring the least guidance, is the undirected, silent study usually carried on in the study hall. This also is a useful form. As Pringle[1] puts it: "the pupils must be given a chance to do solitary studying and they must be held responsible for the results of this independent work, otherwise one of the best elements in their school life will be lost."

It will be noted from the diagram that the study hall is only one of the agencies for study-in-school time. From the nature of its organization and administration, it is suitable for only two phases of study: (1) general study supervision; (2) undirected study. That is but a fraction of the kinds of study that should be undertaken in the study time provided for the pupil. Even with this limited role in supervised study, the study hall has not been very successful. That is, in a large measure, due to the fact that the study hall was expected to carry the entire burden of study in school time and broke down under the load it was not able to carry.

What the study hall can do should be sharply defined, and it should not be expected to undertake study guidance that belongs to the other agencies in the school. By concentrating on the two types of study guidance which it is prepared to supervise, the study hall could be made efficient in these.

Foster[2] recognizes the different study needs of individual pupils, and suggests that the more advanced pupil and the stronger pupils in the lower classes are likely to be less in need of supervised study of the formal kind. These pupils

[1] RALPH W. PRINGLE, *Adolescence and High-School Problems*, D. C. Heath and Company, 1927, p. 175.
[2] FOSTER, *op. cit.*, p. 297.

of superior ability and greater maturity are likely to profit by the type of study which gives them the opportunity for planning and for organizing their own work with a minimum of outside influence and interference. What they desire is a place to work undisturbed. For this group of pupils, by no means a small one, the study hall, if properly conducted, is an ideal place to study.

Formulations of objectives for the study hall are difficult to find. When we realize that the great majority of secondary schools have study halls, this is a serious oversight. There must be purposes and goals if the study hall is to have educational direction. One formulated statement of study-hall aims is available. Maeder[1] gives the following aims of the Julia Richman High School in New York:

> To provide a clean, comfortable place where pupils and teachers may work.
> To help the pupils in their studies and be ready to advise and assist when difficulties are encountered.

The aims above are clear and possible of attainment. Were these realized to their fullest extent, no further justification of the study hall would be needed. However, even under the best conditions, carrying out the above objectives would not make the study guidance attempted there, important as it is, approximate what is generally understood as supervised study. Hall-Quest[2] makes this clear in the statement, "Under the best conditions they [the study halls] cannot fulfill the requirements of sound study supervision." The study hall cannot be said to engage in all the types of study guidance included under the term supervised study. To make that claim for it would be extravagant, but in its limited field, the study

[1] EMILY L. MAEDER, "The Study Hall in Julia Richman High School," *High Points*, 14:45. June, 1932.
[2] HALL-QUEST, *op. cit.*, p. 98.

hall can do its part. Therefore, its special field should be recognized, and it should not be forced to take on the forms of supervised study it is not prepared to do.

Although other formal and informal study units in addition to the study hall are needed in a study-in-school program, the study hall, because of its plastic organization and economy, is likely to be administered for large groups. Therefore, it may be profitable to summarize briefly the contributions it can make in its own particular field of study guidance. Some of the values will be direct, such as general study supervision, and the oversight of undirected study. The indirect contributions of the study hall may in the aggregate be as important as the main purposes. They touch the life of the school at so many points where they may help to:

Facilitate efficient school administration
- By serving as a programing device
- By making accurate pupil-accounting possible
- By helping to solve the corridor problem.

Initiate steps in educational guidance
- By suggesting program adjustments
- By co-operating with extra-curricular activities
- By calling the attention of proper authorities to the need of vocational guidance
- By making possible a schedule of special interests.

Teach methods of lesson preparation
- By interpreting lesson assignments
- By indicating the logical steps in outlining
- By formulating samples for note-taking
- By giving pupils a method for following written and printed directions.

Correct faulty habits of study
- In poor reading
- In lack of application
- In lack of concentration
- In trial-and-error methods of study.

Identify physical handicaps such as
- Poor posture
- Eyestrain
- Extreme nervousness
- Underweight
- Deafness.

Diagnose and report abnormalities
- In study
- In behavior
- In morals.

Both the direct and indirect contribution which the study hall can make have by-products which, although they may not be tangible, are nonetheless valuable to the school and the pupils. Because the work done here by pupils receives no immediate school credit, the situation is unique. The motivations that prevail in the classroom and the extra-curricular program are absent. Therefore, pupils who do their best work in the study hall are moved by other drives than those based on credit or recognition by their fellows. Consequently there is required a high type of self-control and self-direction which is a good foundation for character-building. Some of the by-products which the pupils may gain in the study hall may be mentioned:

- Habits of industry
- Willingness to take responsibility for study
- Willingness to take responsibility for behavior
- Learning to work independently in a large group
- Working without immediate reward
- Practice in planning and organizing study materials
- Respect for the rights of others in the group.

The above by-products are in the nature of standards and attitudes which are basic to both the direct and indirect con-

tributions of the study hall. The developing of desirable pupil attitude is essential if the room is to function, and high standards of lesson preparation are the prerequisites of a sound education.

"There is a place for the functioning study hall."[1] Periods of classroom activity should be followed by periods in which the pupil is not under such intellectual strain and pressure, where he has time to think, to assimilate what he has learned, and to study at his own pace. Only by wise programing, in which classroom periods and study periods are interspersed, will the pupil be kept from unnecessary fatigue.

Educators need to recognize the limited function of the study hall, and not expect all types of supervised study to be carried on in the room. The study hall cannot undertake any kind except silent study, and that is only one type of the many that should be provided for the pupils. The diagram on page 158 should make it clear that any study-in-school program worthy of the name will include all approaches to efficient learning. The potential value of the study hall lies in perfecting the conditions and techniques in the limited study field in which it can function effectively.

Summary

The need for more study-in-school time is obvious. The new methods of teaching make pupil response more complex and varied, and therefore lesson preparation cannot be carried on at home. Moreover, home conditions for study are too often unsatisfactory.

There are many types of study which make up the term "supervised study," and different agencies in the school which should undertake these. The study hall, as a study agency,

[1] Maxie N. Woodring and Cecile W. Flemming, *Directing Study of High School Pupils*, Bureau of Publications, Teachers College, Columbia University, 1935, p. 243.

has a limited use. This should be recognized by educators, and they should not expect any room to carry on study guidance for which it is not fitted.

The contributions of the study hall are both direct and indirect. These are many and varied. The by-products of these contributions are inherent in the situation and are in the nature of desirable attitudes and standards important in character building and social adaptability.

SELECTED BIBLIOGRAPHY

BROTHER RICHARD. "The Relation between Freshman Marks and Study Environment," *Journal of Educational Research,* 29:589–92. April, 1936.

HALL-QUEST, A. L. *Supervised Study in the Secondary School.* The Macmillan Company, 1928.

PENHALE, R. R. "Again—the Homework Problem," *Journal of Education,* 120:20–2. January 4, 1937.

CHAPTER TEN

THE LIBRARY STUDY HALL

CHAPTER TEN

THE LIBRARY STUDY HALL

THE combination of library and study hall is a subject of a highly controversial nature. So many factors enter into it that it is not a matter that can be decided offhand and without reservations. Perhaps in this particular case a suspended judgment is best until all factors in the problem have been considered.

Two professions, the library and the teaching profession, are involved in the merger of the library and the study hall. That is one reason why the subject is so complicated. The combination would transfer the work involved in administering the study hall from the field of teaching to the field of librarianship. The study-hall function, usually undertaken by a teacher, is added to the duties of a librarian who has her own particular function in the school. In the survey made by B. Lamar Johnson,[1] more than half of the teacher-librarians

[1] B. LAMAR JOHNSON, *The Secondary School Library,* National Survey of Secondary Education, Bulletin 1932, No. 17, Monograph 17, U. S. Office of Education.

and the full-time school librarians, who were vitally interested and had experience in administering the combination, were opposed to it.

That there is so much opposition to the combined library study hall needs an explanation. There are other types of school-library organizations which are not matters of special controversy. An enlargement of school-library opportunity for usefulness has been going on for some time and is looked upon as a desirable development and growth. Maxwell and Kilzer[1] have identified the principal types of libraries which serve high-school pupils:

The separate or central high school
The combined library study hall
The library with adjoining reading and study rooms
The classroom libraries
Departmental libraries
The combined elementary and high-school library
The combined high-school and public library.

Some of the forms mentioned above which tended to limit the quality of the library service while, at the same time, creating a greater demand for it have not taken place without a challenge from the school-library profession. The articulate objections to these were nowhere so loud as in the case of the proposal that the combination be made with the study hall. Perhaps the reason for this can be found in the reputation and the functioning of the study hall.

Teachers in secondary schools dislike exceedingly the assignment of study-hall duty in their free periods. They feel it is an imposition and beneath their dignity. Therefore, as a rule, they take no pride in doing a good job. For that reason, most teacher-controlled study halls are poorly adminis-

[1] C. R. MAXWELL and L. R. KILZER, *High School Administration*, Doubleday, Doran and Company, 1936, p. 407.

tered and therefore have a poor reputation and a low educational standing in the school. School librarians are fully aware of this. They resent taking on an activity which is likely to become a source of criticism of the library and result in limiting the quality of library service because of the added burden of supervising the lesson preparation of the pupils and of taking the responsibility for study-hall pupil accounting. Most school librarians have the feeling that the study hall is a very inferior activity which will be a drag on the library.

There are no end of arguments for and against the combination of the study hall with the library. One of the earliest formulations was that of Cook[1] who was mainly concerned with proving a case against the combination. This argument was widely copied in library literature, and, in the main, it represented the opinion of the great majority in that profession. A more recent formulation of arguments for and against the combination is given by Slauson[2] as follows:

Arguments for,—

1. It reaches all children enrolled with equal library opportunities.
2. It limits and regulates library attendance without overcrowding.
3. It reaches some children who would otherwise never use the library.

Arguments against,—

1. It takes away the feeling of pleasure and privilege that accompanies voluntary attendance.
2. It formalizes the library and causes discipline problems.
3. It gives the librarian two duties to perform—that of study-hall supervisor, and that of librarian.

[1] Edith L. Cook, "Study Hall and Library in Combination," *Michigan Library Bulletin*, 8.133–6. May, 1927.

[2] Celeste M. Slauson, "Comparison of the Service of the Study-Hall Library, and the Separate Library, in the Junior High School," Master's thesis, School of Library Service, Columbia University, 1932, pp. 30–31.

4. It may eliminate the use of the library to all except those occupying the room at the time.
5. It forces the use of the library by pupils who are not prepared to use it
6. It does not give enough time to the gifted child.

Two things should be noted in the argument: (1) It is taken for granted that the study hall will disappear as such, and the combination will still result in a library; (2) that there are twice as many reasons against the combination as there are for it. Obviously, all the arguments that might have been presented were not given, but enough have been indicated to show the trend.

What was the purpose of combining the study hall with the library? What educational agency initiated it? These two questions are pertinent to the subject, and the answers will help in gaining an understanding of the problem. The traditional study hall was an educational eyesore, and one that prevailed in the great majority of schools. Secondary-school administrators had tried to improve it without much success. In 1910 a few progressive educators looked about them for some remedy. At about that time the supervised-study movement was attracting attention, as was the emerging school library, both concerned with study and reading practices. To give the study hall some of the desirable qualities of these two agencies would have the effect of giving the study hall meaning and efficiency. Supervised study had no well-defined administrative organization and therefore could not take over the study hall. But the school library was a definite school unit and could therefore serve as a partner in the combination. Therefore, in first one small school and then another, the study hall and school library were combined under the theory that their separate functions were complementary, with the hope that both functions could be

carried on in the library and under library conditions. There were also practical economic considerations involved where, especially in small schools, such a setup:

> Would relieve teachers from study-hall duty and make it possible for them to teach extra classes.
>
> Would economize in room space, because only one room would be required by the combination.
>
> Would be economical,—the librarian would be in charge of the pupils engaged in study as well as in library activities.

All the advantages in the combination were on the side of educators who, because the school library was under their jurisdiction, could bring the combination about and in many cases did so. But there were certain difficulties to be overcome. The secondary-school standards by which the rating of the majority of schools was effected and by which they had to abide, made it difficult to create a library study hall that would come up to the standards of a separate library. That has been the main reason why library study halls have not increased at a greater rate. Another factor which has a tendency to limit the extent of library-study-hall growth, was the attitude of librarians toward the combination in which the added burden of the study hall was placed on their shoulders.

Naturally the attitude of educators toward the combination of the study hall with the library has been generally favorable. The educational theory underlying combining study with the facilities for research which the library offered was considered both sound and desirable. One of the earliest statements made by an educator of this viewpoint was that of Hill [1] who maintained that the combination was the only form that could

[1] ANDREW HILL, JR., "The Modern High School and Its Library," *Nation's Schools* 5:25–34. March, 1930.

be justified in secondary schools. The strongest impetus to combining the study hall with the library was given by the survey of the secondary-school library made by B. Lamar Johnson.[1] In figure 6, he proved graphically that the pupils in schools with a combined library study hall are better served in the amount of use of library materials, books, and magazines than in schools with separate libraries. This concrete evidence of the effectiveness of the combination was a decided factor in its favor and is likely to hasten its growth. Since then a number of textbooks on secondary administration give the library study hall as the approved form. Writers in educational periodicals, too, have adopted the view. Boardman[2] has made a clear case for the advisability of the combination by examining all objections to it and answering them.

No less than educators, librarians also were influenced by the findings of the survey of the secondary-school library. That increase in library service, in which they were vitally concerned, was possible in the combined library study hall, made it necessary for them to revise their stand. As has been indicated, the attitude of librarians towards the combination has generally been hostile. This is evident from the articles on the subject in library journals, and the discussion of the subject in library meetings. However, there is a noticeable change in the attitude of the school-library profession. It is more tolerant towards the combination. It is even admitted that it may be the necessary form for a very small high school where, for administrative and economic reasons, it is the only kind possible. The library study hall still does not have the blanket endorsement of librarians. Slauson,[3] in her thesis on comparison of the service of the study-hall library and the

[1] B. LAMAR JOHNSON, *op. cit.*

[2] CHARLES W. BOARDMAN, "The Case for the Library Study Hall," *Peabody Journal of Education*, 12.294–303. May, 1935.

[3] CELESTE M. SLAUSON, *op. cit.*, p. 78.

separate library in junior high school, comes to this conclusion: "In spite of the recent slight tendency to combine study-hall and library facilities, the conclusion derived from the present survey is that the separate library is to be preferred to the study-hall library." Voices raised by the librarians for a fair and unbiased consideration of the combination are beginning to be heard. Wofford[1] gives both sides of the argument in a spirit of fairness, and although it is clear that the trend of the argument is still slightly in favor of the separate library, there is a definite recognition of the values in the combination. It would have been almost unthinkable in the past for any librarian to have made the confession recently made by Harrington[2] who says:

> Personally I have always been opposed to the combination plan (library study hall) but have changed my mind in recent years because I have seen libraries in which the plan 'worked,' heard about many others, realized that under present conditions the need of such a combination for many small schools, and, since accessibility is such a large factor in reading, there will be a greater opportunity for developing readers.

Combining the study hall with the library was undertaken as a means of improving the study environment and study conditions of the pupils. The purpose was to exchange the dreary, drab study-hall room for the colorful, attractive library room; to release the pupil from narrow textbook study to the enrichment of experience and interest which a library can provide. This desirable exchange was to be made while still retaining the lesson-preparation motive. In the combined room the library objectives were still to be stressed and the expert library service was to be continued. In addition, the

[1] AZILE WOFFORD, "Library or Study Hall: Both Sides of a Persistent Problem," *Peabody Journal of Education*, 13:35–43. July, 1935.

[2] MILDRED HARRINGTON, "The School Library and the Study Hall; a Conflict?" *Peabody Journal of Education*, 13:247–53. March, 1936.

supervision of lesson preparation was to be added as a major purpose.

As a place for lesson preparation the library had everything in its favor. The library atmosphere with its dignified yet friendly, informal administration, which tends to exert a desirable psychological effect on the attitude and application of pupils, can approximate ideal conditions. The collection of books and magazines, not only for the enrichment of the subject matter taught, but also for leisure reading, is an inducement for research, reference and pleasurable reading experiences. The technical library devices which make the book collection immediately available are an important source of help in research. The hope was entertained that by requiring regular attendance in the library all pupils would gain in intellectual interests, and the reading habit would be established.

Generally nonreaders and poor readers do not go to public libraries, and relatively few, of their own volition, come to the school library. By scheduling all pupils to the library study hall, the pupils who rarely or never read for pleasure would come in contact with books, and thus might be influenced to read. The need for increasing worthwhile leisure occupations is obvious. Healy[1] makes the following statement about adolescent offenders,—"these unfortunate individuals . . . rarely are found to read the type of books which lead them into constructive activity. They have almost universally a very slight knowledge of modern scientific interests, such as electricity."

Pupils who finish their lesson preparation in a study hall or classroom before the end of the period are a real problem. This is not the case in the library where the leisure time can

[1] WILLIAM HEALY, *The Individual Delinquent,* Little, Brown and Company, 1915, p. 297.

be spent to advantage, either in further study from additional sources, following a natural intellectual bent, or in leisure reading. All pupils, no matter what their intellectual status or interests, can "find themselves" in certain books or "lose" themselves, for a time at least, in others.

Generally, the atmosphere and informal administration of the library study hall tends to gain the respect of young people so that the most serious of the study-hall behavior problems are absent in the combined room. However, because the group is large and miscellaneous, and both study and library service must go forward, the conduct of pupils must still receive careful attention. Moreover, since the pupils go to the combined room because they must, rather than because they have an intellectual reason for wanting to go there, the basis for pupil attendance in the combined room is very different from their voluntary attendance in a separate library. From the nature of things, it is impossible to have as informal an atmosphere in the library study hall as it is in the separate library.

Although combining the library with the study hall will eliminate some of worst behavior problems inherent in the separate study hall situation, pupil conduct will still have to be reckoned with. In addition to the behavior problems which are carried over into the combined room from the study hall, the separate library also has its own behavior problems, more or less acute depending on the governing ability of the librarian in charge. A few of these may be mentioned:

Some say they have returned books without having done so.
Some take books from library without charging them.
Some take off material posted on bulletin board.
Some take out reserve books ahead of time.
Some write in library books.

Some write on library table.
Some return books damaged, wet, dog chewed, dirty, or with back broken.
Some cause books much in demand to disappear for the time book is needed.
Some return books minus pages, maps.
Some cut advertisements from magazines.
Some cut pictures from magazines—to put in projects, to put in private collection.
Some do not return reserve books on time.
Some handle books in the process of being put away.
Some hoard books—take more reserve books to their desk than can be used at one time.
Some return books late.
Some mark up books—underlining words, drawing funny pictures.
Some close windows open for ventilation.
Some crowd around bulletin board.
Some crowd around the librarian's desk.

In addition to the pupil-behavior reactions listed above, there are the conduct problems common to all large groups of adolescent boys and girls. The following suggestions made for pupil guidance will make this clear. In Dallas,[1] Texas, where there is a separate school library, the following suggestions for library conduct are given to the pupils in the Pupil-Guidance Manual:

In the Library. A judicious use of the pupil's time spent in the library will yield greater returns than will almost any hour of the day spent elsewhere. In order that the maximum benefit be accomplished during this hour, absolute orderliness, quietness, and attention to the thing in hand are essential. When pupils are among good books, they are in the presence of superior minds, and if they do not feel respect for these fine characters, a little self-analysis would probably not be out of place.

[1] DALLAS PUBLIC SCHOOLS. *Pupil-Guidance Manual for Counselors, and Home-Room Teachers in Dallas High Schools,* December, 1931.

Administering a separate library requires rules which will safeguard the interests of all the pupils. Rules there must be for equal opportunity in the use of books and the benefits of library service. The rules are generally few and not in evidence. When the study hall is combined with the library, additional rules for supervising lesson preparation, pupil compulsory attendance, and accounting must be formulated. That makes two sets of rules to be enforced which increases the formality in the room as well as the greater likelihood that there will be more chances for pupil unsocial conduct.

Combining the study hall with the library is not as simple as it seems. It presents administrative problems which are easier solved in the smaller than in the larger schools. The school plant, size of pupil population, curriculum and programing all are important factors. The library study hall is more practical in small schools where all pupils with a free period can be comfortably seated in a library room not too large to be efficiently administered and supervised by one librarian. That is why that type is usually to be found in schools with an enrollment under five hundred. However, there is a large school[1] in which there is a library study hall in successful operation. Therefore, the combined room is not impossible in large schools. However, in very large schools one room will not take care of the free periods of all the pupils. To provide library-study-hall facilities would require more than one library, which would mean duplication of the entire book collection, library technical devices, and professional school library service. This would entail a great expense. Whereas, in the small school, the library study hall is an economy, because the librarian can take on the work of a study hall teacher without added expense, this does not hold true when the group is too large for one librarian to

[1] Omaha Technical High School.

handle and where additional librarians must be employed.

In providing for the book and magazine budget, it will be found that a larger budget will be needed for the combined library study hall because more library material will be used by the pupils. That means extra duplication of the books most in demand, and a larger fund for replacements of worn-out books, and the rebinding of books that have received hard wear. Obviously, providing the right kind of books in sufficient number is a wise educational expenditure.

In the opinion of the principals of the schools where they are found, not all library study halls are successful. In the survey[1] of the secondary-school library, made in 1932, it was revealed that over one fourth of the 390 high schools studied use the library as a study hall. Twenty-eight of the thirty-six principals, or 77 per cent, favored the plan. A later study, made from a larger sampling but based on different considerations, is reported by Brink.[2] As a form of administrative provision for directing study activities the library study plan is only moderately successful. The study was made in 618 high schools ranging in enrollment from six hundred to sixty-five hundred. The plan was reported as very successful by 7 per cent, while in 24 per cent of the schools it was considered fairly successful. The data given by Johnson and Brink cannot be compared because they do not relate to the same thing. In the former it is a question of the form of library organization; in the latter it is a choice between the agencies for supervised study.

Many factors within the school affect library-study-hall efficiency. Over many of these the librarian who administers the room may have no control, in fact she must generally

[1] B. LAMAR JOHNSON, *op. cit.*, p. 37.

[2] WILLIAM G. BRINK, *Directing Study Activities in Secondary Schools*, Doubleday, Doran and Company, 1937, Table 13, p. 264.

take things as she finds them and make the best of the situation. If the principal creates favorable conditions for the activities which are to be carried on in the room, the library study hall can function in its double capacity, but there is danger that it will be at the expense of the generous library service which the separate library is prepared to give.

Summary

For some time there has been a controversy regarding the desirability of a combined library and study hall. In the main, librarians have opposed the plan, while educators have tended to favor it. The survey made of the secondary-school library as a part of the National Survey of Secondary Education exerted a decided influence on the attitude towards the combination. Educators who made plans for combining the library and study hall had in mind definite benefits for the pupils. They recognized that the library atmosphere would be a great improvement over the study-hall environment. The combination offered the possibility of better study conditions, more avenues of pupil interest, and an opportunity of coming in contact with books for leisure reading. Moreover, it was thought that pupil behavior would be better in the library situation.

In practice, it was found that all behavior difficulties did not disappear when the library and study hall were combined. The library also has its own pupil behavior problems and these, added to those carried over from the study hall, resulted in more behavior problems though not of such a serious nature.

How successful is the combined library study hall? Two studies are available in answer to this question. Each throws light on an aspect of the problem. It is certain that conditions within the school and the arrangements made by the prin-

cipal for the room will exert a decided effect upon how it functions.

SELECTED BIBLIOGRAPHY

BOARDMAN, CHARLES W. "The Case of the Library-Study Hall," *Peabody Journal of Education,* 12:294–303. May, 1935.

COOK, EDITH L. "The Study Hall and Library in Combination," *Michigan Library Bulletin,* 8:133–6. May, 1927.

HILL, ANDREW P., JR. "The Modern High School and its Library," *Nation's Schools,* 5:25–34. March, 1930.

JOHNSON, B. LAMAR. "The Secondary School Library," National Survey of Secondary Education, *U. S. Office of Education* 1932, No. 17, Monograph 17.

SLAUSON, CELESTE M. "Comparison of the Services of the Study Hall Library and the Separate Library in the Junior High School," Master's thesis, School of Library Service, Columbia University, 1932.

WOFFORD, AZILE. "Library or Study Hall: Both Sides of a Persistent Problem," *Peabody Journal of Education,* 13:35–43. July, 1935.

WOODRING, MAXIE N. and ALDRICH, GRACE L. "The Library and the Study Program," *Teachers College Record,* 34:678–90. May, 1933.

INDEX

UNIVERSAL
LIBRARY

128 174

UNIVERSAL
LIBRARY