

When it come to classroom numbers.

More is not always better

BY AMBER THACKER

There have always been problems with overpopulated classes, but this year at RCHS the problem seems to be a bit more obvious. Some classes have had as many as 37 students at a time. There are many reasons for the crowded classes and frustrated teachers.

The question that lurks in the air is, can improvements be made to the scheduling system to avoid the hassle of so many students in one room at the same time?

Talking to the school counselors Dale Whitaker and Janice Miller answered a great percentage of this question. It seems that the required classes have more of a problem with size because everyone has to take them. The more kids in the entire class, the bigger the required classes tend to get.

There is always the suggestion of getting more teachers so that

three or four teachers won't be loaded down with such a large number of students.

"It depends on staffing. You can't just simply hire more teachers," says Whitaker.

New required classes have also been added to the schedule. Whitaker also commented that each time a new class is added, there tends to be more of a problem with overpopulation.

The Arts and Humanities course has taken away an English teacher, Allene Cornelius, so she can solely teach Arts and Humanities.

Even now the Arts and Humanities classes are overcrowded with 26-31 students in each class.

"Providing activities and supplies for these numbers can be overwhelming," says Ms. Cornelius.

This class can serve as an advantage to students because they are basically able to take this class



Transitions classes have been especially large this semester. With at least 32 in each class, some numbers have been as high as 37. (photo by Tim Tyler)

at any point before graduation. However, this can come as a huge disadvantage for teachers.

This past semester, Chorus teacher Tammy Reynolds had to drop her freshmen choir because she needed to help teach Arts and Humanities. If the freshman choir had continued to sing, they would

have had to stay after school, instead of it being a daily class. But, due to many inconveniences, that wasn't feasible.

"These girls have potential. It is unfortunate that 37 dedicated chorus

students had to resort to an after school choral program in order to meet the needs of the new Arts and Humanities class," says Reynolds.

This also came as a major shock and disappointment to the 37 girls in freshman choir.

"I don't think that it was fair for the freshman choir to be eliminated. The rest of the choirs have chorus as a class and we have to stay after school if we want to sing," freshman Courtney Hale says.

Although this incident occurred, Ms. Cornelius is still motivated to do her best at teaching this class.

Mrs. Reynolds is also excited about next year and the 50 students that are expected to come up from the middle school. She hopes that with the larger number of students, freshman choir will be able to resume next year for both semesters.

Something called a Master Schedule is made to help situations like this one. The goal of this

schedule is to basically balance everything out among every class in the school. It must accommodate to every individual department's needs, which can be virtually impossible at times.

The Master Schedule proves that required classes seem to have more of an imbalance of students. English, history, and Transitions are three of the main trouble makers.

"History classes are fuller because we have just now gotten our courses in sequence and this is the last year we'll have to offer World Civilization to sophomores and seniors," guidance counselor Janice Miller says.

Miller also commented on how Transitions teacher David Riddle has helped the English teachers by teaching two blocks of Transitions a semester for the past three years.

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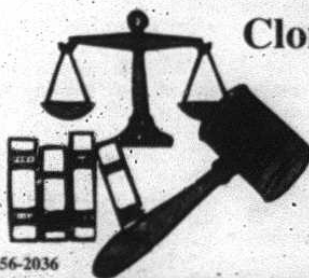
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