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# Student-Parent Handbook for Macon High School

Owen R. McCorkle

*Eastern Illinois University*

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STUDENT - PARENT HANDBOOK

FOR MACON HIGH SCHOOL

(TITLE)

BY

OWEN R. McCORKLE

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION IN GUIDANCE AND COUNSELING

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1976

YEAR

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THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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DATE

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Student - Parent Handbook

For Macon High School

By  
Owen R. McCorkle

Submitted In Partial Fulfillment  
of the Requirements  
for the Degree of

Specialist in Education in  
Guidance and Counseling

Spring 1976

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# CHAPTER I

## INTRODUCTION

### Problem

While working with the students at Macon High School from 1965 to 1974, the writer became aware that the existing handbook was outdated. There had not been any update to any of the material printed in the existing handbook.

### Scope of Problem

The writer found that especially a student new to the system as well as a student coming through the Macon School System was unable to accurately plan their curriculum for their years of high school education. This problem became crucial for students wanting to make long-range plans in choosing the proper subjects to enable them to graduate with the correct number of units in each area for the career they wished to pursue. The writer also found that students unfamiliar with the Macon School system had no accurate way or fast and handy method of knowing which faculty members taught what subject. Along with these problems this writer found that all students whether new to the system or those who had matriculated through the system lacked up-to-date information on the number of units in certain subjects that are required by the Illinois State School Code in order to qualify for graduation from Macon High School. Some of the state requirements had been changed since the existing school

handbook had been written. Also, since the existing handbook had been written the Illinois School Code has added some new requirements for High School Graduation. The writer strongly believes that any student entering Macon High School must have the most up-to-date information available in order that the student, along with his parents, and the school counselor can plan that student's curriculum during his years of high school to not only include the state required courses but also any and all courses which will benefit him most.

#### Procedure

In preparing the revised handbook for Macon High School, the writer first studied the existing handbook that had been in use up to 1974 at Macon. In studying the existing handbook the first process determined which materials needed to be changed or revised. The latest edition of the Illinois State School Code was then reviewed in order that all of the newest state requirements would be included. The next step in preparing the new Macon High School Handbook was to prepare a complete list of all subjects or courses offered at Macon High School. In order to be able to offer an accurate description of each course offered requests were sent to each member of the faculty at Macon High School to write a short but precise synopsis of the courses taught by that particular faculty member. After finally receiving all descriptions of

the courses presently being offered at Macon High School, requests were sent out to the high schools of Macon County for a copy of their existing handbook. Most county counselors responded by sending a copy of their handbook. Some schools do not have a handbook, however, they may hand out dittoed sheets of information which takes the place of a handbook.

In some cases it was found the personal conferences with counselors and administrators were most beneficial in preparing this new school handbook. My advisor at Eastern Illinois University also was most helpful in furnishing existing handbooks from schools other than those in Macon County.

#### Limitations of Study

One of the most difficult aspects of completing a project like this was the relying on others to complete their indispensable synopses of course offerings. This part of the main body of the project caused many days and weeks of frustration. Teachers are busy people and frequently could not meet deadlines set for them. One of the problems the teachers stated that caused them delay was that there was no format to follow. Therefore the first few synopses that were turned in were not uniform and followed no set form. The writer then passed out a sample course offering which was then to be the uniform model employed. Another



problem encountered was that some synopses were too long and had to be shortened, and sometimes completely rewritten. Often the course synopsis was altered and it had to be returned to the teacher to see if it retained its original meaning. These maneuvers added to the total time needed to finish this study.

In preparing this particular school handbook it was found that it is almost impossible for any school to keep all information included completely up to date. For instance, the faculty often changes from year to year. Also, if the high school is to continually meet the needs of the changing world and the differences of the in-coming students the courses offered will need changes and have to be updated from time to time. In the case of a change of a faculty member, the new teacher may have a completely different view on how a course should be presented and what should be included. In an instance such as this, the description of the course offered in the handbook may be totally misleading to the student choosing the course. In the changing of courses many small high schools find that during some years or even semesters some elective courses are not practical to offer if there is not enough student interest during that particular semester. In this instance some small high schools offer certain courses on an alternating basis. Finally, because of occasional changes in the Illinois State School Code in certain requirements for graduation, changes in policy must be made to maintain accreditation.

## CHAPTER II

### RELATED LITERATURE

#### Review of Existing Handbooks

Many types of information can be included in a handbook for High Schools. John A. Bailey and Paul Ward analyzed 29 handbooks in a study they did. When they ranked the topics from the 29 handbooks they found that Rules and Regulations ranked first in frequency of inclusion appearing in 96 per cent of the handbooks.<sup>1</sup> In Macon County some of the smaller schools use a handbook consisting of mimeograph pages containing only the essential information. This information consists of rules and regulations including things such as a dress code, requirements for graduation, fire drill regulations, etc. Most schools did include some kind of introduction or welcome, however one school, not having a formal handbook, did not have either an introduction or welcome. This writer feels that some kind of introduction makes a much warmer atmosphere and could make a student feel more welcome.

There were two main ways to present the introduction or welcome. One example was found in Charleston Community Senior High Schools' TROJANS.<sup>2</sup> It is a letter of welcome printed on school stationery and signed by the principal. This type of welcome is much warmer and has a more professional look than the simple paragraph welcome. The second and most often used welcome is the simple paragraph method. Some administrators like this method best so that they don't have to make major

changes in their welcome, or handbooks. In the Bailey and Ward study, they observed that only 38 per cent of the handbooks employed a welcome.<sup>3</sup>

Most all handbooks have a section for descriptions of clubs and organizations. In these they list the different clubs and organizations that a student can join so that they may take a more active part in school functions. The listings usually give a short description of that particular club, the requirements for joining, the purpose of the club, and fees if any that the student might anticipate.

All handbooks that this writer examined contained a section listing the general policies and procedures of that particular school. Although the format for general policies and procedures vary from handbook to handbook, the information is basically the same. For example all books had some information on attendance, requirements for graduation, and classroom conduct.

Some handbooks contain a listing of course offerings, however, some schools have a separate handbook of course offerings.<sup>4</sup> These course offerings contain a short description of the subject being taught and its prerequisites if any, and the number of units of credit earned. This writer feels that it would be advantageous to have separate handbooks for the course offerings. This way when one section of the handbook needs to be changed the school would not have to go to the expense of making a complete new handbook.

To be more precise, when new principals come in they may feel some policies may need to be changed, and at other times even perhaps in the middle of the year some course offerings need to be changed to fit the needs of a particular class.

All handbooks have materials that contain rules and regulations or general policies and procedures. General policies and procedures are an important part to any handbook not only for the students but also for the parents as well. When questions about school policy or procedures come up at home it should be easy to find the answer in the school handbook. Some of the topics most often included in the policies and procedures section would be in the area of attendance, absences and tardiness. It is evident that all schools are concerned with students driving, because all handbooks had a section on student driving, automobiles or motorcycles.

All of the handbooks contained procedures on discipline, suspension, and expulsion. The trend for discipline, suspension, and expulsion in the modern handbook is to follow the guidelines set forth in the Illinois School Code.<sup>5</sup>

Other new trends found, or not found, in school handbooks concern the school student dress codes, and rules for married students. If a student dress code is included, it most often deals with the safety of the student or forbids adornment which is disruptive for school operation. One

school completely omitted the section on student dress in the hopes that the students would use good taste. Five or ten years ago, married students were not permitted to stay enrolled in many Macon County area schools. Today in 1976, it is unconstitutional to forbid married students from attending school as long as they do not permit their marriage to interfere with their attendance, behavior, or progress.<sup>6</sup>

CHAPTER III

CONTENTS OF HANDBOOK

MACON HIGH SCHOOL

STUDENT - PARENT HANDBOOK

### Introduction

The staff and Board of Education of Macon High School extend a friendly welcome to all students and parents. This is your school and we hope that you will become a part of it and accept your responsibilities during your stay here.

Your faculty and administration regard your school as a community where you will spend your growing-up years. These years should be some of the best years of your life, as you will make many friends and have many happy experiences through the activities in which you partake.

This handbook is to serve as a source of information on school policies, classes and school activities. It will be revised from time to time.

Parents are encouraged to visit the school and discuss their problems with any member of the faculty. The administration and counselors' office door is always open.

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SCHOOL COLORS

Purple and White

SCHOOL SONG

We're loyal to you, Macon High  
We're purple and white, Macon High  
We'll back you to stand against the best in the land,  
For we know you have sand, Macon High  
So crack out that ball, Macon High  
We're backing you on, Macon High  
Our team is our famed protector,  
On boys, for we expect a victory from you, Macon High

SCHOOL NICKNAME

The Ironmen

BOARD OF EDUCATION

Robert A. Glass, President	J. Roger Hufford
David Huggins, Vice-President	James Warnick
Thomas L. Berry	Lyle F. Wicklein
Gerald D. Lillpop	

ADMINISTRATION

John Roger Britton	Phone 764-3349	Superintendent
Charles W. Smith	Phone 764-3347	Principal
Owen R. McCorkle	Phone 764-3347	Guidance Director

FACULTY

Mr. Sterling Bundy.....Math  
Mr. Jack Burns.....Science, Math, Humanities,  
Chem., Head Football Coach  
Mrs. Suzanne Burns.....Girls P.E., Gen. Math, Coach  
Mr. Lawrence Busch.....Band  
Mr. Ralph Coate.....Biology, Math, Track Coach  
Ms. Kathryn Everhart.....Vocal Music  
Mrs. Ann Ferris.....Commerce  
Mrs. Constance Greene.....Librarian  
Mr. Robert Hall.....History, Govt.  
Mrs. Teresa Hall.....Home Ec  
Mr. Richard Jostes.....Cons. Ed., World Hist.,  
Athletic Director  
Mrs. Beverly Leonard.....English  
Ms. Elizabeth Lucera.....Spanish, French  
Mrs. Marta Miller.....Art  
Mr. Don Roberts.....Boys P.E., Head Basketball  
Coach, Health  
Mr. Thomas Saunches.....Speech, English  
Mr. Jack Stringer.....Ind. Arts, Voc. Supervisor  
Mr. Lynn Sweet.....English, Head Baseball Coach  
Mr. Gerald Temples.....Dr. Ed., JV Football Coach,  
JV Basketball Coach

### PHILOSOPHY OF MACON HIGH SCHOOL

It shall be our philosophy to guide each student in our school mentally, physically, emotionally, and morally.

We shall endeavor to stimulate his natural inquisitiveness and cause him to make investigations, and to make accessible to him properties to broaden his cultural appreciation span.

We shall counsel and guide him to find the field in which he can achieve his best as a self-disciplined adult citizen in society.

We believe in total development of the individual and continued efforts of the Board of Education, staff, and parents should be in this direction.

### REQUIREMENTS FOR GRADUATION FROM MACON HIGH SCHOOL

Seventeen units of credit shall be required for graduation from Macon High School, sixteen academic and one for physical education. A one unit of credit course lasts both semesters. A one-half unit of credit course lasts only one semester. The following units will be required of all students.

3 units in English

1 unit in Mathematics

1 unit in Science

1 unit in U.S. History

$\frac{1}{2}$  unit in Driver Education

$\frac{1}{2}$  unit in Consumer Education

1 unit in Physical Education ( $\frac{1}{4}$ unit per year)

In addition, each student must pass an examination on the Constitution of the United States, the State of Illinois, and the Flag. Each student must enroll in a minimum of four academic subjects each semester of attendance. Band and Chorus may be counted as a academic course at the rate of one-half unit per year and not to exceed two units toward graduation.

Macon High School recommends, but does not require, college bound students to take the following:

A minimum of:

4 units in English

3 units in Mathematics (Not to include General Math)

3 units in Science (Not to include General Science)

2 units in a Foreign Language

2 units in Social Studies

1 unit in Speech

$\frac{1}{2}$  unit in Psychology

No credit shall be offered for clubs and extra class activities but the transcript should show the participation.

It is advisable that the student have four years experience in high school in order to graduate. In some cases, students may be allowed to graduate in less than the time recommended, provided that sound guidance procedures have been followed. No arbitrary length of time or age limit shall be imposed to prevent a student's graduation from high school. To graduate in less than the equivalent of

eight semesters the student shall have completed all graduation requirements, all required courses, have a total of seventeen units of credit, one of which must be Physical Education, and only with parent or guardian permission.

## POLICIES AND PROCEDURES

### Attendance

Excessive tardiness and absences are undesirable both from the standpoint of good citizenship and good school operation. The state law requires all students under sixteen years of age to attend school and places the responsibility for such attendance upon the parents or the guardian. Parents are asked to come to the school for conferences in cases of chronic absence or truancy.

When the student is over sixteen years of age, chronic absence or truancy is handled in a different manner. The student and the parents are asked to come to school for a conference. At such a conference the parents and the student are to make a decision of either regular attendance or withdrawal from school. If after promising he will be in regular attendance, the student continues his chronic absence or truancy, he will be excluded from school.

### School Insurance

The school accepts no financial responsibilities for and carries no insurance on any accidents that occur on the school grounds, buildings, or the classrooms. Insurance may

be purchased at registration time for students during the school day.

The school likewise accepts no financial responsibility for any article that is stolen. You are issued a locker, so buy a school lock and keep it locked.

### Physical Examination

All entering freshmen are required by state law to have a physical examination. You may not enroll without one. Forms may be obtained in the Principal's office for your physical examination. Any student taking part in the athletic program must have a physical examination regardless of class standing.

### Leaving School During the School Day

Students are not permitted to leave school during the school day without approval from the principal. Teachers and staff members do not have the authority to give students permission to leave the school premises. Parents can get permission to take their students from school by contacting the office. This should be done prior to leaving. Failure to get proper approval can result in suspension.

### Smoking

Smoking or use of tobacco at school or school activities by our students is prohibited. Failure to comply will lead to suspension.

### Drinking

The use of alcoholic beverages is strictly prohibited at school or any school activity. Failure to comply will lead to suspension.

### Student Dress

We ask our students to dress in good taste at all school functions. We will not permit the wearing of clothing or adornment which is detrimental to the safety of the student, or to others. We will not permit the wearing of clothing or adornment which is disruptive of school operation or school discipline, including that which is unusually distracting to the opposite sex. If your dress is not acceptable, you will be sent or taken home to change. Any repeat of said offense will bring about suspension from school and school activities.

### Classroom Conduct

Students may be removed from a class for disruptive behavior. Teachers can not tolerate students who make a habit of causing disturbance in class. These students can and will be removed from the class if they can not control their behavior.

### Driving to School

Students who drive cars or motorbikes to school are expected to get a permit from the office. Upon arrival at

school, the vehicle shall be parked and left there until the close of the school day. Under no circumstances will the student be permitted to drive the car during the school day without prior approval from the office. Failure to comply will result in suspension of driving privileges, suspension from school, or both.

#### Withdrawal from Class

Any student withdrawing after a class has been in session ten days or more will receive a failing grade for the semester and thus will be recorded on the permanent record. Any withdrawals before ten days will not be recorded on the permanent record.

Any student withdrawing from a two-semester elective class after the first semester is completed, but within the ten day limit of the second semester, will receive credit for the first semester unless the semester grade is an "F".

A student cannot withdraw from a required class, and will be required to retake only the semester that is failed.

Teacher initiated withdrawals, with consent of the principal, can take place any time during the semester.

#### Procedures on Discipline, Suspension and Expulsion

The procedures on discipline, suspension and expulsion will follow the guidelines set forth in the Illinois School Code.



Class Standing

In order to be classified as a Sophomore, a student must have at least 3 units of academic credit. To be classified as a Junior, a student must have at least 7 units of academic credit. To be classified as a Senior, a student must have at least 11 units of academic credit. Each student must meet the grade classification as of the opening date of school.

CHAPTER IV  
COURSE DESCRIPTIONS  
of  
MACON HIGH SCHOOL

ART

Art (1 Unit)

This is a basic art course for beginning art students. Emphasis is placed on the study and use of the basic elements and principles of art; the development of creative abilities and skills in art; the participation and experimentation in various art media and materials in many art fields - DRAWING, PAINTING, PRINT MAKING, CERAMICS, SCULPTURE, ENAMELING, AND GENERAL DESIGN.

COMMERCE

Typing I (1 Unit)

Students learn the basic techniques of the touch system of typewriting. They first start at the word level, then the sentence level, and the paragraph level. Sustained typing power is achieved through timed writings. Students learn how to type simple personal and business letters, how to type and address postal cards and envelopes, and how to fold and insert letters in envelopes. They learn how to type outlines, themes, manuscripts, and how to figure and type simple tabulations.

Typing II (1 Unit)

Prerequisites: Typing I

Juniors may take this course providing the head of the department, the student counselor, and the principal approves. In Typing II the student types advanced business forms, and improves accuracy and speed. OPEN TO SENIORS

Bookkeeping (1 Unit)

Bookkeeping is recommended for all students taking any kind of business education curriculum. Bookkeeping is record keeping and report making for business houses. It is taught from the vocational point of view with some emphasis given to personal record keeping. It is not recommended for the poor math student. The complete bookkeeping cycle of journalizing, posting, and preparing financial statements is covered. OPEN TO JUNIORS AND SENIORS.

Office Practice (1 Unit)

This course may be taken at the Decatur Area Vocational Center Only. OPEN TO SENIORS.

Shorthand (1 Unit)

The Gregg shorthand system is presented. To aid in achieving mastery of the theory, the students read and write large quantities of shorthand from the printed plates in the text. They develop skill in shorthand speed through reading, writing from dictation and vocabulary building.

OPEN TO JUNIORS AND SENIORS

FOREIGN LANGUAGES

French I (1 Unit)

This course is designed to follow the natural sequence of language learning: first, listening and understanding then, speaking, reading, and writing. There are dialogues to learn, drills based on the dialogues, dialogue adaptations, and directed conversation exercises. Additional practice in

pronunciation is gained by means of tapes and recordings by native speakers used in the language laboratory, films, group singing, and general conversation in French.

French II (1 Unit)

Prerequisite: French I

Second year French continues somewhat the format of the first year, but with growing emphasis on reading and writing. There are fewer dialogues to memorize, but there are basic sentences to learn for each unit. Extensive use of the language laboratory is continued.

Spanish I (1 Unit)

This course is designed to develop for skill-comprehension, speaking, reading and writing with emphasis on correct pronunciation and intonation. Information on the culture and spirit of the nations that speak Spanish is included. Classes have regularly scheduled periods in the electronic laboratory.

Spanish II (1 Unit)

Prerequisite: Spanish I

This course continues the presentation of the fundamentals of the language and provides much drill that will develop accurate pronunciation, comprehension, and fluency in speaking. Students are encouraged to do extra reading.

ENGLISH

English I (1 Unit)

This course is the structural way of learning how to write essays and themes. It also includes vocabulary improvement and reading of selected materials. Class discussions

follow each book. In general this is a beginning course for the development of reading, speaking, listening, and writing skills.

English II (1 Unit)

This course asks for more challenging essays and themes. There are also advanced vocabulary drills. The course is to develop reading, speaking, listening, and writing skills.

English III (1 Unit)

This course includes the reading of short stories (all American authors), more advanced vocabulary, and theme writing. It is suggested for those going to college.

Vocational English III (1 Unit)

For students who have had difficulty in English, and who do not plan to go to college. Writing is done on the communications level.

English IV (1 Unit)

This course includes a broad understanding of literature. We do a lot of reading aloud in class, followed by discussions. Grammar and rhetoric drills are used. Writing a job application is included in this course.

English IV Honors (1 Unit)

This course is directed at the acquisition of skills necessary for success in English in college. More challenging essays are read as a basis for writing. There is drill in the grammatical and rhetorical forms necessary for college proficiency.

Speech (1 Unit)

This course is recommended for both college and non-college bound seniors. Basic skills in oral communications are practiced in drills. This course can be used as a fourth year of English or counted as a fifth year of English.

Drama (1 Unit)

This course is directed to reading and discussion of the great dramas. A class project will be to produce a play for the grade school.

MATHEMATICS

General Mathematics (1 Unit)

This course emphasizes the structure of arithmetic processes and introduces real numbers and inequalities and equations. The application of real numbers and arithmetic numbers are then taught through measurement of geometric figures, money, and statistical inference.

Intermediate Algebra (1 Unit)

This course is like Algebra I but is taught at a slower speed.

Algebra I (1 Unit)

Prerequisite: "C" average in previous mathematics course recommended.

The topics taught are: real numbers, the fundamental operations, fractions, and linear equations, with special emphasis on verbal problem solving. Factoring, graphs, simultaneous equations, and the quadratic equation are included.

Geometry (1 Unit)

Prerequisite: Algebra I, "C" average in previous mathematics course recommended.

Geometry is a course which emphasizes logical and deductive reasoning through proofs, construction and problems.

Algebra II (1 Unit)

Prerequisite: "C" average in previous mathematics course recommended.

This course continues the study of Algebra I and Geometry I with from six to twelve weeks of geometry and the remainder of the year being devoted to algebra. This includes study of functional relationships, fractions, inequalities, radicals, and exponents, with special emphasis on quadratic equations, systems of linear equations, and the binomial theorem.

Trigonometry ( $\frac{1}{2}$  Unit)

Prerequisite: Algebra II, "C" average in previous mathematics courses is recommended.

Numerical trigonometry includes definition of the six fundamental functions, theory, and the use of logarithms and the slide rule, solution of the right and oblique triangle, and the construction and interpretation of trigonometric graphs. Analytical trigonometry introduces the student to the theoretical aspects of the subject of inverse functions and the solution of trigonometric identities and equations.

Analytic Geometry ( $\frac{1}{2}$  Unit)

Prerequisite: Algebra II and Trigonometry, "C" average in previous courses.

This course is offered to help students to better understand the concepts of analytic geometry. To combine



the knowledge gained in Algebra and Geometry for a more complete preparation for starting the study of Calculus.

#### MUSIC

##### Music Appreciation ( $\frac{1}{2}$ Unit)

This course provides a study of all forms and styles of music from classic to contemporary music. It provides opportunities for listening through recordings, concerts, radio and television programs.

##### Music Theory ( $\frac{1}{2}$ Unit)

This course is designed to introduce students to the fundamentals of music and there by helping them to be better listeners and performers. They will learn about scales, key signatures, intervals, and chord construction. Emphasis on creative music. Students should have an elementary knowledge of music. Students will be required to write some music.

#### PHYSICAL EDUCATION

##### Physical Education ( $\frac{1}{4}$ Unit)

This course is required five times per week in grades 9th through 12th.

#### INDUSTRIAL ARTS

##### Industrial Occupations I (1 Unit)

This is an explanatory course covering the following areas: One semester of drafting, and one semester of wood and metal work. Three projects each in wood and metal are required.

Industrial Occupations II (1 Unit)

Prerequisite: Industrial Occupations I

This is an advanced course which expects the student to do more advanced work in Drafting, and wood and metal projects.

Electronics ( $\frac{1}{2}$  Unit)

This course includes a study of basic electronics characteristics, sources, and transmission. A radio kit will be purchased and assembled as your project in electronics.

Photography ( $\frac{1}{2}$  Unit)

This course includes a study of basic techniques of photography. Students are required to take and develop pictures. Instruction is also given in coloring pictures.

Machine Shop ( $\frac{1}{2}$  Unit)

This course includes a study of basic machine shop operation. Instruction is given in the use of the lathe, milling machine, drill press, gauges and cutters.

C.W.T. Co-operative Work Training (2 Units)

Any Junior or Senior who is at least 16 years of age is eligible to enter if he meets requirements as follows:

1. Academic need which relates to your ability or lack of ability in the formal high school program.
2. Economic need in this area which will be judged by whether or not financial aid is necessary for you to continue your education.

3. Social need for the student who, at this point in their education, needs more exposure to the world outside the classroom.
4. Career opportunity which will provide the on-the-job-training for the promotion or advancement in a particular area or vocation.

Decatur Area Vocational Center (2 Units)

The Area Center Program is designed for high school boys and girls who are Juniors and Seniors. The vocational bus leaves in front of the school at 8 a.m. sharp and makes stops at the Shell Station, and at Elwin. It will be the students responsibility to be there on time. Students return to Macon in time for the fourth period.

AREAS OF STUDY ARE AS FOLLOWS

Air Cooled Engines	Electricity
Architectual Drafting	Engineering
Auto Body	Electronics
Auto Mechanics	Food Service
Building Trades	Food Service Co-op
Cabinet Making	Child Care
Clerical Office Practice	Health and Child Care Co-op
Commercial Printing	Machine Accounting
Cosmetology	Machine Shop
Data Processing	Nurse Aide
Nurse Aide Co-op	Practical Nursing
Secretarial Office Practice	Welding

SCIENCE

General Science (1 Unit)

This course is limited to the physical sciences with the exception of several applications of science to health and safety. It meets the requirements of a laboratory science

and offers limited training in laboratory techniques. It is designed as a terminal course in science. It is not recommended for science majors because Physics and Chemistry duplicate it to some extent. It is not recommended for Juniors or Seniors because of the level of the offerings of this course.

OPEN TO STUDENTS WITH 9TH OR 10TH GRADE STANDING

Biology (BSCS) (1 Unit)

Biology gives students a basic understanding of science and of scientific processes. Biology seeks to teach science as a way of thinking - as a method of seeking answers. Underlying concepts and understandings are emphasized. Student work is laboratory centered. Real problems are explored. Open-ended experiments and other materials are used to convey an understanding of science. Biology helps the student to understand his relationship to his biological environment. The basic biological principles involving plants and animals are studied from the ecological viewpoint.

Advanced Biology (1 Unit)

Prerequisite: Biology (BSCS), "C" average in BSCS.

This course gives advance work in Zoology, Physiology, and Anatomy. It is taught more in detail than Biology, and is especially recommended for those interested in nursing, medicine, and coaching.

Chemistry (1 Unit)

Chemistry is a year course dealing with composition of matter and changes in it. An important phase of the course

is to develop an understanding and to acquire a technique for scientific experimentation.

Physics (1 Unit)

Physics is a year course in which Physics is presented not as a body of facts but basically as a continuing process by which men seek to understand the nature of the physical world. It deals specifically with four major areas; the fundamental physical notions of time, space, and matter; optics and waves; mechanics; electricity and atomic structure. Problem solving and basic laboratory experiences are an integral part of the course.

HOME ECONOMICS

Vocational Preparation (1 Unit)

This course is designed to give the girl experiences which will develop self-direction and improvement in management, foods and clothing skills. (Formerly called Home Economics).

Foods I ( $\frac{1}{2}$  Unit)

The purpose of this course is to continue the learning experiences of food in more detail with special emphasis upon the development of skills and techniques, and to develop desirable characteristics of healthful living.

Foods II ( $\frac{1}{2}$  Unit)

Prerequisite: Foods I

This course provides opportunities for the student to plan and serve nutritious, interesting, and attractive meals

by using the proper methods of cooking to retain the essential food nutrients. Special emphasis will also be given to eating at home and abroad.

Clothing I ( $\frac{1}{2}$  Unit)

The purpose of this course is to continue the learning experiences in clothing in more detail with special emphasis upon the development of skills and techniques, and to develop desirable characteristics of personal appearance.

Child Care ( $\frac{1}{2}$  Unit)

The purpose of this course is to develop a knowledge and understanding of small children. Fundamentals of caring for children is experienced first hand.

SOCIAL STUDIES

World History (1 Unit)

This course is a survey course which is designed to give students an over-all view of the world's history from "The Dawn of Civilization" through "The World Today". The units correspond to well-defined historical periods. Supplementary materials help students discover how historians think and work. Source readings make possible depth reading which gives greater understanding of the eleven distinct periods studied.

American History (1 Unit)

The course in American History is designed to give each student who graduates from Macon High School an understanding

of how our American Way of Life came to be what it is. By understanding this, it is hoped that each student will be better able to take his or her part in our democratic society. By learning how our obligations and responsibilities developed through the years and how Americans before us met them we will be better prepared to do our part in furthering the development of a way of life which emphasizes justice, tolerance, freedom, self-reliance, and co-operation among all people.

Government ( $\frac{1}{2}$  Unit)

This course is designed to acquaint the student with those political institutions which have grown out of experiences of the United States in developing democratic government. It is concerned with the organization of our government at the national, state, and local levels including comparisons with the governments of other nations. The course also relates the problems of the United States with those of other nations. It stresses the relationships between government and the social and economic institutions in today's world.

OPEN TO JUNIORS AND SENIORS

Economics ( $\frac{1}{2}$  Unit)

The purpose of this course is to give economic understanding needed of responsible citizenship, and to lay the ground work for further studies in the related areas. Major topics stressed in the course include: Needs and methods of organizing economic systems, the role of incentives, competition and markets under capitalism, the government's

role in various phases of the economic system, the economics of international trade and how economic systems differ.

OPEN TO JUNIORS OR SENIORS

Consumer Education ( $\frac{1}{2}$  Unit)

The purpose of this course is to give a better understanding for consumer purchasing. The course is to make the student more aware of wise and frugal purchasing, and how to avoid some of the pitfalls of buying from unscrupulous dealers. It should help guide the student to know how to get help if they feel they are being defrauded.

OPEN TO SENIORS ONLY



## STUDENT ORGANIZATIONS

### F.H.A.

Any girl having one semester of Home Economics may join the Future Homemakers of America. This is an organization of students studying Homemaking in junior and senior high schools. A one-day trip is planned yearly.

### G.A.A.

The purpose of this club is to promote interest in athletics among girls.

### Letterman's Club

Membership in this club is limited to students who have earned an athletic letter, and are regularly enrolled in the school.

### National Honor Society

Membership is based upon a student's scholastic achievement, service, and leadership. Only Junior and Senior students are eligible for this society.

### Pep Club

The purpose of this club is to promote school loyalty and sportsmanship throughout the student body. Membership is open to any regularly enrolled student.

### Student Council

The Student Council is the student government organization of Macon High School. Any undergraduate who is a good school citizen, and who maintains a "C" average is eligible. Membership is made up of two from each class, and one from each organization.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

Research for this study was started about two years ago. Due to lack of funds, this research study has taken much longer than originally expected.

Collecting information also proved to be a problem at times. Busy teachers sometimes had to be prodded to submit course descriptions. This time consuming problem used up much more time than was anticipated.

The writer in gathering information, forming ideas, and sampling different forms of student handbooks was in communication with many schools, and faculty members. Among these were: Addison Trail High School, Blue Mound High School, Argenta-Oreana High School, Charleston Community High School, Mt. Zion High School, Niantic-Harriston High School, Willowbrook High School, and York High School. In addition to communicating with these schools and faculties, the writer requested each member of the Macon High School faculty to write a brief resume of their particular classes taught, describing what a student should expect to accomplish in taking a specific class and also what if any pre-requisites there would be for the student. One other very important source of information used in formulating this handbook for Macon High School was the Illinois State School Code. This specific source of information was essential so that the newest state requirements would be included in the handbook.

### CONCLUSIONS

Following a review of the handbook now being used at Macon High School, and upon studying the information collected from different schools, and the present faculty at Macon High School the writer reached specific conclusions about the handbook now being used. The need for revisions are as follows:

1. The members of the Board of Education listed in the handbook now being used have changed since the book was printed.
2. There has been a different principal hired for Macon High School.
3. Some of the faculty members have since been changed since the present student handbook was printed.
4. Due to changes in the Illinois State School Code there are some classes now being offered that were not listed in the current student handbook. Also, there have been some changes in the requirements for graduation from Macon High School which are not listed in the present handbook.

### RECOMMENDATIONS

A rough draft was presented to the present administration and Board of Education of Macon High School for their comments. The facsimile met their approval. The writer and the adminis-

tration agreed that the handbook would need yearly reviews to insure all classroom subjects, all state requirements, faculty members, board members, and clubs were consistent with the current year of Macon High School.

The writer further recommends that there should be separate handbooks with one advising a new student with the rules and regulations of Macon High School, and the other handbook listing the subjects being offered at Macon High School. If this procedure were followed, corrections or additions could be made in either handbook without necessitating a reprint of the entire handbook.

Another recommendation the writer would make is to have a formal bound handbook including the rules and regulations of Macon High School, and an abbreviated form of rules and regulations in a student folder or calendar. These folders could be used as notebooks. The calendar could include class attendance days and vacations. Some schools issue one folder to each student at registration and the students have the option to buy as many as they want for a nominal cost. The folders have the school nick-name and school colors on the front, and this makes an attractive student notebook for school use.

A final recommendation for any reader would be to encourage all schools to have some type of written handbook for their students.

## FOOTNOTES

1. John A. Bailey and Paul Ward, "Student Handbooks: Practices and Procedures." The Clearing House. February, 1968. P. 329.
2. Charleston Community Senior High School Student/Parent Handbook. 1973-1974
3. Bailey and Ward, p. 330
4. Mt. Zion High School Student Handbook, 1973-1974
5. School Code, State of Illinois (Revised Statutes) Nov. 3, 1971. P. Chapter 122, 10-22-6.
6. Ibid P. Chapter 122, 10-22.6a.

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- Addison Trail High School Course Listings, 1973-1974.
- Bailey, John A. and Paul Ward. "Student Handbooks; Practices and Procedures." The Clearing House, 42, Feb. 1968. pp. 329-31.
- Blue Mound High School Course Offerings, 1974-1975.
- Blue Mound High School Emergency Action Procedures, 1973-1974.
- Blue Mound High School Faculty Handbook, 1973-1974.
- Blue Mound High School Information for Incoming Freshmen, 1974-1975.
- Blue Mound High School Student Handbook, 1973-1974.
- Bombers Argenta-Oreana Student Handbook, 1973-1974.
- Charleston Community Senior High School Student/Parent Handbook, 1973-1974.
- Macon High School Student Handbook, 1971-1972.
- Mt. Zion High School Course Catalog, 1973-1974.
- Mt. Zion High School Student Handbook, 1973-1974.
- School Code, State of Illinois (Revised Statutes), Nov. 3, 1970.
- Willowbrook High School Registration Guide, 1973-1974.
- York High School Course Offerings, 1973-1974.