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FACULTY HANDBOOK

FOR

LORAIN HIGH SCHOOLS

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## FOREWORD

This faculty handbook has been compiled for Loretto secondary schools. Its aim is to promote that unity in thought and action so important in good school organization. It includes the Catholic philosophy of education, administrative organization, general school policies, and guidance. These points of school policies have been gleaned from educational authorities, and from our own bulletins, and suggestions from faculty meetings. A faculty handbook containing much that past teachers have found helpful will be a ready reference for new teachers on our staffs.

The pages of this manual are in hectograph form with ample space for teachers' additions and suggestions during the school year. Next year revisions and additions may be made wherever it will be found useful to the teachers and of benefit to the students.

A committee of high school principals, with the approbation of the general council, prepared this handbook. The seminar was held in St. Xavier College Summer Session, 1960, Sister Mary of the Angels, R.S.M., acting as consultant.



## PHILOSOPHY OF EDUCATION

### GENERAL STATEMENT

Catholic Theology supplies the firm foundation upon which we base our philosophy of life and in turn our philosophy of education. Theology teaches us the truths concerning man's origin, nature, and destiny and also his relations to the universe, to his fellow-man and to God. Pope Pius XI summarizes these truths and tells us that, "The subject of Christian education is man, whole and entire, soul united to body in unity of nature, with all his faculties, natural and supernatural, such as right reason and revelation show him to be; man, therefore, fallen from his original state, but redeemed by Christ and restored to the supernatural condition of adopted son of God."

To reach the goal of formation of the perfect Christian requires the cooperation of Church, home, school, and state. Man's development includes growth toward physical, intellectual, and moral perfection. The family and the state care primarily for his social and physical needs. His need for mental development is the specific function of the school.

The Catholic high school, therefore, in contributing to the development of a truly Christian woman, must specifically help her to develop intellectually, as well as morally. Paramount should be the study of sacred truth, both in its spiritual and practical aspects. This intellectual development however should not be separated from moral development but should contribute to it through the discipline of study and cooperation in the Christian life of the school.

The education we give aims at imparting to the student the meaning of a science or art and the comprehension of the truth and beauty that it



yields. This education does not aim to produce specialists in the branches of knowledge. It aims rather at producing the young woman who must act as a free person in the world and who is able to make sound and independent judgments in new and changing situations. She should be able to educate her children and discuss with them competently the matters taught in school.<sup>2</sup> She should bring to society a vital, intellectual, and cultural leadership as well as a principled moral leadership. Finally it is of primary importance that the school fulfill its role in preparing the young woman by "the acquisition of the virtues of Christ to live with perfect charity in the circumstances of this life and thus gain the true wisdom which is the life of Father, Son, and Holy Spirit."



## THE EDUCATION AND TRAINING OF GIRLS

. . . as Mary was chosen by God to co-operate in the work of redemption and the dispensation of His graces, so every member of the Institute shall consider it her greatest honour that intimately united with Christ as the humble handmaid of God, she has been made worthy to serve the Catholic Church in leading the souls of girls to eternal salvation. Article 2.

### Constitutions of the Institute of the Blessed Virgin Mary

Before determining the content and the quality of the curriculum for the girls attending Loretto schools, we consider the question "Whom are we educating?" In our schools we have girls who are growing into womanhood and who will have as a result of their very natures a special destiny. This fact will determine the intellectual and cultural atmosphere, the quality of the teaching, and the subjects taught in the school. The following topics are of interest here: the nature and the role of woman, her needs as a maturing adolescent, and the type of instruction that will best train the girl to be a "woman" in every sense of the term.

From theology is found this definition of "woman": "Woman is a rational animal created by God from the side of man to be his complement and helpmate in the procreation, nourishing, and education of offspring and to co-operate with him in all the offices of domestic life."<sup>4</sup> Her specific role is motherhood. From her very creation and redemption flows her mission to her family, to her community, and to the larger spheres of the two worlds. The woman's part is to bring to her life with man the complementary qualities needed, a personal dedication, a readiness to sacrifice, a human sympathy, a patient understanding, and an enduring love; for these are the elements of



her physical and spiritual motherhood.

Pope Pius XII states:

This applies not only to the mother in the home as she fulfills her destiny at the cradle side, the nurse and teacher of her little ones, but also of those other educators, motherlike in spirit and energy, whom she calls to her aid in the formation of these youthful souls. <sup>5</sup>

Included in the concept of motherhood, then, we have both the teacher and the one to be taught. Both may turn their eyes steadily during the whole process of education toward the beacon which the Church lights up for them as the perfect ideal. The glowing splendor of the Blessed Virgin Mary forms the peak of womanhood. Father Leen also emphasizes this in his book, What is Education.

For the Christian girl Mary, the Mother of Jesus, stands as the perfection of womanly achievement, of gracious motherhood, and of fruitful virginity. Others are true women in the degree in which they reproduce in themselves the excellence of her womanly character. <sup>6</sup>

The girl in her teens stands on the shifting grounds between childhood and womanhood. One day she will be irresponsible, selfish; another day she will be glowing with dedication for some cause or personality. Today she will be hurt by a chance remark or an overt omission; tomorrow she will acknowledge her childishness and ask for help to become mature. Her days may be marked by inertia or violent activity, moody silence or ear-splitting verbosity, slovenliness or extreme daintiness, high tension or holy calm. She has a preoccupation for extremes. She is often a paradox, not accepting adult authority, yet following the dictates of her own "crowd". Inwardly she yearns for the understanding, the acceptance of herself as a person. When a teacher knows what she is facing, and encourages her on the road to



womanhood instead of dwelling on the failures, the girl is wide-eyed with wonder and interest. She has found a friend. This teacher provides for her the firm ground of maturity, bolstering her with intuitive understanding, emotional balance, wisdom, and spirituality.

High school years should find the adolescent developing her feminine qualities along with those powers of the intellect which are the primary interest at this level of her education. Teachers recognize the fact that girls do not respond to teaching, studying, or learning the same way boys do; they know that goodness, beauty, and truth must be presented in a special way to enrich the characters and personalities of young girls.<sup>7</sup> There is no question today of diluting the curriculum for girls, but the material should be adapted to the feminine interests, to the intuitive powers of women. Complete studies could be made on the application of feminine psychology to the teaching of each subject in the curriculum. This topic could be the daily study of the teacher. She knows also that the girl will respond better to the teaching of one who is at home in her adolescent world, who appreciates her sympathy with persons more than with events, with the concrete detail rather than with the abstraction, with the subjective rather than the objective.<sup>8</sup> The teacher enhances the presentation of her subject by accenting beauty in some subjects, human sympathy and needs in other subjects. During these years the young girl is trained in the art of logical thinking, in the clear expression of her ideas, and in the ability to make true judgments concerning people and events in the world about her. Her basic liberal education with the stress on meaning rather than on content should provide the tools for her grasp of wisdom.<sup>9</sup>



Mother Mary Ward, foundress of the Institute of the Blessed Virgin Mary, has left us a great tradition, her belief in the importance of the role of woman. She began her apostolate by establishing educational centers where nuns, living the active life outside "enclosure", taught the young girls whose destiny was to build up the faith in the England of 1617. Praise of all this activity by nuns outside traditional cloister drew forth this remark from a skeptical male. "It is true while they are in their first fervour, but fervour will decay, and when all is done, they are but women!" When this remark was repeated to the nuns themselves, many were discouraged. Happily, we have the exact response of Mother Mary Ward, whose words were an inspiration to her nuns then, and to those in years to come:

I would know what you all think he meant by his speech "but women" and what fervour is. Fervour is a will to do good, that is a preventing grace of God and a gift given gratis by God, which we could not merit . . . it is not placed in feelings, but in a will to do all which women may have as well as men. It is true, fervour often many times grow cold, but what is the cause? Is it because we are women? No, but because we are imperfect women . . . and love not verity . . . Veritas Domini manet in aeternum - the verity of our Lord remaineth forever. It is not veritas hominis, verity of men, nor verity of women, but veritas Domini, and this verity women may have as well as men. If we fail, it is for want of this verity, and not because we are women . . . There is no such difference between men and women that women may not do great things, as we have seen by example of many saints . . . and I hope in God it will be seen that women in time to come will do much. 10

Hers was a special mission to prepare girls to foster Catholic family life in a land of religious revolution. Mother Mary Ward thought that special qualities must be developed in those who were called to teach these girls. In a document she sent to Pope Paul V, dated 1616, describing her Institute, we find this statement:



the fourth and highest degree is that of the Professed, who, when they have made their Profession, are to be called Mothers . . . in them above all we require consummate prudence, maturity and discretion . . .<sup>11</sup>

Motherliness was the ideal she sought for in the teacher. Great things would be accomplished by their young students if the teachers showed to them all the qualities of spiritual maternity. Students of the teachers who opened the first school at St. Omer, in 1609, were instructed and inspired to make their own homes bulwarks of the faith because Christian Doctrine and its applications to the present need had first place in their program of studies. In the early writings of Mother Mary Ward we find her encouraging the teachers to accept nothing unless it was perfectly done, encouraging teachers to stress the teaching of languages, and urging them to be solicitous for the needs of the students.

Teachers today carry forward the work of the Institute mindful of all its traditions. In the hands of the teachers, the young girl is formed for womanhood step of her soul, her heart, her mind, and her body.



## CURRICULUM

### Introductory Statement

A Loretto school recognizes a young woman's desire for knowledge and her ability to learn. It presupposes the mastery to some degree of reading, writing and calculating. The school has for its objective the perfecting of the tool subjects with the enriching of the background of facts and experiences; the presenting of an historical view of human origins, achievements and destiny; and the giving of an enhanced view of more specialized knowledge by placing it in the context of all learning.

In a Loretto school the college needs will be anticipated, and the students who are terminating their schooling at high school will receive the tools that will enable them to continue their education throughout life. It is within the educational philosophy of a Loretto school to adapt the program of studies in so far as it is necessary to the individual student's abilities and limitations; but to refrain from deciding too quickly that a student is unable to cope with the more difficult programs. Subjects like algebra, geometry, and a second language are within the ability of most students. The teacher must be willing to adapt the subject matter to the various abilities.

Teachers recognize where their particular course fits into the subject matter of the whole field, and are aware of the continuity and objectives of their own and of all other courses. They



familiarize themselves with the texts and the materials already used by their students and provide for review and drill without duplication of presentation.

Catholic Schools have always partially taught the liberal arts without, however, giving special attention to their relation to one another and to the other subject areas. We here re-emphasize them in the statement of our curriculum since many eminent educators today advise this accent of them. In learning and practicing logical thinking the student will master the three processes which are needed in any fields of learning: 1) to define terms, 2) to state principles, and 3) to prove conclusions.

#### The Christian Doctrine Course

The study of Christian Doctrine synthesizes all of the student's knowledge, puts together what she knows of nature and of society into one picture, and gives meaning to it all. This subject should integrate a study of The Bible, the Missal, and of the other subjects of the curriculum, with the basic principles of the supernatural life. This is an endeavor to make the student participate in that true wisdom which transcends all human things and draws all things to their source, which is God.

The objective of the Christian Doctrine course is to give the student the rational basis for the truths she believes; to make her aware of the difference in the Catholic way of life as contrasted with the secularist, the pagan and the protestant way of life; to help her to act wisely and to explain to others the reason for the way she thinks and lives.



The content of the religion course should be the fundamentals of Christian Doctrine; (1) The chief truths of the Catholic belief and their source; (2) the basic norms of morality; (3) the essentials of Catholic worship.

#### The Language Arts

As a result of training in the linguistic arts, a student should have the ability to define the words she uses, to formulate clear judgments, to give the evidence for the conclusions she reaches, and to distinguish fact and opinion. This development of the power of critical thinking goes on in all areas of the secondary school curriculum. The processes studied in the English class can be applied in all other subjects of the student's program. For example, in all subjects one needs to know: words, relationships, analyses, diagrams, outlines, analogy, proportions, and the four types of discourse.

The primary objective of the English class is to develop the power to apply logical thinking to reading, writing, listening, and speaking in order to improve all of the communicative virtues.

The importance of using exact words demands attention, spelling, penmanship, punctuation and capitalization, as well as pronunciation and enunciation. This training should assist the student to establish the rudiments of good form in literature and should develop discrimination by explicit study and practice of writings.

The study of French, Spanish or Latin is required in the first two years. Students are to be encouraged to continue these other languages in third and fourth year; but if they do not, some program



for their readings and conversations might be planned. Loretto schools look forward to the time when the grade schools will teach a second language which can be continued at the secondary level.

#### The Natural Sciences

Natural science, the study of the world and of ourselves as part of the world, knowledge of which is derived through our senses, is necessarily a fundamental factor in intellectual development. The main objective of the physical and biological world is to bring the young woman to a knowledge of and appreciation for God's creation, and thus to enrich her life and bring greater happiness into it. Her approach to life is colored by an awareness of Divine Providence as she contemplates the works of His hands.

A secondary aim is to train the student to use the "scientific method" in solving both theoretical and practical problems in her daily life. On the high school level the student is not mature enough to begin a genuine study of the science of nature (as on the college level). However, by becoming familiar with scientific terminology and basic concepts she is prepared for further study of science. Loretto schools treat of these phases of learning in general science, biology, physics and chemistry.

#### Mathematics

Mathematics as a liberal art forms an essential part of education since it provides the best field (especially in geometry) in which to learn and to practice logical thinking. The objectives of the mathematics courses are: to establish a firm foundation in calculation and basic mathematical concepts and principles; to develop these in



the measure that they will be needed by the arts and sciences; to arouse both an appreciation of the power of applied mathematics and of the intellectual beauty of pure mathematics; to contribute to the sense of color and form in the fine arts; and to understand the postulational and deductive nature of mathematics. To achieve these objectives the Loretto schools require that all students study Algebra and Geometry and encourage the further pursuit of mathematics in the study of Algebra II and Trigonometry.

### The Social Sciences

The study of Christian Doctrine needs to be supplemented by a natural, practical wisdom obtained through the study of the social sciences. Emphasis in these studies should be placed on: how information is garnered, and on conclusions that have been reached. Additional objectives to be attained, at least indirectly, include: (1) application of techniques in locating, selecting, and organizing information; (2) cultivation of an appreciation of diverse cultures, welcoming contributions from all groups; (3) stimulation of intellectual curiosity about world affairs, and civic problems; (4) development of a love of historical reading; (5) awareness of how history is woven into all subjects but especially into the social sciences. Here must be laid the foundation of an appreciation of critical thinking as applied to historical fact. Opportunity should be provided for the students' training in the appraisal of selections appropriate to the course. Besides the use of the text, the readings might range from the historical novel to contemporary impressions and eyewitness accounts.

The social sciences survey the whole field of practical affairs open to man, the ethics of the family and of the individual, medicine, economics, and of all other arts and techniques which serve human life. These are studied as they are ordered to a single principle, the achievement of the common good of society.

The social science courses at Loretto include World History, American History, and Modern Problems in a Democracy. The study of early civilizations can be presented in the Christian Doctrine course in order to make the study of Sacred Scriptures more meaningful.

#### The Music Program

Complete education requires that the student be taught to understand the arts of expressing thoughts and feelings. Music is the art par excellence of expressing emotions. Therefore music is an important part of a liberal education.

An historical and cultural background should accompany musical selections as they are presented either for singing or for listening. The music program is dependent on the facilities of the school and the amount of time and money allotted to it. It is hoped that all students will be given some music and have the opportunity of participating in concerts, assembly programs and in the singing at Mass and other liturgical functions.

#### The Art Program

The general objective of the program is to develop an understanding of art values as they apply to all facets of living. To achieve this goal a two-fold program is planned: a general course of lectures on art as it is related to other subject areas can be offered



for all students from time to time; and an elective art might be taught to those students especially gifted in artistic talents. The latter course endeavors to lay a foundation of a sense of values and of the power of intelligent criticisms of works of art; and to provide the students with experience in using many media of art.

It is hoped that the students will realize that art, music poetry and dancing are closely related in principles of beauty. The purpose of fine arts is primarily to give the students a recreative form of contemplation, although secondarily it serves educational and therapeutic purposes.

#### The Commercial and Home Arts

The home arts courses give the girls the theory of and some experience in : the choice and care of home furnishings; the construction and care of clothing and the buying and preparation of foods. Since homemaking is the goal of most young women in a few years after high school, courses are offered in clothing, foods and home management.

The Commercial Department offers typewriting and sometimes shorthand, bookkeeping, business mathematics and business English. Personal typewriting is taken by some girls for their own use in school. This department prepares girls for immediate occupation in office work upon leaving high school, or for entrance into business college.

Commercial and home arts are subjects demanding intellectual ability as well as practical skill. They are elective subjects.

- <sup>1</sup>Jacques Maritain, "Thomist Views on Education," Modern Philosophies of Education (Chicago: University Press, 1955), p. 83.
- <sup>2</sup>Ibid, p.82.
- <sup>3</sup>The Saint Xavier College Self Study (Chicago: 1953), p. 126.
- <sup>4</sup>Ibid, p. 43.
- <sup>5</sup>Pope Pius XII, quoted from William B. Faherty, The Destiny of Modern Woman (Maryland: Newman Press, 1950), p. 90.
- <sup>6</sup>Rev. Edward Leen, What Is Education? (New York: Sheed and Ward, 1944), p. 237.
- <sup>7</sup>Sister Madeleva, My First Seventy Years (New York: Macmillan, 1959),
- <sup>8</sup>Lynn White, Jr., Educating Our Daughters (New York: Harper and Brothers, 1950), pp. 40-41.
- <sup>9</sup>Jacques Maritain, "Thomistic Views on Education", Modern Philosophies and Education, (Chicago: University of Chicago Press, 1955), p.80.
- <sup>10</sup>Chambers, Mother Elizabeth, Mary Ward (London: Burns and Oates, 1885), p. 237.
- <sup>11</sup>Ibid, p. 382.
- <sup>12</sup>Permission to use material from Statement of Curriculum for The Secondary School in The St. Xavier Plan of Education (Chicago, Summer Session, 1958).



## ADMINISTRATIVE ORGANIZATION

### PERSONNEL

The principal of the school and assistant principal in consultation with the superior of the convent determine the general school policies.

#### Principal of the School

Responsible to religious superiors, ecclesiastical superiors, and civic authorities

Plans work of year, schedules, program of studies, school calendar, faculty meetings

Supervises teaching

Supervises the preparation of all reports for the diocese, state and accrediting agencies

Arranges for teachers and engages lay faculty

Supervises school records

Supervises guidance program

Appoints moderators for activities and assigns presiding and other duties

Responsible for maintaining good parent-teacher relationships

#### Assistant Principal

Assists the principal with the school records

Supervises health program

Supervises attendance

Guidance Director

Counseling

Supervision of cumulative folder file

Supervision of file on vocational guidance material

College scholarships

Testing program

Homeroom Adviser

Is immediately responsible for all girls assigned to her

Prepares report cards and honor roll quarterly

Fills in cumulative folder for students assigned to her

The principal in consultation with a committee of teachers  
decides on dismissal of students and admission of transfer students.



## ACADEMIC POLICIES

Academic excellence is interpreted to mean the best possible achievement for each individual. All policies governing academic procedures are based on the belief that it is the school's responsibility to assist each child to achieve her own particular potential.

### Study Periods

Academic excellence is dependent much upon good study habits. Each teacher would find greater success if she were to take the time to develop proper study habits in each of her classes. There are different methods for studying different subjects. Who could better teach the proper method of study than the teacher of the subject?

In study periods the emphasis should be upon intense study rather than upon written work. Reading of irrelevant material should not be permitted. Absolute silence must be imposed upon all. After the study period has started no one should be permitted to leave the room, nor walk about, nor break the silence in any way. Before the prayer all permissions should be obtained and these kept to a minimum. Breaches should be treated as serious. The teacher can promote good study habits by the way she supervises a study. Students with poor study habits should be reported to the homeroom teacher for corrective guidance.

### Homework

The purpose of "homework" is to:

- restudy the material presented in class;
- study supplementary material vital to the subject for which class time is insufficient; and



make an over-all review.

Hence, homework for the sake of keeping busy or assigned by routine without real purpose wastes both the student's time and the teacher's time.

Some indication to the pupils that their homework assignments are being graded and that they are receiving credit for their work stimulates them to greater effort. Even though the very busy teacher may be unable to grade every paper the papers should be returned with at least a check and discussed in class. Shorter homework assignments that are graded, reviewed in class, and returned to the pupil so that she can judge her own progress are far superior to the lengthy assignments "copied from a book", too lengthy to be marked, and never returned to the class.

Special projects are sometimes fine and stimulate much interest and extra endeavor. However, the teacher responsible should see that the pupils do not neglect other classes while working on the project.

Highest possible standards of neatness and accuracy should be maintained lest the pupil develop careless habits.

#### Recitation

Each pupil should be given the opportunity to recite in class. The naturally timid should be dealt with gently but by no means excused. It is the teacher's job to arrange her class periods so that oral recitation, not only in the form of answers to questions, but preferably in the form of discussion takes up the major part of any class period. In presenting new material the teacher is responsible for much of the work; but, in developing the topic and in review the teacher should act more as a guide allowing the pupils a maximum of



time for recitation.

As a result of the recitation period faulty speech habits are noted and corrective measures may be taken. Mistakes in grammar are best corrected at the time they are made. Pupils in all classes should be trained to recite in complete sentences and to give reasons with their statements.

### Testing

Tests serve three main purposes:

- they indicate to the teacher the areas that need reteaching;
- they indicate to the pupil her own weak points and help her to see the essentials of the course;
- they provide grades for evaluating the pupil's success in the particular subject.

Hence, tests are important.

Tests may be objective in part but essay questions should be included. An essay type test should be given occasionally. The latter demands that the pupil not only know the subject but be able to organize the material and explain it clearly to others.

A poorly constructed test or an uncorrected test wastes valuable class time and defeats the aims of testing. If the pupils do not see their corrected tests the second purpose of testing as indicated above is lost.

Standardized and cooperative tests may be used to evaluate the success of one's teaching or the ability of the group as a whole.

### Scholastic Grades

Ideally, scholastic grades should be objective ratings of achievement. However, in practice this is seldom the case. High school



marks are often indications of achievement plus a more or less subjective rating by the teacher. The conduct of the pupil should not, in ordinary situations, enter into the scholastic mark. Teachers are advised to be temperate in their marking. Class standings have an important bearing on opportunities for college scholarships and even for college entrance.

A disproportionately large number of very high or very low marks should be explained to the principal's office by the teacher. No teacher should fail one-fourth or more of any class without previous permission from the office. Each teacher should periodically evaluate her grades with other teachers.

#### The Grading System

|   |       |           |
|---|-------|-----------|
| A | _____ | Excellent |
| B | _____ | Good      |
| C | _____ | Fair      |
| D | _____ | Poor      |
| F | _____ | Failure   |

On all records the numerical and literal grade must appear.

#### Reports

After the first five weeks of school a progress report will be sent to the parents of each pupil. To evaluate the work to that date each teacher checks one of the following: Excellent, Good, Fair, Poor, Failing. In the right hand column the teacher may make a brief statement. These progress reports are signed by both parents and returned to the homeroom teacher. She is responsible to see that each teacher receives any replies made by the parents. The reports are filed in the pupil's cumulative folder for further reference.

Notices for everyone failing should be filled out two weeks before the end of the semester and left in the office. The failure list



should be given to the principal as soon as it is certain that these are the failures. Exact status of student should be indicated.

Report cards are important documents. Only the homeroom teacher has the authority to make or change marks on the report card. If a mistake has been made, a note from the subject teacher to the homeroom teacher would enable her to make the change. To make the cards as neat and attractive as possible two colors of ink and ball-point might be avoided; or, if corrections mar the card an entirely new card can replace it. If a card is "incomplete", no mark but merely a blank is the best way to indicate it. After the work has been completed, the teacher will supply the grade on the record and it may then be filled in on the card by the homeroom teacher. Letters and no numbers are used on the students' report cards.

#### Records

The records include: duplicates of the report card marks on file in the office, cumulative records available to the teachers, and the permanent records kept in a fireproof case under lock and key in the principal's office.

The records from which the report cards are made out require: the quarterly grades, semester averages, year's average (all in letter and number) and the amount of credit for the course. The teacher of the subject is responsible for indicating the amount of credit as 1,  $\frac{1}{2}$  or 0.

The cumulative or personal records are large manila folders, one for each pupil. Into these are filed all correspondence, reports and other pertinent information for that pupil. These records are at all times available to the teachers. Students should never be permitted to see or handle these records. During the first quarter of each school



year the homeroom teacher should go through the record while interviewing the pupil. Change of address, new phone and other material not recorded might be added at this time. In this way the teacher may become better acquainted both with the record and the pupil. Many of the questions may lead to natural confidences and open the way for helpful guidance on the part of the teacher. If any information is revealed that the teacher feels the principal may be unaware of, it would be well to draw her attention to it. The information in this folder is confidential.

### Credits

A credit is given for a subject that meets five times a week for the entire school year. Laboratory courses receive the same amount of credit. The minimum requirements for graduation are twenty credits. These include four credits in Christian Doctrine.

### Honors

At the end of each quarter those eligible for the Honor Roll are listed by the homeroom teacher and this list sent to the office.

At the close of the year an Award Assembly is conducted to honor those students recommended by the teachers for outstanding work, reliability, attendance, and other qualities desirable of imitation. Cooperation in extra-curricular groups and general service should be recognized.

The marks of the seven semesters are used to determine rank in class and some scholarships.

### Make-up Work

Late assignments cannot receive the same grade they would have received had they been handed in on time. Nor should a girl who has



been absent frequently and without serious reason receive the same credit in recitation as she would have received had she been present to participate daily. A definite reduction should be made in recitation or classwork grade if absence has exceeded five days in the Quarter. This places a value on the class period and the teacher's work, and is fairer to the girls who faithfully attend class. It is not advisable to tell a girl that all her work is "made up" since it minimizes the effect of the teacher in education. No book can take the place of a good teacher. This lesson must be inculcated in the pupils whenever opportunity presents itself. In regard to make-up tests the same policy applies. Make-up tests should not be given full credit.

## THE TEACHER AND GENERAL SCHOOL DISCIPLINE

School discipline is the direct responsibility of each member of the faculty; it cannot be secured and maintained without the good will and cooperation of all faculty members. Concerted action is the most effective means of carrying out this responsibility and of securing and maintaining the degree of discipline most conducive to good teaching and learning.

Discipline is necessary, but not as an end in itself. Its value lies in teaching the student self-control and self-discipline, responsibility for one's conduct, and in setting the stage for learning.

A good teacher has very few discipline problems which cannot ordinarily be settled without assistance from the office. The teacher will experience little trouble with student discipline if she:

Teaches lessons that are well prepared and interesting.

Exercises a vigilance that anticipates and forestalls discipline problems.

Wastes no time in class; does not give students study periods instead of the regular lessons; and does not leave the class unnecessarily.

Is consistent in manner of acting and in classroom procedures.

Has the good will of the class.

### Homeroom Adviser

To contribute to a happy, orderly, efficient, and effective management of the school the homeroom adviser should:

Be in her room at 8:10 A.M. The time before the first bell should be used for supervision of study and guidance.

Be responsible for good order in the vicinity of her room.



### Homeroom Adviser

Check uniforms each day. Colored nail polish, excessive make-up extreme hair styles, and jewelry are not in good taste at school whether in uniform or not. Some type of hose must always be worn.

Make certain that each girl in her room has all her belongings marked: books, uniform, gym uniform, school hat, and gym shoes.

Warn all students that only masking tape may be used in the school. No Scotch tape may be used in any part of the school building. No tape may be used on the acoustic tile.

Review formally little practices of courtesy: greeting visitors, teachers, and fellow students; carrying teachers' books, cafeteria manners, proper way of leaving classrooms, stopping at doorways and on stairways for teachers, and the like. Everyday provides opportunity for instruction in courtesy.

Remain in classroom for at least a half hour after the final dismissal bell. This affords opportunity for guidance and the fostering of the family spirit in the school.

Check attendance immediately following the morning prayers.

Accompany her class and remain with them during all church functions, school assemblies, and practices.

Be responsible for the good housekeeping of her room.

Leave all chalkboards free for the use of other teachers.

### Subject Teacher

The subject teacher contributes to the good functioning of the school when she:

Is in her classroom on time so that she may say the prayers with the students. It is never advisable that students be left alone at prayer time.

Leaves her room only in cases of emergency. If it is necessary to leave the room and it is possible to contact another teacher or the principal to supervise the class this should be done.

Avoids sending girls on messages during classes.

Obtains permission from the principal to send a student off the grounds even if it is to the convent or to the elementary school.

Maintains a strict attitude toward latecomers to all classes throughout the day.



### Subject Teacher

Sends before 8:15 A.M. to the office any announcements which need to be made.

### General School Discipline

Each teacher contributes to maintaining good order in the school by assisting in any place she happens to be. Particular help is needed in general places such as locker rooms, cafeteria, washrooms, and corridors. Any violation of good conduct, for instance loud talking, chewing gum, or discourtesy should be dealt with at the time it happens.

Particular cooperation is needed to avoid disturbance when girls are returning from or are dressing for physical education. The physical education teacher is responsible for the conduct at this time, insofar as it is possible.

No smoking is allowed at school, or when the student is in uniform, or is otherwise representing the school. Cigarettes are not even to be carried on the school premises.

The public telephone may be used for emergency or necessary calls during the lunch period and before or after school. Only one student may be in the booth and the message should be very brief. Only in cases of extreme emergency may a student receive a telephone message during school time. This message must go through the office before it is delivered.

At lunch periods teachers should be prompt in reporting to the place assigned for presiding. Proper supervision requires the assistance of many teachers at this time.



### General School Discipline

A pupil should be sent to the office only for serious breaches of discipline and only if the teacher is reasonably certain that the principal is in the office. A written explanation should be sent with the student. It is the responsibility of the teacher to check that the student reported to the office. Readmission to the class is granted only after a conference of teacher and principal and possibly parents. A second offense is final with loss of credit.

Permission should be obtained from the office to post any notices around the school.

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## STUDENT GUIDANCE

### GUIDANCE PROGRAM

Catholic schools and good teachers everywhere have always incorporated guidance of their pupils into every class and into every contact with them. The modern emphasis on a specific guidance program in the school has come about due to several factors more prevalent in modern society than in the past. These are: a higher teacher-pupil ratio (larger classes), changes in society with confused ideas of right and wrong, more freedom for youth, more complex school curricula with greater educational demands from colleges and employers, and a greater variety of vocational opportunities. These indicate to us the types of guidance needed today, usually known as moral guidance, social, educational, and occupational or career guidance.

#### Individual Guidance

Guidance may take place in an indirect way, as implied above; for instance, moral guidance in a well taught lesson in Christian Doctrine, or vocational guidance in the presentation of an interesting lesson in science. However, the planned guidance program has the aim of meeting the needs of every student, not only of those who make their needs obvious; and also, of providing the personnel and the time for guidance which is not available in the ordinary school day.

Guidance may be given on an individual basis through a private interview. Here the person charged with the direction of the guidance program, and particularly trained in counseling, through the private interview attempts a reasonable solution to a problem or refers the



matter to the most appropriate Church or community resource. It is not the intention of the counselor to give a direct answer or solution to the problem, but to assist the student to solve her own problem by presenting her with all the information available.

#### Group Guidance

The second method of guidance deals with more than one pupil at a time and is known as Group Guidance. This has the advantage of saving time, of reaching the timid student and of keeping the teacher-counselor up to date through the collective judgment of the other students.

There are many excellent methods of group guidance. At Loretto the general technique is the Homeroom system. In the homeroom at convenient intervals a period is set aside for discussion of topics pertinent to the happiness and welfare of girls in their teens, or pertinent to that group in particular. This program is under the direction of the homeroom teacher. It is flexible in method but must be well planned. The period should be characterized by student interest, initiative and participation, rather than by teacher domination. Thus, in addition to the solution of common problems it aims to assist the student: to improve in self-expression, to learn the cooperative ways of a democracy, to learn wise leadership or good followership, to develop independence of irrational group pressures, and to come to realize that many problems may be solved or resolved through polite and open discussion. The topics will frequently have their origins in class experiences and in turn enrich them.

All will agree that one of the most powerful guidance techniques is that of good example in which the teacher exemplifies the

qualities of mind and character that she wishes to impart to her students. In addition she must have the motherly quality of complete approachability. Lacordaire has written the same idea in the following words..."God has wished that no good can be done to man except by loving him, and that want of feeling must ever be incapable, either of giving him light for his path or of inspiring him with virtue." The homeroom teacher, then, through her motherly qualities, inspiring love and respect will gain the confidence of all those under her care, and effect guidance in its most perfect form.

#### Additional Methods

Other techniques or aids for achieving group guidance include: a testing program, career or college days, parent forums, bulletin board displays and the use of library materials.

Through the use of the Assembly period additional guidance may be given to larger groups for the purpose of achieving both unity and uniformity. Ordinarily these are under the direct supervision of the Guidance Director.

Spiritual guidance is given during the annual Retreat conducted by a priest as well as by occasional sermons. Counseling is given through frequent visits of a priest to the school.



## GROUP GUIDANCE--COURTESY

At Loretto the girls are to be trained not only in intellectual virtues, but also in refinement, courtesy, respect for Christ dwelling in the hearts of all with whom they come in contact. They must develop the habits of Christian womanhood, and prepare to bring this atmosphere to the work in the world which God has chosen for them. It is the destiny of women to create the atmosphere, in the home, office, public or community gathering. The curriculum adapted to the special needs of womanhood, the allied activities' program, the spiritual guidance of the faculty, and the daily practices of courtesy--all these create the atmosphere of the school. All these aim to form the woman who will mold the future according to the Christian plan.

### Basic Thoughts Dealing with Good Manners

Catholic students who have the rich tradition of Christian culture are taught from the earliest age rules of behavior stressing respect for others.

True refinement comes from within like the flowering charm of Mary or the gentle courtesy of Christ. The Catholic student is judged by what she IS rather than what she HAS.

Good manners are letters of perpetual recommendation. But the acquisition of good manners requires the continuous practice of the little courtesies of every day life.

The proprieties of life are the standards which more intelligent, refined people have adopted as rules.

In military life good manners are not left to chance. There is a set code.

There are set rules of courtesy for the White House.



There are definite courtesy rules for Vatican visitors.

School also has standards of courtesy for its students to practice toward the different people in places where they gather--in certain activities in which they engage. The habit of friendliness, and a kindly interest in all, we would have our girls learn so thoroughly in school that it becomes second nature to them, showing at home in countless ways, and going with them as a lifetime asset. Therefore students should practice the following rules of courtesy.

#### To the Faculty

Greet all members of the faculty using proper titles: Father, Mother, Sister, Mr., Mrs., Miss. Always acknowledge faculty members and adults when passing them in the halls. Stop on the stairs until they pass. Stand when a faculty member speaks to an individual.

Greet faculty members and other religious when met off the school grounds.

Say "Thank you" when a teacher gives a message or correction, spends time after school at a meeting or in a classroom.

The whole class should stand and say "Thank you" if it gets a message or special help from a faculty member or visiting lecturer.

Respect should be given all faculty members. No one should ever read anything on the teacher's desk, remove anything from it, or sit at the desk unless specially permitted by the teacher.

Stand when a teacher comes into the room, leaves the room, or gives a message at an individual's desk. Stand and accept things with the right hand. This also applies to after school situations.

Offer to carry books and parcels for the teacher.

Say "Excuse me" when passing in front of anyone.

Stand out of hearing distance while waiting to deliver a message to a teacher who is engaged in conversation.

Knock gently at classroom doors. The girl nearest the door answers it and takes the message quietly to the teacher.

All should take an interest in keeping the building and the grounds clean and should watch that they are ready to erase boards for teachers.



A telephone message to a teacher should be delivered immediately or a note left in the appointed place.

### In the Classroom

Never speak in class without raising hand and waiting until recognized by the teacher. Stand before speaking. Recite in a voice that may be heard by all and in complete sentences. Maintain proper posture: back straight, feet flat on the floor, elbows off the desk.

### Assignments

Ink and notebook paper with margins on both sides is used.

Name, class, and date is written in the upper right hand corner.

Excuses for incomplete assignments are given before class so that class will not be interrupted. Marks are deducted for papers not handed in on time. Only neat papers are accepted. Parents are to write excuses for incomplete assignments.

### Make-up Work and Extra Help

When a teacher arranges to give extra time to a student, the student must see that she is there promptly. The student has the responsibility of making up work failed or missed. She should be the one to approach the teacher concerning this work.

Borrowing is not permitted.

### At the Office

A student should wait quietly outside the office until the person ahead of her is finished. She should not enter the office if the principal is using the telephone. If the telephone rings during an interview, she should step out of the office until the call is completed.

If the office door is closed and a permission is urgent some member of the faculty will take care of the matter.

### To Visitors

Students should be very friendly and greet visitors. They are to be taken to the office first.

Ask politely for the card of a business man if he asks for one of the faculty.

There must be special permission granted a week ahead of time if you wish to bring a guest to classes.

In Cars or Public Conveyances

Conduct in public places must be worthy of Catholic ladies. School news and topics should never be overheard in a public conveyance.

School pride should prompt all to keep Loretto free from criticism.

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