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An Experimental Study of Student Personnel Guidance with Freshman Girls at Omaha Central High School

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AN EXPERIMENTAL STUDY OF
STUDENT PERSONNEL GUIDANCE WITH FRESHMAN GIRLS
AT OMAHA CENTRAL HIGH SCHOOL

A Thesis
Presented to
the Faculty of the Department of Education
Municipal University of Omaha

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

~~No. 14870~~

March 23, 1937.

by
Irene Haskins Jensen

June 1936

Irene Haskins Jensen

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THESIS APPROVED

by

L. D. Taylor Major Adviser

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THIS THESIS IS RESPECTFULLY DEDICATED

TO

**MISS JESSIE M. TOWNE
Assistant Principal
Dean of Girls**

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CHAPTER I

THE PROBLEM

During the twentieth century, because of the increase in the number of students in colleges, universities, and secondary schools, the shift in the responsibility for students from the home to the school, and the present-day emphasis upon personnel work, there has come a steady increase in the number of deans for women students and the importance of their function in the public eye. New deanships have been established in many colleges, universities, and secondary schools; since 1919 twenty-four courses have been organized in different institutions for the purpose of training deans; and the membership of the National Association of Deans of Women has increased from 18 in 1903 to 1,015 in 1927.¹

Attendant upon this increase in the number of deans or counsellors and in their importance has come considerable confusion of thought regarding the work which they should perform. Scattered attempts have been made to specify the types of work which deans should do, the qualifications they should have, how much they should be paid, and what academic privileges they should enjoy; but hitherto all such statements have been made without a complete study of existing conditions.

¹Thirteenth Yearbook, National Association of Deans of Women, 1926.

The differences of opinion and practice in regard to the counsellor in various institutions have been so great that research workers have veered off from the field, despairing of ever obtaining any homogeneity of data. The need, however, for definite information about this vocation has grown apace and educators have begun to urge a modern scientific attack on the problem.

Because the pressing need for greater efficiency in education demands a suitable guidance program, Omaha Central decided to adopt a more comprehensive plan of freshman guidance for the spring semester of 1935. Mr. F. Y. Knapple was appointed counsellor of freshman boys, while Mrs. Irene H. Jensen was appointed counsellor of freshman girls.¹ They were to work out a plan of guidance and orientation to enable the new class of freshmen to operate with some degree of efficiency. Every effort was made to assist the pupil in using his talents and the resources of the school to his own best advantage, and to the best advantage of his society.

In the effort to learn something of the conditions in this field, the writer has attempted this study of freshman girls in Omaha Central High School, which may be used as a point of departure for future investigations. Two aims marked this investigation: (1) to discover certain facts about the girls in

¹See Appendix, Table I, for letter of appointment.

the freshman classes in order to bring about the necessary student adjustments; (2) on the basis of these facts, to make suggestions for the establishment of a well-balanced, efficient guidance program.

The attempt was made to obtain objective data which might be used in answer to questions such as these:

1. How many freshman girls are enrolled?
2. What is the age median of the freshman girls?
3. What percentage of the freshman girls are Negroes?
4. What religions are represented among the freshman girls?
5. What is the intelligence level of freshman girls?
6. From what grade schools do the freshman girls come?
7. What are the recent trends in enrollment?
8. Are personnel data really useful?

Having gathered as much information as possible in answer to these questions, the writer endeavors to interpret it for the benefit of those who look to secondary school guidance for help with the problems of the new educational ideals, and for those who are giving and receiving professional training for the work.

To future investigations the writer proposes the task of relating the problems of developing special techniques to be used by the counsellor in devising scientific methods for the selection of material and of applying the various philosophies of education now taught in our colleges.

CHAPTER II

THE HOME ROOM

a. The Plan

The plan of guidance and orientation with which the freshman counselors were to develop was worked out in conferences with the principal, Mr. Joseph G. Masters, and the two assistant principals, Miss Jessie M. Towne and Mr. Fred Hill. The plan decided upon was a home room which met twice a week, and in addition as much personal counseling as could be given. The counselors were allowed two class periods out of the school day for this work. There was no attempt made to do exactly the same work with boys and girls, but the counselors did discuss the work often and tried to help each other in the new project. This report deals with the work done with the girls alone.

The Central High School home room period begins at 8:38 a.m. and ends at 8:53 a.m. and is a period of fifteen minutes before the first hour class. This time, which provides for attending to any necessary school business, is devoted to the reading of the circular, campaigns, announcements, programs, discussion of current events, mass meetings, talks given by members of the Speakers' Bureau in the interest of the school activities, and to the asking of questions pertaining to school

lessons.

Before this time the freshmen had home room wherever their first hour class happened to be. This arrangement did not segregate them, for oftentimes there were upper classmen in the room. They were not free to ask questions and be themselves in the presence of the upper classmen, for obviously the arrangement does not lend itself to freshman freedom. Many seniors have commented on the new arrangement of having the freshman home room and have wished they might have had the same privilege of being by themselves when everything was so new and strange.

The purpose of the high school program of orientation and guidance is to supply pupils with information about the world of education, of life in general, about themselves and their obligations, and to help them plan wisely for the future. Understanding the word "guidance" is not to mean telling a person what to do, but rather to mean helping him make an intelligent choice in the light of all the information available.

The first problem was to adjust incoming high school girls to their school and to show them how they might gain most and contribute most while they are students in the high school. The idea was to get them promptly adjusted to high school life. This was accomplished by well-planned programs for each home room period and in the interviews held with each girl.

The home room time was used first to read and explain the daily circular which gives the notices and general school announcements. After the circular was read and explained, a program was ready. This plan worked very well and was always of great interest to the girls. Guest speakers were the principal, Mr. Masters; Mr. Hill and Miss Towne, assistant principals; Miss Shields, head librarian; Mr. Knapple, athletic coach and freshman boys' counsellor; Jane Hart, editor of the school paper; Betty Nolan, president of our largest club for girls; and many others. All of these people were greatly interested in the girls and were very gracious in their manner of presentation of material. The talks enabled the girls to become acquainted with the many extracurricular phases of the school and to feel more at home in the library, the bookroom, main office, and the cafeteria because of these personal contacts with the important people of the school. The idea was to help them know the school through its leaders and feel kinship for all the fine ideals held high before them.

All school affairs, such as the Road Show, the Senior Play, Basketball games, Music Festival, Debates, and the like were explained, and the girls urged to attend. How to take part in these events and the value of the experience was discussed. Much time was spent on the importance of scholastic attainments. Habits of study and enjoyment of class work well done were discussed and ideals held before them. In fact, all the details of

administration were kept alive by urging them to ask questions concerning the problems of the day.

During the home room period the attendance was taken by the girls of the Titian club who acted as "big sisters" to the freshmen. Some free time was given for getting acquainted with each other during this period. The girls were encouraged to be friendly and to value the fine friendships made possible by these contacts.

b. Titians

The Titian club was organized in 1924 by the writer, who wished to bring together all red-headed girls for a good time and service to the school. Any girls who have some shade of red hair varying from sandy gold to flaming brick are eligible to membership. The most important service to the school is ushering for entertainments, library messengers, and "big sisters" to the freshman girls.

The purpose of the Titian "big sister" movement is to give the sophomore, junior, and senior girls the opportunity of broadening their interests through new association and of making easier for the freshmen the adjustment from grade school to high school. It is hoped that friendships and democracy, two essential factors in a true school spirit, will be thus encouraged, and that this friendship and democracy will carry through the school year.

The Titians give suggestions for aiding the new girls coming into school to find themselves in the building and in their work, for showing what Central stands for, and for helping them carry on the traditions already made.

The freshmen are urged to be sure that they know the location of their locker, location of class rooms, location of lunch rooms, and the most convenient way of reaching these places throughout the day. The lunch period is explained and they are told how to manage a cafeteria lunch. The necessary school supplies are explained, and they are taken to the bookroom to get their first supplies. The location of the main office, the nurse's room, the registrar's office, and the office of the Freshman Counsellor are shown the new girls during the first day as the Titians take them on a tour of the building.

The library is explained on a special trip to discover its location and the business of registering for a study hour. The older girls are very useful in helping the new girls to change from grade school to high school methods of study by encouraging a systematic plan of work and encouraging a confidence in their ability to master their subjects. The girls also discourage a waste of time and energy doing the usual freshman tricks. Advising a fair division of time so that subjects of greater difficulty receive the greater time without neglect of the others is one of the most valuable lessons older girls are able to teach. Helping

them to realize that the grade school system of explicit directions and constant checking is impossible in the high school and that a great deal here depends on their own efforts comes very well from older girls and is found to be of very great assistance to the new girls.

At every freshman home room meeting the Titians are present to assist the counsellor in various ways. The duties consist of passing out any printed material, taking the roll, checking absence, running errands of all kinds, and acting as guides for any student entering the class after the regular registration days.

The other side of school life is shown by arousing interest in outside activities and by encouraging the reading of the school paper, the Register. Attendance at all athletic games, debates, mass meetings, concerts, or any school affair is encouraged and companionship given because the Titians usher most such events. Membership in school organizations is urged whenever it can be arranged, and the Titians enjoy forming new friendships and the responsibility of getting the new girls started in the right way. The club has a membership of between thirty and forty girls each semester.

c. Orientation

Since the school and the home are cooperators in educating the girl, the home life determines to a great extent just what the school needs to do in the way of guidance, for home conditions

usually strongly influence the girl's educational and vocational outlook. The cultural level of the members of the home, and the pleasantness or unpleasantness of its relationships, all influence the girl's outlook on life and her happiness, as well as her educational plans and vocational interests. Exceptional opportunities provided by the home give the school opportunity to develop the child along other lines. But, the deficiencies in home training must be made up by the school. There is real need for sympathetic understanding of the girl with poor social background and perhaps a defense mechanism of some sort built up to take its place.

The process of becoming acquainted with new things is called orientation. Understanding better how to conduct themselves and to make choices among the opportunities which lie ahead of them implies guidance. So in the high school social career that lies ahead are necessary, (1) orientation,--the act of becoming acquainted with ones surroundings, and (2) then guidance. To take care of this problem with the young girl so eager for all the fun high school has to offer, two main parties were planned outside of school hours during the first semester of the guidance work.

The first party was called the "Spring Frolic". This was an all-girls masquerade party held in the school gymnasium on Saturday night of April 30, 1935, just after mid-term exams.

The party was attended by nearly 1,000 girls. A queen, called "Miss Central 1st" was presented for the first time in the school history. The coronation rivaled in loveliness the famous Ak-Sar-Ben Ball coronation which the girls had heard their parents describe. The pageantry of the coronation, the originality of the clever costumes, the professional orchestra, and the many prizes given all made the occasion one an adolescent girl would long remember. The festival atmosphere, together with the gay happy crowd of girls, provided a splendid opportunity for democratic fellowship. The party was such a success that the principals decided it should be given again the following year at the same low admission price of fifteen cents so that all girls might attend.

The other social affair was a strictly freshman party for both boys and girls held in the gymnasium after school on Senior Day. There was a dance orchestra, games, favors, much fun, and the price was only five cents.

For the fall semester 1935-36 the same general plan of counseling was continued. The 9A's had become 9B's, so there were two home room programs to plan since the counsellors felt that the incoming freshmen, the 9A's, needed to be in a home room by themselves. The 9B's had already made many adjustments, yet the fall semester brought problems that needed the help of the counsellors. One of the first things to be worked out was a

freshman Parent-Teacher meeting held early in the semester for the better understanding of all concerned. The more the counsellor knows of the interests, the motives, and the home life of the girls, the more chance exists for devising a successful program.

The first freshman Mothers' Tea was given October 2, 1935. Invitations¹ had been sent to the mothers of all 9A's and 9B's. All teachers of freshman subjects were invited to meet the mothers. About four hundred attended the tea and much satisfaction was expressed by the parents and the teachers for the opportunity to talk over the common problems. The counsellors were helped by other teachers in arranging the tea tables, the school orchestra provided music, and the affair was considered a success.

The 9B girls held an election of officers early in the semester. This idea gave them a chance to unite into a positive thinking and positive acting group. They learned to develop a feeling of unity and self-control by conducting the meetings, introducing the speakers, and planning a party for the 9A's. The officers were very clever, capable girls who entered into the spirit of student participation in a remarkable way. The only social event the first semester was the party after school in the gymnasium given by the 9B's for the new girls. The fall

¹See Appendix, Table II, for copy of invitation sent out.

semester is broken by more holidays and the social meetings do not seem as imperative as in the spring semester. The football games, the Opera, the holidays, all tend to provide enough entertainment without added impetus from the school social program. The activity ticket sale and the necessary campaign offer chances of explanations of the activity program of the school. Freshmen are urged to take part in all school affairs and to enjoy the events made possible with the purchase of the student association ticket.

The spring semester, 1936, brought complications of time and space for the home room situation. The seniors have special home rooms during the spring semester and space necessary to care for this large class had to be taken from the freshmen. The freshman home room which had been held in one of the larger study halls now moved to the small auditorium which was graciously given by the music department. This change of space brought new problems of attendance and seating but was worked out very well. The grand piano and the stage made programs much more enjoyable than in the study halls.

The 9B's of the fall semester became 10A's in the spring semester of this year and were no longer freshmen. They had enjoyed being together, organized, in the home room period and were loath to leave this situation. After much discussion, the new 9B's decided that the 10A's could spend the spring semester

in the home room with them, but could have the balcony, while the 9B's were down in front on the main floor. This complicated the attendance problem but it was worked out.

The increased enrollment of the high school this spring semester complicated the situation in the lunch room to such an extent that something had to be done about it. After much discussion with the cafeteria manager and the principals, it was decided that the south gym could be fixed up for a lunch room for girls bringing their lunches from home. This was done to the satisfaction of all concerned and the new girls were invited to eat in this lunch room. Volunteer musicians provided music for dancing, and the girls are very proud of the only lunch room with enough room for this recreation each lunch period.

The social programs this semester repeated the Mother Teacher Tea, the freshman after-school party, and the all-girls masquerade party. The masquerade party this year was called the "Story Book Ball". It followed the same general plan as the one given a year ago and was considered just as much a success.

There are many reasons why the enrollment changes in Central High School are being made. The enrollment is increasing in numbers gradually and changing in background. A study made of the distribution of schools previously attended is shown in Table III. Much study of this tabulation brings forth several reasons for the existing changes in enrollment. The building of

TABLE III

DISTRIBUTION OF SCHOOLS PREVIOUSLY ATTENDED

Schools	Sept. 1932		Jan. 1935		Sept. 1935		Jan. 1936	
	No.	%	No.	%	No.	%	No.	%
Banoroft	--	--	1	1	--	--	--	--
Beals	8	4	7	8	8	4	5	4
Belvedere	1	.5	--	--	1	.4	--	--
Castelar	1	.5	--	--	5	4	--	--
Central	--	--	4	5	6	3	5	4
Clifton Hill	3	1	--	--	1	.4	2	2
Columbian	15	7	9	11	10	4	6	5
Comenius	2	1	1	1	2	.9	--	--
Courtland	--	--	--	--	1	.4	--	--
Dundee	27	13	8	9	38	16	18	14
Druid Hill	--	--	--	--	1	.4	--	--
Field Club	6	3	5	6	5	2	2	2
Florence	1	.5	--	--	1	.4	1	.8
Franklin	4	2	3	4	3	1	3	2
Grant	--	--	--	--	1	.4	--	--
Howard Kennedy	3	1	4	5	5	2	4	3
Jackson	3	1	4	5	2	.9	5	4
Kellom	1	.5	4	5	2	.9	4	3
Kelly	--	--	--	--	1	.4	--	--
Lake	4	2	1	1	9	4	3	2
Lincoln	4	2	3	4	6	3	1	.8
Long	1	.5	2	2	5	2	21	17
Lothrop	3	1	2	2	2	.9	1	.8
Loveland	--	--	--	--	2	.9	--	--
Mason	3	1	2	2	12	5	4	3
Minne Lusa	--	--	--	--	1	.4	5	4
Park	7	3	1	1	12	5	8	7
Rosewater	--	--	--	--	1	.4	--	--
Saratoga	2	1	1	1	1	.4	--	--
Saunders	4	2	4	5	6	3	2	1
South High	--	--	1	1	--	--	--	--
Tech High	--	--	2	2	2	.9	--	--
Train	3	1	--	--	--	--	5	4
Vinton	1	.5	1	1	--	--	--	--
Walnut Hill	4	2	2	2	12	5	--	--
Washington	5	2	1	1	--	--	6	5
Webster	2	1	2	2	9	4	--	--
Windsor	6	2	2	2	8	4	1	.8
Yates	14	7	3	4	11	5	5	4
From Other Schools	64	31	6	7	40	17	7	6
Unclassified	3	3	--	--	--	--	--	--
Total	209	100	86	100	232	100	122	100

North and Benson High Schools naturally draws students from districts close to these schools. The problem of carfare is a vital one since the depression and must not be ignored, since Central is a downtown school and demands carfare for most students. The quarter system of semester planning at South and Technical High Schools appeal to some parents and has caused some shift of population. A study of this table will show an increase in the students coming from the schools that have a large percentage of foreign and negro enrollment. It has been thought in the past that Central drew from the so-called better districts, yet this study shows a wide variation of districts and neighborhoods.

It has been observed in the past that the Negro population of the high school swings in cycles and that this follows the success of the outstanding members of their race to the school in which they have won recognition. Table IV shows the distribution of races in the last three freshman classes of girls. The social situation arising from the homogenous grouping of girls is a challenge to the social program of the school with its wide variety of needs arising from the many backgrounds.

The counsellors believe that education in social usage among high school girls is a problem of paramount importance. Adolescent girls need social training in order to establish the proper relationships with society. Our existing life situation

TABLE IV
DISTRIBUTION OF RACES OF ENTERING CLASSES

	Sept. 1932	Jan. 1935	Sept. 1936	Jan. 1936
No. in Class	209	86	232	122
No. White	202	73	218	99
No. Colored	7	13	14	23
Percentage White	97	85	94	82
Percentage Colored	.03	.15	.06	.18

tells us that the school is assuming much of the home's responsibility in promoting and stabilizing social standards. Manners, as samples of social standards, must be studied from four points of view. There are certain rules and regulations organized into a code applicable to a prescribed sphere of social intercourse which might be considered as manners as an organized code. These are the accepted manners of society. The voluntary acceptance of the code implies manners that are acceptable. The approval and disapproval of youth show perhaps that the standards of their own group are the most operative and the most powerful with youth. The need of opportunity for practice in good manners is necessary, for manners are not good until they are constitutionally planted deep enough to become easy. There must be an opportunity for satisfying the practice of good manners before they become habits. This skillful employment of the rules is also a form of self-expression. The acquiring and practicing of courtesy traits does strengthen attitudes of good will and consideration toward others.

In line with the newer developments in educational thinking, the present trend in the teaching of courtesy is a combination of the psychological with the logical approach. Appropriate and timely material is developed, largely by the pupils themselves, or at least with their assistance, discussed, reacted to, and capitalized in natural settings and situations.

Such presentation helps to guarantee the development of the basic emotional and intellectual attitudes which represent the first step in the direction of the ideal--in intelligent acceptance of social standards.

The second, final, and climaxing step in the teaching of courtesy is the development of appropriate habits based on an intelligent acceptance of standards. Here, again, the many situations about the school, in classroom, corridor, assembly, gymnasium, cafeteria, office, at the party or game, offer opportunities for a very definite practice of the ideals established and accepted. Intelligent and constructive criticism of actual happenings about the school help to make courtesy a "practiced" and not merely a "learned" set of lessons.¹

The counsellors considered the home room meeting as the most proper and appropriate setting in the school for the centering of attention on this phase of education. The many guest speakers, variety of program offered, and visits of faculty members provided splendid opportunity for group behavior, response to introductions, practice in intelligent listening as a group, and training for later participation in school assemblies. Conduct is habit and we have been told that environment acting on a person makes habits. Therefore, the fine habits established in the supervised freshman home room should improve the conduct of the pupils in the all-school assemblies.

¹Harry C. McKown, Home Room Guidance. (New York: McGraw-Hill Co., 1934) p. 43.

d. Summary

"As is the family to society, so is the home room to the school," says Harry C. McKown¹. By attitude and act the home room teacher can make the students feel that the venture is immensely worthwhile. This the counselors have tried to do and feel that for the past three semesters the project has steadily become more efficient in the orientation and guidance of freshman girls. For the fall semester, 1936, only 9A and 9B girls will be taken care of by this special home room. The present 10A and 9B home room will be distributed wherever the first hour class happens to be. The general social plan will be continued with additional meetings with faculty members to discuss ways and means to pass on to the ones most concerned the valuable findings of the counseling work. The morale of the class, the class unity of feeling and understanding, the acceptance of Central standards and ideals have been commented upon very favorably by both members of the faculty and the principals, so that the counselors feel that much good has come from the organized home room of the past three semesters.

¹Harry C. McKown, Home Room Guidance. (New York: McGraw-Hill Co., 1934) p. 43.

CHAPTER III

TECHNIQUES USED IN GUIDANCE

For many years the transition from high school to college has been considered a difficult and dangerous one, by the college faculty and parents. The step from grade school to high school is just as difficult and just as dangerous for young girls, and wise educational leaders are providing ways and means of orientation and guidance for this difficult transition. It seems only a step; but that step is across a mighty gulf that separates a girl from home and childhood, and sets her in a great new world where she is to work out her own destiny.

The first day the class comes to visit the school the Principal meets them and explains the procedure of registration. They are given cards to fill out for the office files and also folders of general information called Details of Administration, (Figure 1). The plans for the first few days are discussed and the counselors are introduced.

With this introduction, the class meets the counselor for the first time. The counselor tells the girls about the first home room meeting, welcomes them to the school, and explains that she is to be the person they can come to with questions and receive help at any time. This talk of welcome and encouragement results in a very busy day, for they all seem

to be very eager to adjust themselves to this new situation.

Recognizing that counseling is a service for the individual student, the counselors agreed to assemble data in terms of the individual, even though these data at times may be used for group studies or for research purposes. Guidance cards (Figure 13) were worked out and printed for this work. Each counselor started files of information about the class under his supervision. These were kept in the offices of the counselors and not in the main office.

The office used by the girls' counselor was rearranged so as to be suitable for cozy, private interviews. Arm chairs were brought in so as to provide a place for the girl to write if necessary. Pictures of the city school superintendents, Superintendent Homer W. Anderson, Assistant Superintendents Belle M. Ryan and Leon O. Smith, were framed and hung on the walls, together with pictures of Mr. Masters, Miss Towne, Mr. Hill, and Dr. Senter. These pictures were given by the teacher in charge of the journalism department, Mrs. Anne L. Savidge, who had them from the year book previous and did not need the glossy prints. The girls were always interested in these pictures and recognized Miss Ryan and Miss Towne, although they were not so sure of the men. Two large mirrors were hung to make the room appear larger and to brighten it. After the Spring Frolic the queen, Miss Central I, gave her picture, taken in the royal robes, to be hung

in this office; and this semester Miss Central II has added her picture, also in the queen's attire, which really pleases the new girls very much. The room is pleasant and girls are glad to come in to visit in a friendly way, which is the ideal situation to begin with.

The guidance card provided the girl with a plan for self-analysis and encouraged her to talk freely with her counselor. These interviews were given during study hours and after school. Daily schedule or program cards (Figure 12) were made out and filed so the counselor could easily get the girls when needed. Time was given to these interviews all semester, for the class was large and only a few could be done each day.

Counseling should occur whenever the need of it arises so when the failure notices first came out the girls needing it were called in to discuss the problems of study and program adjustment. The girl is not told what she should do but is helped to make her own decisions in the light of all the facts available. Many girls getting these warning notices are able to bring up their grades in a rather remarkable way. Study programs were worked out and tutors supplied where needed. Teachers were consulted and all help possible was given to bring out the best in each girl. The failure list for this semester is shown in Table XII.

TABLE XII
 DISTRIBUTION OF GRADES, JUNE 1935
 (9A---Enrollment 86 girls)

<u>A Record</u>					
Subject	No.	%	Subject	No.	%
English I	23	26	Gym	9	10
Algebra I	18	20	Rhythms	3	3
Eur. Hist. I	17	19	Bus. Training	2	2
Latin I	9	10	Foods I	1	1
Spanish I	1	1	Writing I	1	1
French I	2	2	Art I	1	1
Expression I	7	8	Swimming I	2	2
Pre-English	5	5	Orchestra	3	3
Type I	2	2	Jr. Glee Club	10	11

<u>D Record</u>					
Subject	No.	%	Subject	No.	%
English I	7	8	Pre-English	1	1
Algebra I	3	3	Eur. Hist. II	1	1
Eur. Hist. I	3	3	Type I	1	1
Latin Ia	2	2	Gym	1	1
Spanish I	1	1	English II	1	1
Expression I	1	1	Bus. Arith.	1	1

The class entering in the fall semester was much larger, yet the same general plan was carried out. The counselors organized the home room more efficiently and improved the technique of the interview. The need of a test of ability was felt and the counselors were pleased to have the office give the Terman Tests to the 9A and 9B pupils. These list scores were recorded on the guidance cards for the aid they might give the counselor during interviews and in helping to form the general picture of the child.

The spring semester was carried on in much the same manner as to interviews, tests and program. After mid-term the work was over a year old and the records were studied with a view of criticism as to what method was necessary to continue and what was not important enough to spend time and effort upon.

The records show that the age median is changing. The age median for the first semester of this study (Table VI) was 14 years, 7 months. The next group age median (Table VII) was 14 years, 2 months. This semester the group age median (Table VIII) is 14 years only. The youngest girl to enter as a freshman the last three semesters was 12 years, one month, and the oldest 18 years, 4 month. This girl was a cripple and had not been well enough to attend school before. Because she was small she was not noticed in the group and made her adjustments very

TABLE VI
 DISTRIBUTION OF AGES
 GIRLS ENTERED JANUARY 1955

Years-Months	Number
12-10	1
12-11	1
13-0	2
13-1	1
13-7	1
13-8	2
13-9	1
13-10	2
13-11	1
14-0	2
14-1	2
14-2	2
14-3	3
14-4	4
14-5	7
14-6	6
14-7	7 --- MEDIAN
14-8	5
14-9	2
14-10	8
14-11	5
15-1	1
15-2	2
15-3	2
15-4	1
15-5	1
15-7	1
15-8	2
15-9	1
15-10	2
15-11	1
16-1	1
16-2	1
16-3	1
16-5	1
16-11	2
17-9	1
TOTAL	86

TABLE VII
 DISTRIBUTION OF AGES
 GIRLS ENTERED SEPTEMBER 1935

Years-Months	Number
12-10	1
12-11	3
13-0	12
13-1	2
13-3	2
13-4	1
13-5	6
13-6	3
13-7	3
13-8	8
13-9	10
13-10	13
13-11	18
14-0	3
14-1	16
14-2	17 --- MEDIAN
14-3	12
14-4	18
14-5	12
14-6	11
14-7	2
14-8	7
14-9	5
14-10	8
14-11	2
15-0	2
15-1	2
15-2	3
15-3	2
15-4	3
15-5	1
15-6	1
15-7	1
15-8	4
15-9	2
15-11	3
16-3	1
16-4	1
16-11	1
18-4	1
TOTAL	232

TABLE VIII
 DISTRIBUTION OF AGES
 GIRLS ENTERED JANUARY 1936

Years-Months	Number
12-1	1
12-4	1
12-6	1
12-9	1
12-10	3
12-11	1
13-0	2
13-1	2
13-2	2
13-3	2
13-4	3
13-5	5
13-6	2
13-7	1
13-8	6
13-9	9
13-10	9
13-11	9
14-0	8 --- MEDIAN
14-1	6
14-2	5
14-3	3
14-4	7
14-5	4
14-6	2
14-8	3
14-9	1
14-10	1
14-11	2
15-0	1
15-1	2
15-2	2
15-3	3
15-4	2
15-6	1
15-7	2
15-8	1
16-0	1
16-2	2
16-3	1
16-9	1
17-1	1
TOTAL	122

well. The classes would seem to be getting younger as entering freshmen.

The Intelligence Quotient tests have not been given to each girl, so the records are not complete as yet. Absence on the days the tests were given accounts for this. The first group in the guidance plan are 10A now. The Intelligence Quotient median of this class is 111 (Table IX). The second, or 9B class, have a median of 112 (Table X). This third group, or 9A class, has a median of 107 (Table XI).

The first group (10A) has eight girls with Intelligence Quotients below 95. The second group (9B) has 22 below, and the third group (9A) has 17 below the level of 95. The Intelligence Quotients would show the levels of the groups do not vary very much.

Tables XII, XIII, XIV show the distribution of grades according to subjects taken each semester since this study began. These tables are useful in interviews to be consulted, together with the Intelligence Quotient records, in advising the planning of programs for individuals. Teachers of the freshman subjects were much interested in these records and the stress the counselors were giving scholarship.

Tables XV and XVI show the A and D records of the groups studied. The pupils receiving three or more A's are put on the

TABLE IX
INTELLIGENCE QUOTIENT RECORD
10A--CLASS ENTERED JANUARY 1935

Quotient	Number Of Students	Quotient	Number Of Students
146	1	108	1
141	1	107	2
136	2	106	2
135	1	105	1
133	1	104	3
131	1	103	2
130	1	102	2
127	1	101	1
123	3	100	1
122	5	99	1
121	2	97	1
120	1	96	2
119	2	95	1
118	4	93	1
117	2	92	2
115	4	91	1
114	2	84	1
113	2	82	1
111	4--Median	81	1
110	5	80	1

TABLE X
 INTELLIGENCE QUOTIENT RECORD
 9B--CLASS ENTERED SEPTEMBER 1935

Quotient	Number Of Students	Quotient	Number Of Students
143	1	109	4
141	2	108	8
135	2	107	9
134	2	106	4
133	1	105	7
132	1	104	4
131	1	103	4
129	3	102	6
128	2	101	4
127	3	99	2
126	2	98	4
125	3	97	2
124	9	96	6
123	4	95	1
122	3	94	2
121	7	93	1
120	3	92	2
119	8	91	1
118	4	90	2
117	7	89	1
116	9	88	1
115	11	87	4
114	6	84	3
113	11	82	3
112	11--Median	78	1
111	8	73	1
110	5		

TABLE XI
INTELLIGENCE QUOTIENT RECORD
9A--CLASS ENTERED JANUARY 1936

Quotient	Number Of Students	Quotient	Number Of Students
154	1	108	2
145	1	107	1--Median
139	1	106	2
137	1	105	3
136	1	104	2
135	1	103	3
133	1	102	2
132	1	101	4
129	1	100	4
127	3	99	4
125	4	98	3
124	2	97	2
123	2	96	3
121	3	95	7
120	4	94	2
119	2	92	2
118	2	91	3
117	3	90	2
116	2	88	1
115	1	87	1
114	2	86	1
113	5	83	1
112	2	81	2
111	4	78	2
110	4		

TABLE XIII

DISTRIBUTION OF GRADES, JANUARY 1936

Subject	Total	A	%	B	%	C	%	D	%
Pre-English	24	1	4	8	33	14	59	1	4
English I	218	59	27.1	77	35.3	55	25.3	27	12.3
English II	59	34	58	12	20	7	12	6	10
English III	1	1	100	--	--	--	--	--	--
Eur. Hist. I	170	56	33	51	30	46	27	17	10
Eur. Hist. II	66	20	30	23	35	7	11	16	24
Eur. Hist. III	2	--	--	1	50	--	--	1	50
Civics	1	--	--	--	--	--	--	1	100
Algebra I	167	42	25	53	31	51	31	21	13
Algebra II	55	19	35	16	29	16	29	4	7
Geometry I	2	--	--	1	50	--	--	1	50
Latin I	82	29	36	20	24	20	24	13	16
Latin II	22	9	41	4	18	9	41	--	--
Spanish I	21	2	9.5	7	33	10	48	2	9.5
Spanish II	10	3	30	--	--	4	40	3	30
French I	23	1	4	10	43	8	35	4	18
French II	8	--	--	4	50	4	50	--	--
German I	6	1	16.6	3	50	1	16.6	1	16.6
General Science	8	--	--	1	13	7	87	--	--
Type I	57	8	14	17	29	14	25	18	32
Type II	9	3	33	1	11	4	44	1	11
Bus. Training I	4	--	--	1	25	3	75	--	--
Bus. Training II	5	--	--	3	60	2	40	--	--
Bus. Arith. I	37	13	35	9	24	9	24	6	16
Bus. Arith. II	1	1	100	--	--	--	--	--	--
Writing	8	--	--	7	87	1	13	--	--
Clothing I	36	9	25	19	53	6	16	2	6
Clothing II	8	--	--	4	50	3	38	1	12
Foods I	26	6	23	17	65	1	4	2	8
Foods II	6	2	33	1	17	2	33	1	17
Expression I	17	7	41	9	53	--	--	1	6
Expression II	6	4	67	2	33	--	--	--	--
Expression III	1	--	--	--	--	--	--	1	100
Makeup	3	1	33	2	67	--	--	--	--
Public Speaking	3	--	--	3	100	--	--	--	--
Art I	25	14	56	7	28	3	12	1	4
Art II	6	4	66	1	17	1	17	--	--
Art III	3	2	67	1	33	--	--	--	--
Harmony	2	--	--	2	100	--	--	--	--
Voice	14	11	79	3	21	--	--	--	--
Junior Glee	94	48	51	41	44	5	5	--	--
Senior Glee	5	2	40	2	40	1	20	--	--

TABLE XIII(continued)

DISTRIBUTION OF GRADES, JANUARY 1936

Subject	Total	A	%	B	%	C	%	D	%
Choir	1	1	100	--	--	--	--	--	--
Music History	1	--	--	--	--	1	100	--	--
Orchestra	5	5	100	--	--	--	--	--	--
Rhythm	30	19	63.3	9	30	1	3.3	1	3.3
Gym	42	42	100	--	--	--	--	--	--
Sports	8	5	63	2	25	--	--	1	12
Swimming	12	10	83	--	--	--	--	2	17

TABLE XIV
MID-TERM FAILURE LIST
FOR SEMESTER ENDING JUNE 1936

Subject	10A Class entered Jan. 1935		9B Class entered Sept. 1935		9A Class entered Jan. 1936	
	No.	%	No.	%	No.	%
Pre-English	--	--	--	--	2	2
English I	2	3	13	6	13	11
English II	6	8	8	4	--	--
English III	1	1	--	--	--	--
Eur. Hist. I	--	--	7	3	13	11
Eur. Hist. II	4	6	5	2	--	--
Eur. Hist. III	2	3	--	--	--	--
Algebra I	--	--	--	--	11	9
Algebra II	1	1	4	2	--	--
Bus. Arith. I	2	3	1	1	3	3
Bus. Arith. II	--	--	4	2	--	--
Geometry I	5	6	--	--	--	--
Latin I	--	--	3	1	6	5
Latin II	--	--	2	1	--	--
Latin III	2	3	--	--	--	--
French I	2	3	7	3	1	1
French II	2	3	--	--	--	--
French III	4	5	--	--	--	--
Bus. Training I	--	--	4	2	--	--
Type I	1	1	3	1	--	--
Type II	2	3	8	4	--	--
Writing II	--	--	1	1	--	--
Expression I	--	--	1	1	--	--
Expression II	--	--	1	1	--	--
Music Appreciation III	2	3	--	--	--	--
Art II	--	--	--	--	1	1
Art IV	1	1	--	--	--	--
Foods I	--	--	--	--	3	3

TABLE XVII
DISTRIBUTION OF GRADES, JANUARY 1936

A Record (90-100%)	9A Enrollment - 216		9B Enrollment - 88	
	No. A's	%	No. A's	%
$\frac{1}{2}$	19	8.8	5	5.4
1	19	8.8	7	7.9
$1\frac{1}{2}$	17	7.9	8	9.1
2	15	6.0	9	10.2
$2\frac{1}{2}$	13	6.0	9	10.2
3	12	5.5	1	1.1
$3\frac{1}{2}$	4	1.8	3	3.4
4	13	6.0	5	5.7
$4\frac{1}{2}$	6	2.8	7	7.9
5	1	.5	1	1.1
$5\frac{1}{2}$	1	.5	-	---
Totals	118	54.6	53	60.0

D Record (Failures)	9A		9B	
	No. D's	%	No. D's	%
$\frac{1}{2}$	5	2.3	3	3.4
1	27	12.5	10	11.4
$1\frac{1}{2}$	4	1.8	--	--
2	8	3.7	8	9.1
$2\frac{1}{2}$	3	1.3	1	1.1
3	8	3.7	1	1.1
$3\frac{1}{2}$	1	.5	2	2.3
4	1	.5	1	1.1
Totals	57	26.3	26	29.5

TABLE XVI
MID-TERM DISTRIBUTION OF GRADES
FOR SEMESTER ENDING JUNE 1936

Classes entered:		Enrollment:			
10A - January 1935		80			
9B - September 1935		214			
9A - January 1936		118			

A Record (90-100%)	10A		9B		9A	
	No. A's	%	No. A's	%	No. A's	%
3	6	7.5	11	5	8	7
3½	5	6.3	7	2	2	2
4	1	1.3	4	3	5	4
4½	3	3.8	11	5	1	1
5	1	1.3	--	--	1	1

D Record (Failures)	10A		9B		9A	
	No. D's	%	No. D's	%	No. D's	%
½	2	3	7	3	--	--
1	18	23	21	10	26	22
1½	1	1	4	2	--	--
2	4	5	8	4	10	8
2½	--	--	--	--	--	--
3	3	4	4	2	1	1
3½	--	--	--	--	--	--
4	--	--	1	1	1	1
4½	--	--	--	--	--	--
5	--	--	1	1	--	--

Honor Roll in the school paper which really means a great deal to the industrious children. The failure records do not show the number of pupils who start a class and find the work too difficult, as these have dropped the class before the record is kept on the office file.

The counselors believed that much good can come from records well kept and organized. The attendance office is of great help in this work of keeping records, but it has been found that some records were duplicated and others were not kept at all. The greatest trouble was in getting accurate lists of students belonging to the classes, as the articulation between the attendance or registrar's office is still not clear and concise. The girls would enter school and the counselor would have no notice of it. This is the problem of the future to be solved this vacation.

The guidance card did not prove to be satisfactory so is being worked over. The method of getting accurate information about grades needs to be improved also.

Perhaps too much attention is paid to records, but the day is gone when hit or miss records are kept or valued. The technique of the personal interview, Terman Test, and general plan of guidance will be kept.

Case conferences are held when the problems of a students

indicate that the facts should be reviewed by all concerned and that, through discussion and exchanges of opinion, a constructive program can be planned. Only people directly concerned with the case are consulted. The case of one girl was explained by her grade school teacher writing a letter about the health record of the girl. Case conferences are professional and concern only those persons who are in a position to do something, or at least to be more understanding about the particular student.

Rating scales are only used when a girl leaves school (Figure 20). The cards are then filed in the main office. Along with the other records, they are important as indicating the reputation of a student at the time of departure and give the impressions of several persons and what they think of his or her achievements.

Counseling through group instruction has grown out of the home room orientation program, because it is expedient to disseminate basis information about common problems of a group.

Human curiosity always prompts students to ask questions about fraternities, about the social side of college life, and about using college catalogues. Along with remarks about orientation of freshmen in college, the counselor injects ideas on developing special abilities, on time budgets, study habits, long-range planning. In a relatively short time, he can uncover fields of thought and of resources: where to find materials; how to learn school traditions and get into school routine; how to make an immediate program; how to make a long-range program; how to use available opportunities; how to explore avocational, educational, and vocational fields; how to

work out a well-balanced program; how to include more art; how to capitalize strengths; improve weaknesses; how to acquire more self-direction; improve a time budget; read faster; how to plan for years following high school. When a student appears for an individual conference after these group discussions, he has a background for his personal problems. In fact, he defines more clearly his own questions and in many cases answers them with a minimum of assistance.¹

Mr. Masters plans a few periods each semester to meet the freshmen and to talk about subjects and courses of study. The students enjoy these meetings and the counselors believe that they are really quite beneficial.

Techniques that are used have been tried after much careful study. Every device that time and space will allow has been considered. It is believed that there is much to be done in the future to improve the procedure of obtaining and caring for the records needed for the economical means of attaining shared goals in guidance.

¹Marion Brown & Vibella Martin, "Techniques Used in Guidance at University High School", University High School Journal. Vol. 14, June, 1935. pp.40-41.

CHAPTER IV

ACTIVITIES

The first few days in high school are almost sure to be a time of great excitement and strain. Everything about the situation is strange and untried. The girls must make their own choices and direct themselves. They will find the intense life of the school confusing as well as fascinating. There may be hours of loneliness and homesickness.

The social attractions and the insistent appeal of student activities make it hard for girls to weigh and compare values correctly. Too often girls come up from the grade schools ill-prepared; few girls have learned the art of study; and as the new teachers are very different in method and usually severe in their requirements, they are likely at first to make blunders and poor grades.

These reasons are sufficient to keep the first semester freshmen from taking part in the Student Control Service Club or to do anything that requires school time.

The Junior Glee clubs offer a splendid chance for fellowship and activity, and many girls take advantage of this opportunity to learn to sing and to cultivate a greater appreciation of music. The Central Colloens and Titian clubs are open to the new girls, for they meet after school. They help secure the

social contact among the girls.

The race problem (Table IV) is not a vital one, although the number of negro girls increased this semester. They come to all school parties and there is no segregation. The religious problem (Table V) is also a minor one in most cases, yet the girls of the different affiliations do band together and are not always as democratic as might be desired.

The school feels that school clubs develop a feeling of responsibility on the part of the more able students toward the less fortunate. There is a serious problem with social clubs,--sororities that have dominated the social life of the school in the past. Many girls have social and religious connections that demand much of their time, so that they are not as interested in school affairs. Since this high school has pupils from all parts of the city, there are many social divisions so that the number of girls belonging to school organizations may be small in comparison with the student population.

Obviously, health and physical condition are important determiners both of the girl's vocational and of her educational outlook. Since there are certain physical handicaps that cannot be overcome, these must be considered in making a choice of activities, and program selection. The counselor tries to arrange her classes so that the stairs are not a problem. A complete health and physical examination should be given periodically, as is done in Council Bluffs schools. Then attempts

TABLE V
DISTRIBUTION OF RELIGIONS

Religion	Jan. 1935		Sept. 1935		Jan. 1936	
	No.	%	No.	%	No.	%
Protestant	52	61	142	61	79	65
Catholic	12	14	59	25	15	12
Jewish	19	22	20	9	21	17
None	3	3	11	5	7	6
Number in Class	86		232		122	

should be made to remedy the defects discovered by these examinations in order that the girls may depend upon their full strength and health for uninterrupted years of preparation for adult life.

An honor implies any type of public recognition accorded the student or group of students for excellence of scholarship, conduct, leadership, or service. An honor may consist of membership in an honor society, inclusion in an honor roll, or any other type of recognition not involving a material gift. The idea of bestowing honors upon an individual is deeply rooted in human nature, as it satisfies the fundamental drive for recognition. While for many generations students have been graduated "with honors", the first attempt to standardize the system of scholastic recognition came in 1919 with the founding of the National Honor Society. There are now chapters in about 600 senior high schools. This organization was founded through the efforts of Central's principal, Joseph G. Masters.

JUNIOR HONOR SOCIETY: The Junior Honor Society is an original Central institution also founded through the efforts of Principal J. G. Masters. The organization consists of three chapters, the Epsilon or Freshman chapter, the Delta or Sophomore chapter, and the Gamma or Junior chapter. The constitution adopted on May 28, 1923, provides for a General Council of five faculty members who act as sponsors for the society.

Members to the Junior Honor Society are elected by a

committee including the general council, the sponsors of the three classes, and three members-at-large. Membership is determined on the basis of scholarship, loyalty to school, activity records, and character. All those meeting the requirements in each class may be elected. Requirements in scholarship for Junior Honor Society are as follows:

1. Three full credit subjects (not fewer allowed), All A's.
2. Three full subjects plus one-half, All A's.
3. Four credit points must have
 - A) must be full credit point subjects.
 - B) may be two $\frac{1}{2}$ points.
4. Five full credit subjects--no halves allowed.
 - A
 - A
 - B
 - B

C the fifth full subject may be a C.
5. Eight A's plus $\frac{1}{2}$ C for two semesters also is allowed.

Half credit subjects are as follows:

Chorus	Typewriting
Glee Club	Transcription
A' Cappella Choir	Art (all except Costume Design)
Voice Training	Orchestra
Writing I and II	Stage Art
Military Drill	All gymnasium
	French Conversation

Note: Shorthand, Debate, Foods, Clothing, History of Music, Music Appreciation, Public Speaking, Expression, Stage Craft, Interior Decoration, and Art Writing are FULL CREDIT SUBJECTS.

A student elected to the Junior Honor Society holds membership for one year from the election, at which time his membership automatically expires unless he is elected to the next higher chapter. For this reason a continued effort to retain membership in

the society is necessary.

This semester the Epsilon chapter elected 75 members. There were 24 boys and 51 girls. The lowest Intelligence Quotient among the girls was 96, the highest 141, and the median was 119. These girls have been having splendid records all along and show fine adjustment to high school life.

Desirable features of a system of honors may be considered from three standpoints: (1) from the administrative standpoint, (2) from the standpoint of the group, (3) from the standpoint of the individual. From the administrative standpoint the honor society stimulates competition, school spirit, wider participation, and superior achievement. The honor society displaces undesirable social groups because it is democratic in the extreme. It gives recognition to groups other than the usual athletic awards. Opportunity is given the school to work with an organized group of honor students.

From the standpoint of the group the honor society sets standards of achievement, develops leadership, provides materials for developing sportsmanship, and gives the pupils a sense of responsibility for the school. From the standpoint of the individual the honor society brings out the talented child, recognizes attainment, and gives the much needed sense of satisfaction.

Whether or not we recognize it as an organized method, the system of honors and awards does exist in some form, almost

automatically, in every school. Hence, it should be accepted by personnel workers as a device that can be educative.

Central High School has a splendid activity program for the pupils and is controlled by a Point System.

CHAPTER V

THE STUDENT PERSONNEL OFFICE AND PUBLICITY

How the counselor can construct a program of publicity to reeducate the public to a true conception of the work of the counselor's office is a problem most counselors have to face. The parents and often the older teachers are not prepared to understand the work of the personnel office since it is relatively a new phase of secondary education.

As owner of the vast enterprise of education, the public is entitled to complete information about the schools and their work. Great changes have taken place in education and in the material advance in education in the last few years. The public demands a more complete understanding of the function of the school, and especially of student personnel work. In such a field as student personnel work incorrect information is particularly embarrassing and can be really dangerous.

The policy of the office in dealing with publicity should be one of cooperation with the reporter, and the information given for the public press should be the result of this cooperative work with the reporter. The material should contain organized factual, informational service, for the purpose of keeping the public informed of the personnel program to be maintained. The publicity should aim at the improvement of educational services and not for the glorification of any person or set of persons.

Naturally publicity must be a true report of facts and not propaganda for any cause. The principal of this school should approve the publicity material and keep it in duplicate form as a check against misquotation. Publicity programs should be broad enough and tolerant enough to benefit the cause of education in general; insidious comparisons, implied or direct, should not be made.

The information to be publicized includes the reasons for maintenance of a personnel officer, and the public should be informed correctly as to the duties of the office. These duties include (1) to provide for adequate guidance and adjustment for individual students, (2) to build a social curriculum to meet the social needs of boys and girls, (3) to represent, on the administrative staff, the needs of the boys and girls as policies are formulated and as plans are made for carrying on the many sided life of the school.

There are two main methods of publicity for the school: (1) the school itself with its publications, activities, and assemblies, (2) the community where civic and social clubs, parent teacher associations, service clubs, radio, professional clubs, newspapers, and principal's personal contacts with the community offer many opportunities.

There are many ways of promoting a better understanding

between parents, teachers, pupils, schools, and personnel officers. Personnel officers can check or evaluate the worthwhileness of the publicity program by the increased interest the public shows in the activities of the school, increased articulation between the school and the public due to the publicity, and whether or not there is still the idea that the faculty is unapproachable.

CHAPTER VI

SUMMARY

This investigation, conducted by means of the interview, the home room, and the study of records, appears to furnish evidence of distinct trends in the use and value of a program of orientation and guidance with freshman girls in Omaha Central High School.

Data has been obtained indicating a steady increase in enrollment. This fact, together with the lowering of the entrance age median, shows the need of an orientation program. The class room teacher is now overloaded and cannot be expected to take on additional responsibilities.

The importance of the information gained in teacher-to-teacher relationship cannot be measured, though its importance in the guidance program cannot be denied. This is a weak place in the present program for the systematic meeting of teachers of freshmen, with the counselors is still to be worked out.

A good guidance program for a secondary school should be built upon a realistic attitude toward individual differences among teachers and among pupils, as well as toward the necessity of dealing with pupils in groups. It should develop in each pupil judgment and ability to plan and make her own decisions.

Consider the variation in the Intelligence Quotient tabulations and it will be seen that this is a problem to be watched closely in program adjustment. Tests are criticized because they do not measure the "whole child", but they do help in understanding the individual and his needs.

Another tendency is shown by the study of the distribution of races, religions, and in the wide-spread variety of neighborhoods supplying the pupils' previous school attendance. The process of living is a process of adjustment. The school believes that when the individual's activities are beneficial to herself and her group, she has made a good adjustment. When her activities interfere with her best development or are harmful to others, she is characterized as maladjusted. Regardless of race, religion, or background, the success of a democracy rests upon the intelligent and habitual good will of its citizens. The counselors believe that students become good citizens only through the practice and exercise of the social skills. Therefore, the democratic participation by all members of the school body is necessary. This suggests that there must be a wide variety of activities from which to choose, and that students must be guided and limited in the choices they make.

The counselors believe that, generally speaking, the scholarship achievement should be set up as a measure for participation

but individual consideration should be given for students of low scholarship achievement and intelligence quotient. The girl of high scholastic achievement should be encouraged to a maximum participation in extra-curricular activities. Guidance is necessary in the administering of any point system. Central High School provides and uses a cumulative record of extra-curricular activities which are kept to create the efficient use of the point system, which is considered the most flexible of all systems for controlling participation in extra-curricular activities.

The social program must be definitely constructive, planned for that school alone, and growing out of its own felt needs. No two schools face exactly the same situations and problems nor do any two entering classes; so each class and its situation and problems must be given much time and study in order to carry on intelligently this work of orientation and guidance.

The social program merits a definite place in the schedule of the school curricula. The home room has aided greatly in this program of social education. The objectives of this social program are as follows: (1) to develop a desire for the knowledge of social usage, (2) to help pupils to develop grace and ease so that they will be more comfortable in all situations, (3) to teach them the proper forms of manners and courtesy, (4) to develop in pupils not only the ideals of courtesy, but also the

emotional background and practice which will cause these ideals to function in the customary social situations.

The extent of the pupil's interest in, and enjoyment and appreciation of, the various materials and methods of presentation of the home room program, an ability to distinguish between superior and inferior elements in programs and activities, the extent of pupil interest and participation in the affairs of the home room and the school, and the apparent effect of the home room and the school, and the apparent effect of the home room on the school's morale, ideals, attitudes, and activities, both generally and specifically, are a few of the directions that any evaluation of the home room must take.¹

The actual performance of individual students as judged by (1) the teacher's estimation of the pupil's achievement as revealed through observation and rating scales, and (2) the pupil's estimation of his own achievement, give criteria for evaluating results of this plan. It is the desire of the counselors to build self-reliant young women, with well-integrated personalities, controlled by high ideals of personal achievement and social responsibility, by helping them early--as freshman girls.

The writer believes that guidance in its broadest sense transcends all other problems of education, especially now, because of the economic upheavals throughout the world resulting in unprecedented unemployment and postponement of entrance into jobs. Guidance, both direct and indirect, is unquestionably the

¹Harry C. McKown, Home Room Guidance. (New York: McGraw-Hill Co., 1934) p. 434.

most challenging item in modern education. Counseling must last as long as the school has responsibility for the pupil, and this really includes the period from before registration in the high school. Many grade school teachers feel that the orientation and guidance for choice of high school should begin in the eighth grade. That the articulation between the high schools and the grades is necessary is felt keenly, but as yet has not been worked out. The time, space, and methods of keeping records of this work must be adjusted to meet the changing situations.

The counselors expect to improve their work by furthering their acquaintance with recent developments and trends in education and psychology, and with changes in the American scene, especially as these affect aspects of guidance, such as selection of vocation and use of leisure time; and in improving the techniques and relationships of guidance work. To do this they must study constantly the school environment to see whether it is making as constructive a contribution as possible to the life of the pupils. Then they must work with the individual student to help her attain the best adjustment and development of which she is capable.

Gestalt taught the importance of getting the complete picture of the girl pattern; so they must try to get the whole picture of the girl in the records and do away with special parts

for the picture must be one of a well-integrated personality.

No school may have a better guidance program than its administration envisions and makes possible. In Central High School the participation of all administrative officers in the program and in the work of counseling does much to promote effective guidance with a minimum of red tape, even in a school enrolling over two thousand, so that the interests of students are not forgotten among forms and rules and regulations. ✓ Counselors are encouraged to use their own good judgments and work out their own plans, but whenever they are in doubt as to policy, finance, special behavior problems, and the like, they always consult the principals. With this splendid cooperation, with the school administration recognizing the time, facilities, records, and direction which are essential to a good orientation and guidance program, this school will build an efficient program.

The data here assembled constitutes simply a point of departure for further research which will give a clearer understanding of the work of this important educational experiment.

Character is the product of certain choices and decisions in life. Our choices are generally made upon the basis of knowledge and understanding of the things we prize or value. Standards and goals as well as fine ideals determine conduct.¹

¹Joseph G. Masters, principal Central High School.

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TABLE I

APPOINTMENT OF COUNSELLORS

Central High School
Omaha, Nebraska
December 26, 1934

Mr. F. Y. Knapple, Omaha, Nebraska
Mrs. Irene H. Jensen, Council Bluffs, Iowa

Dear Mr. Knapple and Mrs. Jensen:

For some time we have been trying to figure out additional possibilities of doing some more extended work in supervision and in the field of orientation for our freshman students. During this coming semester we would like to try out a plan of having a special supervisor or sponsor each for the boys and the girls and do what we can to bring together a good deal of information, advice, and help as regards the courses in the high school, plans and methods of study, orientation in general, suggestive advice or help in certain values in life, together with any help which may be possible.

We are wondering if you two would be willing to undertake this work as a sort of experiment or temporary affair for the coming semester,--Mr. Knapple to have charge of the boys in 9A, and Mrs. Jensen the 9A girls. As we can see this work, we would not want to attempt to do too much or make any advice too definite or final. Perhaps a better approach would be that of presenting a rather wider range of possibility in selection and action with the possible values in several choices rather than to limit the field to one situation.

There are, of course, some exceedingly difficult problems in connection with the work of a supervisor. For example, the one question of trying to decide just what subjects one might take in a high school is rather beyond any of us finally to advise accurately. In this case the possibilities in the field and what Central can offer should be opened up and presented to these students.

Sincerely yours,

J. G. MASTERS, Principal

TABLE II

INVITATION TO FRESHMAN MOTHERS' TEA

Central High School
Omaha, Nebraska
February 21, 1936

Dear Madam:¹

At this time when your daughter and son are entering the Central High School, we want to assure you that we are anxious to meet the mothers of the students and to know of anything that we can do to make individual students happier or to adjust their work to meet special demands or needs.

We feel that Central High School has much to offer in the way of scholastic training, student activities, and a spirit of fellowship and cooperation between faculty and students. We strive to maintain high standards and to help the students develop in every possible way.

In urging the students to observe high standards of scholarship and of regular attendance, to dress simply, and to enter into the spirit of the school, we ask your cooperation and support.

The office for the girls is room 14D, on the first floor north, and for the boys 21C, second floor east, and these offices are always open to the students and to their mothers for consultation, advice, and friendship. We trust that you will take advantage of any opportunity offered you to come to the school, and that we may have the pleasure of meeting you and introducing you to the teachers of Freshman subjects. We hope by meeting you we may be able to assist your girls and boys in making adjustments to our busy student world.

We therefore look forward with pleasure to greeting the mothers of our freshman students, at a tea given in our new gymnasium Wednesday afternoon, February 26, at two-thirty o'clock. Enter the west side of the new building and go to the north end of the second floor.

Sincerely yours,

FRANCIS Y. KNAPPLE
IRENE HASKINS JENSEN
Freshman Counsellors
GERTRUDE KNIE, Assistant

¹This form of invitation has been used each semester.

Omaha Central High School
Details of Administration
1935-1936

ABSENCE

Absence of one day or more.

1. At the close of each day a notice is sent by mail or telephone to the parent of each child who has been absent for that day only.

2. When the pupil returns to school, he should bring a written excuse signed by his parents, stating reasons for absence and dates. He should take his excuse to the excuse teacher where he will receive a check. Each pupil is to show this check to every teacher, handing it to the seventh hour teacher if absent all day; if absent a part of the day to the teacher of the last class from which he was absent.

A note stating that the pupil has had an absence check for a certain date or dates should be handed to the seventh hour teacher to be signed and placed in the box of any teacher who has not seen the check. This applies particularly to laboratory and gymnasium.

Pupils with permanent excuse for the first hour should report to the office after absence with an excuse from home. Such pupils should always come to the office each day when they arrive in order to read the circular.

3. If a pupil wishes to be excused for a religious holiday, he must present a note from home and get class assignments before the day on which he wishes to be excused. Work must be made up on his return.

Absence of less than one day.

1. Pupils enrolled in the High School, if they enter the grounds or building during the day, must properly enter their names on the Office "Hour List."

2. Pupils who wish to be excused permanently from a part of their hours must present to the principal a written excuse from home. Pupils not in school are not allowed in the building or on the grounds.

3. Pupils coming to school late (after first hour), see next page under "*Tardiness of more than forty minutes.*"

TARDINESS

Tardiness of less than forty minutes at the beginning of the day.

1. The pupil reports to the excuse teacher. Here excuse is offered and "Tardy Check" obtained, which he is to present to his first hour teacher the next day.

2. The pupil remains in the tardy room until the close of the hour. This is done to prevent the disturbing of classes.

3. When a pupil is tardy twice without a sufficient excuse, the parent is notified of this by letter or telephone, and penalty added.

4. When tardy three or more times without sufficient excuse a pupil is expected to make up time after school. For persistent tardiness a pupil may be sent home.

5. When a pupil's first hour is a study room, tardiness without excuse will result in his losing credit from his first recitation.

6. Where a pupil has a 7:56 class, this is treated as his first hour. Such a pupil must get his absence check during his four minutes between the 7:56 class and the first hour. Tardiness to a 7:56 class is handled by the teacher in charge.

Tardiness of more than forty minutes—(A pupil not in own seat in home room at 8:38 is tardy).

1. If cause of absence was illness, he reports with note from home to Room 112 to check in and have his note from home stamped with time of arrival. Failure to report thus is penalized.

2. The next day he is to report before school to the excuse teacher with his stamped excuse, and receive an absence check for the hours of his absence.

Tardiness to a class or study room is under control of the individual teacher. A pupil who receives an "Admit" after the beginning of any hour must present this "Admit" in Room 11A before going to class.

STUDENTS LEAVING DURING SCHOOL HOURS

If a pupil wishes to leave the building for illness, he goes to 111 or 112 to check out. *Failure to report thus is penalized.* If reason other than illness, he generally receives "no credit".

The office slip or home excuse should be presented the next morning to the excuse teacher, and an excuse check received in return. If for reasons other than illness, he should report to 111 before school with a note from home stating the reason. Failure to bring the note may be penalized.

SUPERVISION OF HALLS

Students permanently excused for any part of the day are not to be in the halls or about the building at any time.

Before School.

School begins at 8:38. Teachers are in rooms at 8:15.

At Noon.

Pupils are required to eat in one of the lunch rooms, unless otherwise assigned.

Pupils are required to remain on their own side of the building, both inside and outside of the building, in order not to disturb the classes in session.

After School.

On drill days the boys have use of the halls until ten minutes after dismissal from drill.

All of the pupils must be out of the building before four o'clock.

STUDIES

1. Pupils are not permitted to take two subjects in the same department except by special permission from the principal or head of the department.

2. No pupil is to take more than four subjects and one drill unless he carried four subjects with a grade of "B" during the previous semester. No pupil is to take fewer than three subjects except by permission.

3. Pupils who are failing in practically all their work at the end of six weeks or two months after the beginning of the semester will be asked to drop out of High School until next semester.

4. To be eligible to class and school activities, the student must have made a passing grade in three subjects the previous semester, and must carry the work enrolled at the time of participation in such office or contest.

5. No pupil is allowed to change his program except by securing program at the office and taking it directly to one of the principals.

6. Teachers remain from 2:45 to 3:30 in their rooms to help any pupil who will come for assistance.

7. It is understood that if necessary the pupil's time belongs to the school until the close of eighth hour. Teachers may require attendance at the eighth hour any time. *Failure to comply is considered a "cut"* in extreme cases teachers may detain boys from drill Mondays and Thursdays. Wednesday is not considered a drill day.

Honor Societies.

The National Honor Society is open to Seniors under restricted conditions on the basis of scholarship, character, initiative, leadership, and service. The Junior Honor Society is open to members of the lower classes under much the same conditions.

GOING TO COLLEGE

Central High School offers all of the subjects necessary for entrance to any college. Only those who make the highest grades here and take a thorough comprehensive review, however, can expect to pass the College Entrance Board Examination. All Eastern Colleges which receive students upon "certification" demand a grade of "A" or "B" for entrance. In every case a student should take the exact subjects required by the particular college he wishes to enter.

LIBRARY

ALL BOOKS MUST BE RETURNED TO THE LIBRARY ON TIME

The library is open to all students of the school from 8:15 a. m. until 4 p. m.

Students who wish to use the library during school hours, are required to register in the library before 8:38, giving name, period study-room that period and receive a registration number in the library. Those who register for first period are required to take notification slips to their study-room teacher.

During school hours students are not expected to use the library to study text books. The library during that time is for reference work and general reading. After 2:46 the room is open to all.

A pupil who has been absent the day before must show his absence check to his study-room teacher before coming to the library. Failure to do this may forfeit him the use of the library.

Books may be taken from the library for home use, except reference books. No books are to be taken from the library unless properly charged to the name of the student and the room number of his first hour class. Books may be kept for different periods, according to the slip in front of each volume.

The library has second lunch period. Students from 215 and 235

must change their lunch period on days when they enroll in the library for Hr. V.

PROPERTIES

Lost and found articles.—Lost and found articles when found are to be handed in at the office; when lost should be inquired for there. Books and keys should be turned in to the **Book Room**.

Wraps, hats, etc., not in lockers are collected and stored in a room devoted to that purpose. They may be obtained by application to Room 112.

Property damaged must be paid for by the one causing the damage.

Lockers.—In order to facilitate drill, lockers on the first floor are assigned to cadets only.

Two pupils are assigned to each locker. Pupils are allowed to choose their locker mates at the beginning of year and thereafter when possible.

The 25 cents deposited for a locker key is returned at the close of the year. If the key is lost, the pupil should inquire for it at the book room. If after a reasonable time the key is not returned, a new key must be ordered at the book room for which 25 cents must be paid.

If a pupil forgets his key a janitor on each floor will open the locker for 5 cents. The money is turned into the Scholarship Fund. Pupils must occupy their own lockers and no others.

Text books are furnished free, but pupils are required to buy covers for books, paper for note-books, pencils and other supplies at the book room. Books must be covered within the first ten days of the Semester.

Every pupil before leaving school permanently should turn in to the book room all his books and his locker key. For the latter he will receive in return his 25 cents deposit. Military supplies should be turned in to room 117. Pupils leaving school should also notify the Attendance Officer, Room 11A.

The Grounds.—Students are not to leave the grounds (beyond the middle of the surrounding streets), between the time they arrive and the close of school. Smoking or having cigarettes or pipes in the building, on the grounds, or within sight of the school, is prohibited.

Students should not handle bicycles or climb into automobiles parked near the building.

MILITARY DRILL

All the boys are required to drill unless excused by a written request of parents each year to the Principal or his representative. Demerits are given for absence and other specified offenses.

To be excused from drill on a certain day, the cadet must present his excuse before drill to the faculty member in charge. An excused absence or absence on account of absence from school causes the cadet to receive three demerits. An opportunity will be given to remove these particular demerits by extra drill.

VISITORS

Students who drop out of school should not return the same year to visit. Former students are welcome as visitors, but these will not come more than once or twice a year. Parents are always welcome, but strangers and outsiders only when they report to the office first.

ADVERTISING

No advertising matter of any kind is to be used or distributed in the building except by permission of the Principal.

FIGURE 1
DETAILS OF ADMINISTRATION

Omaha Central High School

Curricula

1931-1932

SUMMARY OF STUDIES OFFERED IN THE HIGH SCHOOL

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Algebra I-II	Geometry I-II	Alg. III-Geom. III	Trig.-Alg. IV
Europ. Hist. I-II	Europ. Hist. III	Eng. Hist. I	Amer. Hist. I-II
Latin I-II	German III-IV	Civics I	Econ.-Mod. Prob.
German I-II	Latin III-IV	Latin V-VI	Latin VII-VIII
French I-II	French III-IV	French V-VI	German V-VI
Spanish I-II	Spanish III-IV	German V-VI	Spanish V-VI
Spanish I-II	Biology I-II	Spanish V-VI	Mus. Apprec.
Elem. Sci. I-II	Book I-II	Physics I-II	Chemistry I-II
H. Arts I-II	H. Arts II-III	Expression I-II	H. Arts VIII-IX-I
Bus. Arith. I-II	H. Arts IV-V	Expression III-IV	Harmony III-IV
Mech. Draw. I-II	Hist. Music	H. Arts VI-VII	Journalism I-II
Man. Draw. I-II	Mch. Draw. III-IV	Harmony I-II	Shorthand I-II
Stage Craft	Arch. Draw. III-IV	Shorthand I-II	Shorthand III-VIII
Debate I-II	Art Writing	Arch. Dr. V-VI	Arch. Dr. VII-VIII

DRILL SUBJECTS

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Music I-II	Glee Club	Glee Club	Glee Club
Art I-II	Art III-IV	Art V-VI	Art VII-VIII
Physical Training I-II	Physical Training III-IV	Physical Training V-VI	Physical Training VII-VIII
Orchestra	Orchestra	Orchestra	Orchestra
Writing I-II	Type I-II	Type III-IV	Type V-VI

NOTES:

- Five periods per week, of forty-five minutes each, are given to all studies except the following:
 - Sciences with laboratory work have seven periods per week, three single periods and two double laboratory periods.
 - Manual Training and Mechanical Drawing courses have ten periods per week, giving five double periods.
 - Household Art courses have usually seven periods per week.
 - Physical Training classes have three periods per week during the first and second years and two periods per week thereafter.
- All studies give one credit per term except drill subjects. These give one half-credit per term or one credit per year.
 - The Roman numerals following the names of the studies indicate the number of terms' work offered in any subject. If a single Roman numeral follows the study, it means that such study occupies only one term.
- All studies are generally offered both first and second terms of the year except the following:
 - First term only: Physics I; Chemistry I; Biology I.
 - Second term only: Physics II; Chemistry II; Elem. Sci. II; Biology II.
- A and B grades in the proper subjects in Central High School will admit pupils to any college or university that does not require college board examinations.

COMPLETE EXPRESSION COURSE

EXPRESSION COURSES:	ACADEMIC REQUIREMENTS:
2 years Expression.....4 credits	4 years English.....8 credits
2 years Public Speaking.....4 credits	2 years French.....4 credits
1 year Repertoire.....2 credits	or Spanish.....4 credits
1 year Debate.....2 credits	1 year Eur. Hist.....2 credits
1 year Stage Art.....1 credit	1 Semester Civics.....1 credit
1 year Stage Craft.....1 credit	1 year Am. Hist.....2 credits
	17 credits

A

For Those Going to College:

First Year	Second Year	Third Year	Fourth Year
English I-II	English III-IV	English V-VI	English VII-VIII
Europ. Hist. I-II	Geometry I-II	Science (1 year)	Am. Hist. I-II
Algebra I-II	Expression I-II	Expression III-IV	Repertoire I-II
*Language I-II	*Language III-IV	Stage Art (½)	Pub. Speak. I-II
		Civics (½)	

Expression may be taken as an elective in any course.

The above course is planned so that the student may meet all college entrance requirements and yet carry but four full subjects at once. Many students desire to elect a fifth subject which may be done easily.
*Foreign Language is not required for graduation from Central High School but most colleges require it.

B

For Those Majoring in Expression:

First Year	Second Year	Third Year	Fourth Year
English I-II	English III-IV	English V-VI	English VII-VIII
Alg. I-II or Arith.	Pub. Speak. I-II	Civics (½)	Repertoire I-II
Expression I-II	Stage Art (½)	Stage Craft (½)	Pub. Speak. III-IV
Elective	Elective (½)	Expression III-IV	Elective
		Elective	

COMPLETE MUSIC COURSE

For Those Going to College:

MUSIC REQUIREMENTS:	MI
2 years Harmony—4 credits.	
1 year History of Music—2 credits.	
*1 year Voice—1 credit.	
*1 year Glee Club—1 credit.	
*1 year Conducting—1 credit.	
(Optional) *1 term Form and Analysis—1 credit.	
1 year Appreciation—1 credit.	

Two years of Glee Club is advisable, and as it is a drill subject, can be carried in addition to the regular subjects.
This course may be planned as follows:

First Year	Second Year	Third Year	Fourth Year
English I-II	English III-IV	English V-VI	English VII-VIII
Eur. Hist. I-II	French III-IV	Science (1 year)	Am. Hist. I-II
French I-II	Geometry I-II	Hist. of Music I-II	AP—1 yr.
Algebra I-II	Harmony I-II	Harmony III-IV	Civics
Conducting (½)	Glee Club	Voice, Chorus, or Glee Club	Glee Club

If student wishes to major in Music but does not wish to take the full Music course, he may do so by taking two years of Harmony and one year of

History of Music with one year of Appreciation. However, he should, if possible, take in addition some of the drill subjects offered in Music.

For students who like Music but do not wish to enter into a serious study of it we strongly urge the course in Music Appreciation, (1 year, full credit), and the work in Glee Club, Chorus and Conducting, (Drill subjects, or in other words, no outside preparation necessary, ½ credit.)

MII

For the student majoring in Music, but not taking full Music course; fulfills college entrance requirements.
*Academic requirements same as regular course.

MUSIC REQUIREMENTS:

2 years Harmony.....4 credits	
1 year Music Appreciation.....2 credits	
1 year History of Music.....2 credits	
	8 credits

MIII

For the student specializing in music but not taking full course nor going to college.

ACADEMIC REQUIREMENTS:

4 years English.....8 credits	
2 years French.....4 credits	
1 year Eur. History.....2 credits	
1 semester Civics.....1 credit	
1 year American History.....2 credits	
	17 credits

MUSIC REQUIREMENTS:

2 years Harmony.....4 credits	
1 year Music Appreciation.....2 credits	
1 year History of Music.....2 credits	
1 year Voice or Glee Club.....1 credit	
	9 credits
Total.....	26 credits

MIV

Six electives.

For students preparing to teach music but not going to college.

ACADEMIC REQUIREMENTS:

4 years English.....8 credits	
1 year Eur. History or Biology.....2 credits	
1 year American History.....2 credits	
1 year Mathematics.....2 credits	
1 semester Civics.....1 credit	
	15 credits

MUSIC REQUIREMENTS:

2 years Harmony.....4 credits	
1 year History of Music.....2 credits	
1 year Voice Training.....1 credit	
1 year Glee Club.....1 credit	
1 term Form and Analysis.....1 credit	
1 year Conducting (Music I-II).....1 credit	
1 year Music Appreciation.....2 credits	
	12 credits

REQUIREMENTS FOR GRADUATION

- FOR A FIRST CLASS DIPLOMA (Except Non-College Course):**
 For a first class diploma at least thirty-two credits are required. A credit is given for each regular study carried successfully for one term, or for each drill subject carried successfully for one year. These credits must be under the following conditions:
- (1) Eight credits in English are required. Journalism I and II may be offered in place of English VIII. Any other irregularities must be passed on individually.
 - (2) In one other department besides English a major is required, meaning that at least six credits must be secured in this one department.
 - (3) In one other department a minor is required, meaning that at least four credits must be secured in this one department.
 - (4) The required major and the required minor, beside English are to be secured in the following departments:
 Foreign Languages: Latin, French, Spanish, German.
 History: European History, English History, American History, Civics, Economics, Modern Problems.
 Science: Elementary Science, Biology, Physics, Chemistry, Household Arts.
 Commercial: Mathematics: Algebra, Geometry, Trigonometry, College Algebra.
 Manual Arts: Woodworking; Mechanical Drawing.
 Music.
- (5) With the exceptions noted the following credits must be secured by all pupils who desire a first class diploma:
 Algebra I-II-III or Arithmetic I-II
 (Modern problems, Economics, or Household arts, Expression, etc., may be substituted for Algebra III.)
 Geometry I-II. (Except as noted in courses below.)
 European History I-II (European Hist. III is required in some courses).
 American History I-II (Except in Non-College and Commercial courses).
 Civics I (Optional with 5 years of Foreign Language).
 Biology I-II (Physics or Chemistry).
- (6) Physical Training for girls and Athletics for boys are strongly recommended. These are drill subjects and give one half-credit per term. Physical Training is strongly urged for all Freshman girls.
 - (7) Military Drill for four years is required for all boys, unless an annual excuse from drill is filed with the principal. Such excuse will cover only one year at a time and must be renewed at the beginning of each year. All boys are urged to take this drill because of its value as physical training and for citizenship.
 - (8) Not less than two credits will be accepted in any study requiring a year or more for its completion, excepting that one credit will be accepted in any drill subject. Of the 32 credits required not more than 6 credits may be obtained from drill subjects, including military drill. If a foreign language is started, two years of this language should be completed. One year of a second language is allowed.
 - (9) Pupils cannot be recommended to college unless they make 85 per cent or "A" or "B" in their subjects.
 - (10) Pupils not going to college may graduate with first class diploma without algebra or geometry.

- FOR A SECOND CLASS DIPLOMA:**
 For a second class diploma, thirty-two credits are also required, but subject to somewhat different restrictions from those given above for the first class diploma:
- (1) In English six credits are required.
 - (2) One year of Arithmetic or Algebra is required.
 - (3) In one other department a major, of six credits, is required; and in one other department still, a minor is required, of four credits.
 - (4) Pupils who receive a second class diploma or low grades cannot be recommended to colleges of high entrance requirements.

OUTLINE OF COURSES OFFERED IN THE HIGH SCHOOL

GENERAL COURSE

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Algebra I-II	Geometry I-II	Civics-Alg. III	Amer. Hist. I-II
Europ. Hist. I-II	Elective	Science	Elective

Those going to college should elect two or more years of foreign languages. Students may make their own substitutes in electives in this course.

COLLEGE PREP COURSES

This course offers four years of Latin, together with either two or three years' work in a second language. This latter may be Spanish, French or German. The Classical course should be taken by all pupils who expect to attend one of the eastern colleges or universities, such as Harvard, Yale, Princeton or Wellesley, Smith or Vassar, etc. It is very important that every pupil consult one of the principals as soon as he decides what college he will attend, in order that he may plan his high school work to fit the entrance requirements of the college of his choice.

(A) CLASSICAL

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Latin I-II	Latin III-IV	French I-II	Latin VII-VIII
Algebra I-II	Geometry I-II	Latin V-VI	Amer. Hist. I-II
Europ. Hist. I-II	Elective	Alg. III	Elective

- ELECTIVES:**
- (1) A second language, either French, Spanish or German should be begun in the tenth or eleventh grade, and continued for either two or three years, depending upon the college requirements.
 - (2) Practically every College requires one year of Science for entrance.

(B) MODERN LANGUAGE COURSE

This course offers three years of French, German, or Spanish. Latin may be taken as an elective for two years in this course. The modern language course will prepare for almost any college.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Modern Language	Modern Language	Modern Language	Amer. Hist. I-II
Algebra I-II	Geometry I-II	Alg. III-Civics	Elective
Europ. Hist. I-II	Science	Elective	Elective

Pupils going to college should be sure they have the proper electives.

HISTORY COURSE

This course offers four years' work in the department of History with Civics and Economics. This course should make a strong appeal to all pupils who enjoy reading extensively, and offers special preparation for those who expect to take up any sort of literary work. The history course will prepare for any college if the proper electives are chosen.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Algebra I-II	Eur. Hist. III	Alg. III-Civics	Amer. Hist. I-II
Europ. Hist. I-II	Geometry I-II	Eng. Hist.	Econ. Mod. Prob.
Elective	Elective (½)	World Hist. (½)	Elective

Those who expect to go to college should elect two years of a foreign language.

SCIENCE COURSE

This course offers a maximum of eight credits in the department of Science. This course will appeal strongly to any boy or girl who has a scientific turn of mind and it furnishes an excellent preparation for any technical or engineering course providing the right electives are chosen in other departments to meet college entrance requirements.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Ele. Sci. I-II	Biology I-II	Physics I-II	Chem. I-II
Algebra I-II	Geometry I-II	Alg. III-Civics	Amer. Hist. I-II
Europ. Hist. I-II	Elective	Elective	Elective

ELECTIVES:
 Those who expect to go to college should elect two years of a foreign language.

INDUSTRIAL ARTS COURSE

Boys who are interested in mechanical work or working with tools and machinery are urged to take this course.

This course will prepare for the University of Nebraska and many other similar institutions if the proper electives are chosen. Those expecting to attend college after completing the work outlined here should consult with the Principal upon entering High School.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Algebra I-II	Geometry I-II	Alg. III-Civ.	Amer. Hist. I-II
Man. Train. I-II	Mech. Dr. I-II	Mech. Dr. III-IV	Arch. Dr. III-IV
Europ. Hist. I-II	Elective	Elective	Elective

Either Mechanical Drawing or Manual Training may be taken two years.

HOUSEHOLD ARTS COURSE

This important course for girls offers four years' work in the various branches of Household Arts. It includes also courses in Drawing and Designing as part of the work. This course is intended to meet the needs of three classes of girls: (1) those who wish to make use of the knowledge and skill acquired in their own homes; (2) those who wish to make this work the basis for further work in college or normal school, particularly as a preparation for teaching in this department; (3) those who wish to fit themselves to earn a livelihood in Dressmaking, Millinery, or other similar lines of work.

By the selection of proper electives this course will prepare for any course in the University of Nebraska or any other institution of similar standing.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
H. Arts I-II	H. Arts III-IV	H. Arts V-VI	H. Arts VII-IX
Algebra I-II	Biology I-II	Civics	Amer. Hist. I-II
Europ. Hist. I-II	Elective	Elective (1½)	Elective

ELECTIVES:
 If possible, Household Arts students should elect Chemistry I and II in the Senior Year.
 Those expecting to go to college should elect Geom. I-II in Tenth Grade.

NON-COLLEGE COURSE

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I-II	English III-IV	English V-VI	English VII-VIII
Arith. or Alg.	Elective	Elective	Elective
Elective	Elective	Civics	Elective

Student must take a first or second year Science and one year of History in the above course.

BUSINESS COURSE

Either the Secretarial or Accounting Courses will give a first class diploma. Those who are preparing for college should choose the proper electives.

SECRETARIAL COURSE

Ninth Grade
English I and II
Business Arithmetic or Algebra
Type I (½) and II (½)
Writing I (½) and II (½)
or
Elective (½)
Elective (1)

Tenth Grade
English III and IV
Business Training I-II
Type III (½) and IV (½)
Machine Calc. I (½) and II (½)
or
Elective (1)

Eleventh Grade
English V and VI
Mod. Problems
or
Economics
or
H. Arts
Gregg Shorthand I and II
Type V (½) and VI (½)
Machine Calc. III (½) and IV (½)

Twelfth Grade
English VII and VIII
American History I and II
Gregg Shorthand III and IV with
Transcription I (½) and II (½)
Elective (1)

- ELECTIVES:**
1. Those wishing to elect a foreign language in the Ninth Grade, may begin Type in the Tenth Grade.
 2. Type VII-VIII may be elected in the Twelfth Grade.
 3. Those students bringing a certificate of proficiency in writing from the grade school may be allowed to take Writing II, and receive a full credit for writing if able to complete Writing II.
 4. Type I-II is a prerequisite for Shorthand I.
 5. The electives for the first class diploma are European History I and II, Geometry I and II, Biology I and II.

ACCOUNTING COURSE

Ninth Grade
English I and II
Business Arithmetic or Algebra
Writing I and II
Type I (½) and II (½)
or
Elective (1)

Tenth Grade
English III and IV
Geometry I and II or Bookkeeping
Type III (½) and IV (½)
Machine Calc. I (½) and II (½)
Art Writing
or
Elective (1)

Eleventh Grade
English V and VI
Mod. Problems
or
Economics
or
H. Arts
Bookkeeping
Machine Calc. III (½) and IV (½)
Elective (½)

Twelfth Grade
English VII and VIII
American History I and II
Bookkeeping III
Elective (½)
Elective (1)

FIGURE 2
CURRICULA

LIBRARY BULLETIN**Central High School Library****Omaha, Nebraska****LOCATION**

Rooms 225, 221, 22C (Catalog and work room.) Second floor, south side.

HOURS OPEN7:40 a. m. - 3:30 p. m. on school days.
Before 8:30 a. m. and after 2:50 p. m. seats in the library are open to all, without formality.**REGISTRATION**From **study rooms** (except Room 220), if you **need** to use library material. Registration is open from 7:40 to 8:30 a. m. in the hall outside the library. Write **plainly**, fill out your slip correctly, get and remember the number given (your seat). There are 119 seats in the library. If you register for **first hour**, fill out two slips, registration and notification.**Be Careful****ORDER**

1. Be in your seat when the bell rings.
2. Stay in your seat till you have signed the monitor's slip.
3. Avoid talking, noise, disturbance— anything that interrupts study and concentration.
4. Be responsible to the monitor at the table, and the teacher at the **attendance desk**, for attendance and quiet.

Play Fair**CHARGING
BOOKS**When you have found the book you desire, take it to the **charging desk**, and give the librarian your name and home room. Be careful to charge every book you take from the room.**Be Honest****CARE OF
BOOKS**Keep **clean, dry, unmarked, uninjured** the book loaned to you. Don't turn down corners of pages, don't drop a book. Return this book in as good a condition as it was when you received it. **Build up** our library, don't tear it down.**Be Loyal****RETURNING
BOOKS**Return all books on time, before overdue, to the charging desk, right side.
Notice days allowed (one, two, seven, fourteen) on date slip in front of the book.
Notice that date stamped is day charged.**Be Prompt**

FINES

Fines are Warnings.

On overdue books there is a fine of one cent a period, seven cents a day, on each one-day book or magazine; two cents a day on all other books. Fines represent much lost time and lost service in the library. We need that book to serve the next student, your fellow-student.

ORDER OF BOOKS

How to find a book.

Our books, more than 23,000 volumes, stand on the shelves in Rooms 225 and 221, in numerical order according to the Dewey Decimal system (generally used in American libraries).

The "call number", stamped on the back of the book enables you to find a book. The card catalog, which shows the author, title, subject of books in our library, gives you the "call number". Fiction is arranged alphabetically by authors, in Rooms 225 and 221. There are two "reserves", which disregard "call numbers",—

Essays,—in Room 221.

Popular Biography,—back of attendance desk.

Learn to help yourself.

AIMS OF THE LIBRARY

1. To help you in your lessons with reference and supplementary material, with required reading, When in doubt, ask a librarian.
2. To help you use books, library tools, devices and plans, with ease, speed, familiarity. Each student, by means of a Library Problem of his own, has a chance to acquire this skill which he will use the rest of his life.
3. To show you the wealth of books available for information, education, amusement, interest, joy. Ask for reading lists. Use Browsing Day to locate and charge the books which appeal to you.
4. To give you much extra and unusual material, —such as—
 - a. Pamphlets and pictures in the vertical files
 - b. Beautiful and expensive volumes in the case of Illustrated Books.
 - c. A large number of good magazines, containing the most recent discussions of topics of the day.

Service to Central High School

REVIEWERS' STAFF

For Book Lovers

STUDENT GOVERNMENT

United we stand

5. To give you a chance at the newest and most worth-while of the recent publications in the Pay Collection, at a very low price, 3 cents a day, counting Friday to Monday one day, and making special bargain rates for holidays. Can you afford to miss these new, carefully selected books? When a book pays for itself, it is placed in the general collection. Get good new books for yourself and at the same time help build up our library!

Part of the journalism students on the Register Staff are organized into groups which read and discuss with a librarian library books and magazine articles and then write reviews to be printed in the Central High School Register. This group consists of students who like to read, who wish to practice writing. They introduce library books to the student body.

Students in the library are, to a very large extent, under the management and guidance of the Monitors and Monitors' Council, who maintain order, originate and formulate rules, consider changes, act as a court. Much work in the library, behind the scenes, is done by Student Control library workers, who are interested in library work as a vocation, and so, with the approval of a librarian, gain at the same time activity points and the much-desired experience in the fundamental details of library work.

The library is a co-operative concern, in which teachers, students and librarians share. Students receive the use of books and the help of librarians; they should give care in registration and the use of books; quiet so that everyone may work with concentration; honesty and fair play.

"On bokes for to rede I me delyte,
And to hem yeve I feyth and ful credence,
And in myn herte have hem in reverence."

—Chaucer.

FIGURE 3
LIBRARY BULLETIN

How to Study

BY
J. G. MASTERS

putting to memory, see how much you can commit at one span of the memory and try to increase this amount. In studying prose material, read a paragraph and then recite in your own language. Commit to memory necessary definitions when once understood.

16. Do not get help unless you have worked for a long time upon your own problem. In any case get just as little help as you possibly can. A tutor should represent about the last ray of hope.

21. Facts and ideas have different values. Try to discover those which are of the greatest value and be sure that you understand and can recall these.

17. Keep in mind that the ideas laws and principles (knowledge) which you are now acquiring are going to help you very greatly in life, and that once mastered will give you an independence of judgment and action in all future work and problems.

22. Develop a friendly attitude of criticism as you read. Learn to weigh and evaluate statements and information.

18. Keep in mind that the finest joy in all the world is that of achievement. There is nothing so fine as to use your own creative powers in getting things done.

23. "Study is a vital process by which the individual, reacting to the stimulus of an intellectual difficulty or problem, thinks his way through certain contents or experiences until he reaches a solution which satisfies his own mind."

19. You may find it of great advantage to study aloud your work in Latin, French, Spanish poetry, etc.

24. Remember that the will to do and the will to achieve is half the battle. If you have real grit and fiber in you, you will succeed. Power flows to him who can. "The world soon relates itself to its dependables."

20. It is altogether possible to crowd your mind. It is often necessary to get a lesson in a very short time. This can be done and it will help you greatly in concentration. If ever you

CENTRAL HIGH SCHOOL
OMAHA, NEBRASKA

FIGURE 4
HOW TO STUDY

How to Study

Notes: Every individual must develop and learn study habits. It is hoped that the following suggestions will be of great help to students.

"Each individual must build for himself his world, and express the values of life through the achievement of his personality."

1. The best way to do a day's work is to get ready for it. Be sure, therefore, that you have a good night of sleep with plenty of fresh air, that you eat wholesome food, that you have at least an hour of exercise in the open air, that you have no defects in vision, hearing, teeth, adenoids, tonsils, etc.

2. Get clearly in mind the assignment and know just what is to be accomplished. If not clear, get further information from the teacher or students in your class.

3. Make a definite program and have a definite time each day for the study of each subject. Begin at once. Launch yourself with a decided initiative. Accept each assignment as you would the gage of battle and determine at once that you are going to

master the lesson once and for all.

4. Study the lesson as soon as possible after the assignment is made.

5. Remember that two "attacks" upon a lesson is better than one. Go over the lesson, therefore, once today and review it once carefully tomorrow before class hour.

6. Concentrate upon your lesson with an iron will. Say to yourself that others have accomplished this and that you are just as bright and can accomplish as much as they have done.

7. Remember that the battle is not always to the swift but to the one who hangs on until the task is finished.

8. Remember, too, that the power of sustained attention differentiates the trained and educated from the untutored and unlettered.

9. Thousands of other students have had to struggle to get their work. You surely have as good mettle in you as they have. Resolve now that you are going to control your own mind and develop the habit of study and the power in concentration. Such a habit will soon make intense application easy and valuable.

10. Do not expect "to receive an education." No one ever did. Don't be a recipient with a mirror mind. Be a

participant and contribute something worthwhile in the recitation hour. "Education is a matter of desire."

11. Remember that you are living in a growing, changing and thinking world. Remember that education aims to make something out of an individual, rather than to put something into him. An education means, therefore, the development of all your abilities and powers.

12. It is as strange as it is true that every individual must struggle and work hard if he is to obtain the mastery of his own powers and reach that higher and finer development which nature intended for all of us.

13. Try to ask yourself thoughtful and intelligent questions about a paragraph or chapter as you read. Such questions as "What does this mean?" "How is this related to present day thought and institutions?" "How can I use these ideas or this knowledge?" etc.

14. In committing to memory, it is probably better to learn by wholes than by parts. For example, if you are committing to memory a poem, it is better to learn it as a whole rather than one stanza at a time.

15. Practice frequent recall. If com-

mitting to memory, see how much you can commit at one span of the memory and try to increase this amount. In studying prose material, read a paragraph and then restate in your own language. Commit to memory necessary definitions when once understood.

16. Do not get help unless you have worked for a long time upon your own problem. In any case get just as little help as you possibly can. A tutor should represent about the last ray of hope.

17. Keep in mind that the ideas laws and principles (knowledge) which you are now acquiring are going to help you very greatly in life, and that once mastered will give you an independence of judgment and action in all future work and problems.

18. Keep in mind that the finest joy in all the world is that of achievement. There is nothing so fine as to use your own creative powers in getting things done.

19. You may find it of great advantage to study aloud your work in Latin, French, Spanish poetry, etc.

20. It is altogether possible to crowd your mind. It is often necessary to get a lesson in a very short time. This can be done and it will help you greatly in concentration. If ever you

discover your mind "wandering" close your book until you can get control of your own thoughts and then concentrate with all your might.

21. Facts and ideas have different values. Try to discover those which are of the greatest value and be sure that you understand and can recall these.

22. Develop a friendly attitude of criticism as you read. Learn to weigh and evaluate statements and information.

23. "Study is a vital process by which the individual, reacting to the stimulus of an intellectual difficulty or problem, thinks his way through certain contents or experiences until he reaches a solution which satisfies his own mind."

24. Remember that the will to do and the will to achieve is half the battle. If you have real grit and fiber in you, you will succeed. Power flows to him who can. "The world soon relates itself to its dependables."

25. "It is the fighting blood that wins."

Central high school desires to give you a chance to create your own being and in doing so, to achieve and develop a rich, full and well rounded personality.

How to Study

BY

J. G. MASTERS

FIGURE 4 (continued)

HOW TO STUDY

H-8-8-33-1M

EIGHTH B SCHEDULE CARD

CENTRAL HIGH SCHOOL

NAME PHONE DATE
 (Last name first)

SCHOOL ADDRESS

SUBJECTS			ASSIGNED		SUBJECTS			ASSIGNED	
Check	Ones	Wanted	Period	Room	Check	Ones	Wanted	Period	Room
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Last six subjects give only one-half credit each Semester. Four Subjects is a Normal Program

FIGURE 5

8B SCHEDULE CARD

REGISTRATION CARD		GIRL'S CARD	
OMAHA PUBLIC SCHOOLS			
Tel. No. _____			
CENTRAL HIGH SCHOOL		Grade _____	Date of Entrance _____
1. _____ (Last Name) (First Name)		6. _____ (Birthplace of parent or guardian)	
2. _____ (State or Country born in)		7. _____ (Occupation of parent or guardian)	
3. _____ (Town or city born in)		8. _____ (Month, day and year of pupil's birth) (Age)	
4. _____ (Name of parent or guardian)		9. _____ (School attended last semester)	
5. _____ (Parent's address)		10. _____ (Pupil's address)	
H221-8-35-4M			

FIGURE 6
REGISTRATION CARD

Child's Name (Last Name First)	Date of Birth (Mo.—Day—Yr.)	Birthplace	
Present Address	Phone	W—C—Y	Boy—Girl
Present School	Class	Date of Entrance	
Last School Attended	Class	Date Left	
Last Omaha Public School Attended	Class	Date Left	
Father's Name	Birthplace	Occupation	
Mother's Maiden Name and Surname	Birthplace	Occupation	
Guardian's Name and Relationship	Birthplace	Occupation	
Guardian's Name and Relationship	Birthplace	Occupation	
(Check the Names of those people with whom the child now lives.)			
OMAHA PUBLIC SCHOOLS — Information Card			
AO 16 6-35 22M			

FIGURE 7
INFORMATION FOR CITY OFFICE

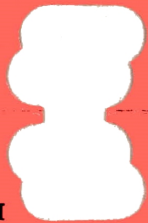
Girls Card		
EXCHANGED FOR NO. _____ To Be Filled in by Clerk	LOCKER KEY No. _____	KEY RETURNED AND DEPOSIT REFUNDED
Surname _____ Christian Name _____ Address _____ St. _____		
IN EXCHANGE FOR NO. _____ To Be Filled in by Clerk H108-8-35-15C		Deposited _____ Cts. Date _____ 193__
_____ Date _____ 193__		
_____ St. _____ Address _____		
_____ Locker Key No. _____		
_____ Surname _____ Christian Name _____		

FIGURE 8
 LOCKER

Date of Birth.....
Month Day Year

Second Semester, 1935-1936
PUPIL'S ATTENDANCE RECORD
Central High School

Name..... Tel..... Grade.....
Last Name First Name
 Parent's Name..... Address.....

	27	28	29	30	31	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	Bel.	Att.	Ab.	T.	
FEB.																									
MARCH	24	25	26	27	28	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20					
APRIL	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	17					
MAY	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15					
JUNE	18	19	20	21	22	25	26	27	28	29	1	2	3	4	5										

H223-8-35-25C

FIGURE 9
 ATTENDANCE CARD

Central High School
PERSONAL STATEMENT

All blank spaces must be filled in

Name..... Date JAN 27 1936.....
Address..... Tel. No.....
State..... County..... Dist.....
Name of Parent or Guardian.....
Address of Parent or Guardian.....
Do your parents live within Omaha school district?

Have you seen Miss Bird in regards to tuition?

Have you a receipt for tuition in Room 21C?

H226-8-35-25C

FIGURE 10
TUITION RECORD CARD

Form H12

THIS CARD MUST BE IN INK

Date.....

Schedule Card
Central High School

NAME..... Phone

(Last Name First)

NUMBER POINTS EARNED TO DATE.....

SUBJECTS

TO CARRY.....POINTS

1.....

2.....

3.....

4.....

5.....

APPROVED.....

FIGURE 11
SCHEDULE CARD 9B and BEYOND

Form H 4

CENTRAL HIGH SCHOOL
PROGRAM CARD
 FILL IN EVERY BLANK POSSIBLE

Name _____ Date _____ Grade _____
Last Name First
 Telephone No. _____ Locker Key _____ Entered _____

Hr.	Room	FIRST SEMESTER		Hr.	Room	SECOND SEMESTER	
		SUBJECT	TEACHER			SUBJECT	TEACHER
H. R.				H. R.			
I				I			
II				II			
III				III			
IV				IV			
V				V			
VI				VI			
VII				VII			

Residence No. _____ Street. _____ Date of Birth _____
 Age _____ Birthplace _____ Last School Attended _____
City State
 Name of Parent _____ Occupation _____
 Birthplace _____ Residence _____
City State

H4-11-34-58C

FIGURE 12

PROGRAM CARD

Year _____ **GUIDANCE INFORMATION CARD** GIRL
OMAHA CENTRAL HIGH SCHOOL

Name _____	Parent's Name _____
Home Address _____	Parent's occupation _____ How long _____
Birthday _____	Age _____
Course _____ Why _____	Father's education _____ Mother's education _____
(a) _____ (1) _____ (2) _____	Distance traveled to school daily? _____
Subjects liked best _____ Majors _____	Contribute to support of family? _____
(b) _____ (1) _____ (2) _____	Pay for own clothes? _____
_____ Minors _____	Earn own spending money? _____
(c) _____ Attendance record _____	Work after school? _____ Sat's _____
Expect to attend College? _____	Work during summer? _____
Other training school? _____	Have you a savings plan? _____
(a) _____ (b) _____	What kind? _____
Activities most interested in _____	_____
(c) _____ (d) _____	Do you belong to a church? _____

H42-8-35-5C

Characteristics Poor Fair Good

Dependability _____	When do you study? _____
Initiative _____	Have you made a study program? _____
Resourcefulness _____	_____
Courtesy _____	School activities taken part in? _____
Honesty _____	Activity plans for this year? _____
Persistence _____	_____
General attitude _____	What outside interests have you? _____
Personal Rating: _____	How do you spend your spare time? _____
Any physical defects? _____	Amusements? _____
Any serious sickness? _____	Amount spend a week on amusements? _____
What? _____	Do you belong to a "Club?" _____
Undesirable habits: _____	What is it? _____
Have you a hobby? _____	_____
If possible, what hobby would you have? _____	_____
Occupations interested in? _____	_____
Dates interviewed _____	_____
Interviewer _____	_____

FIGURE 13

GUIDANCE CARD

Name _____ Tel. _____ Grade _____
Last Name First Given Name

Parent's Name _____ Address _____ Locker _____

Please make out in PENCIL	Hour	Room	Subject	Teacher
	H. R.			
	I			
	II			
	III			
	IV			
	V			
	VI			
VII				

LIBRARY **CENTRAL HIGH SCHOOL**
OMAHA, NEBRASKA

H-198-5-34-6M

FIGURE 10
 LIBRARY PROGRAM CARD

H-559-5-34-8M Please Print

Name _____ Tel. _____ Grade _____
Last Name First Given Name

Parent's Name _____ Address _____ Locker _____

Hour	Room	Subject	Teacher
H. R.			
I			
II			
III			
IV			
V			
VI			
VII			

CENTRAL HIGH REGISTER CENTRAL HIGH SCHOOL, OMAHA, NEB.

FIGURE 15

REGISTER PROGRAM CARD

From _____
PERMANENT RECORD—Omaha Central High School

Name _____ Date of Entry _____
 Parent or _____
 Guardian _____ Address _____ Phone _____

9th Grade	Term		10th Grade	Term		11th Grade	Term		12th Grade	Term	
	1	2		1	2		1	2		1	2
English I-II			Eng. III-IV			Eng. V-VI			En. VII-VIII		
Algebra I-II			Geom. I-II			Alg. III-G.III			Alg. IV-Trig		
Pre-Eng.						Eng. Drill			Jour. I-II		
Eu. Hist. I-II			Eu. Hist. III						Economics		
Latin I-II			Latin III-IV			Civ-Eng. His.			A. Hist. I-II		
French I-II			French III-IV			Lat. V-VI			Lat. VII-VIII		
Spanish I-II			Span. III-IV			French V-VI			S'hand. I-II		
German I-II			Ger. III-IV			Span. V-VI			S'hd. III-IV		
El. Sci. I-II			Biology I-II			Germ. V-VI			Chem. I-II		
Cloth. I-II			Clo. III-IV			Physics I-II			M. Prob.		
Foods I-II			Food III-IV			Int. Dec.			His Mus I-II		
Sp. Music			Sp. Music			Debate I-II			Mus Apprec.		
Man. Tr. I-II			M'n.T.III-IV			Harm. I-II			Expr. III-IV		
Mh. Draw.I-II			M.Dr. III-IV			Harm. III-IV			Pub. Speak.		
Book'ng. I-II			Art Writing			Expr. I-II			Bus. Train		
Drills:			Drills:			Bus. Arith.			Com. Law		
Art I-II						Drills:			Drills:		
Phys. Tr. I-II			Art III-IV			Art V-VI			Art VII-VIII		
Glee Club			Ph. T. III-IV			Ph. Tr. V-VI			P T VII VIII		
Orchestra			Glee Club			Glee Club			Cho'r		
Writing I-II			Orchestra			Orchestra			Orchestra		
Athletics			Type. I-II			Type III-IV			Type V-VI		
Transer'n I-II			St'ge Cf't A			Athletics			Athletics		
Mil. Dr'l I-II			M. D'l III-IV			Mil. D. V-VI			M D.VII-VIII		

H5-8-35-5C

FIGURE 16

PERMANENT RECORD CARD

H-11-5-34-30M

PUPIL'S REPORT CARD

**CENTRAL HIGH SCHOOL
Omaha, Nebraska**

(Please read reverse side)

Report of.....
 In the subject of.....
 For the.....Semester,.....193...193...
 Text
 Teacher

FIRST HALF TERM

Days of class work
 No. of days absent
 Grade for second half term.....
 Parent's Signature

SECOND HALF TERM

Days of class work
 No. of days absent
 Grade for second half term.....
 Average grade for term
 Parent's Signature

HOMER W. ANDERSON J. G. MASTERS
 Supt. of Instruction Prin. High School

TO THE PARENT OR GUARDIAN:

The letters used in this card indicate the teachers estimate of the pupil's work according to the following statement:

- "A" means excellent work,—90-100%.
- "B" means good work,—80-89%.
- "C" means fair work,—70-79%.
- "D" means FAILING WORK,—below 70%.

This card will be sent to the parent or guardian twice each school term, and upon this card the promotion of the pupil is made.

The final average must be 70 or above if the pupil is promoted.

A grade below B at any time should be cause for very great solicitude on the part of parents.

If the parent or guardian receives a SPECIAL REPORT, he should see the teacher AT ONCE in order that every effort may be made to improve the character of the pupil's work and prevent final failure if possible. The best time to see teachers is at 2:45 p. m.

The parent or guardian is requested to sign the card and have it returned to the teacher at once.

HOMER W. ANDERSON J. G. MASTERS
 Supt. of Instruction Prin. High School

FIGURE 17

PUPIL'S REPORT CARD

OFFICE CARD

CENTRAL HIGH SCHOOL

**Girl's
Card**

Name....., Date.....
Last Name First

Grade..... Home Room.....

HR.	SUBJECT	Roman Numeral	Grade	Check	TEACHER'S STAMP

REMARKS

H45-8-35-2M

FIGURE 18
OFFICE CARD

Form H22.

Date _____

At the close of school today you are asked to report definitely concerning the work, conduct and attendance of _____ in your class in _____

This report may be forwarded to parents.

1. State character of work being done daily in class _____

2. State character of conduct in class _____

3. Give the number of days absent thus far this term _____

_____, Teacher.

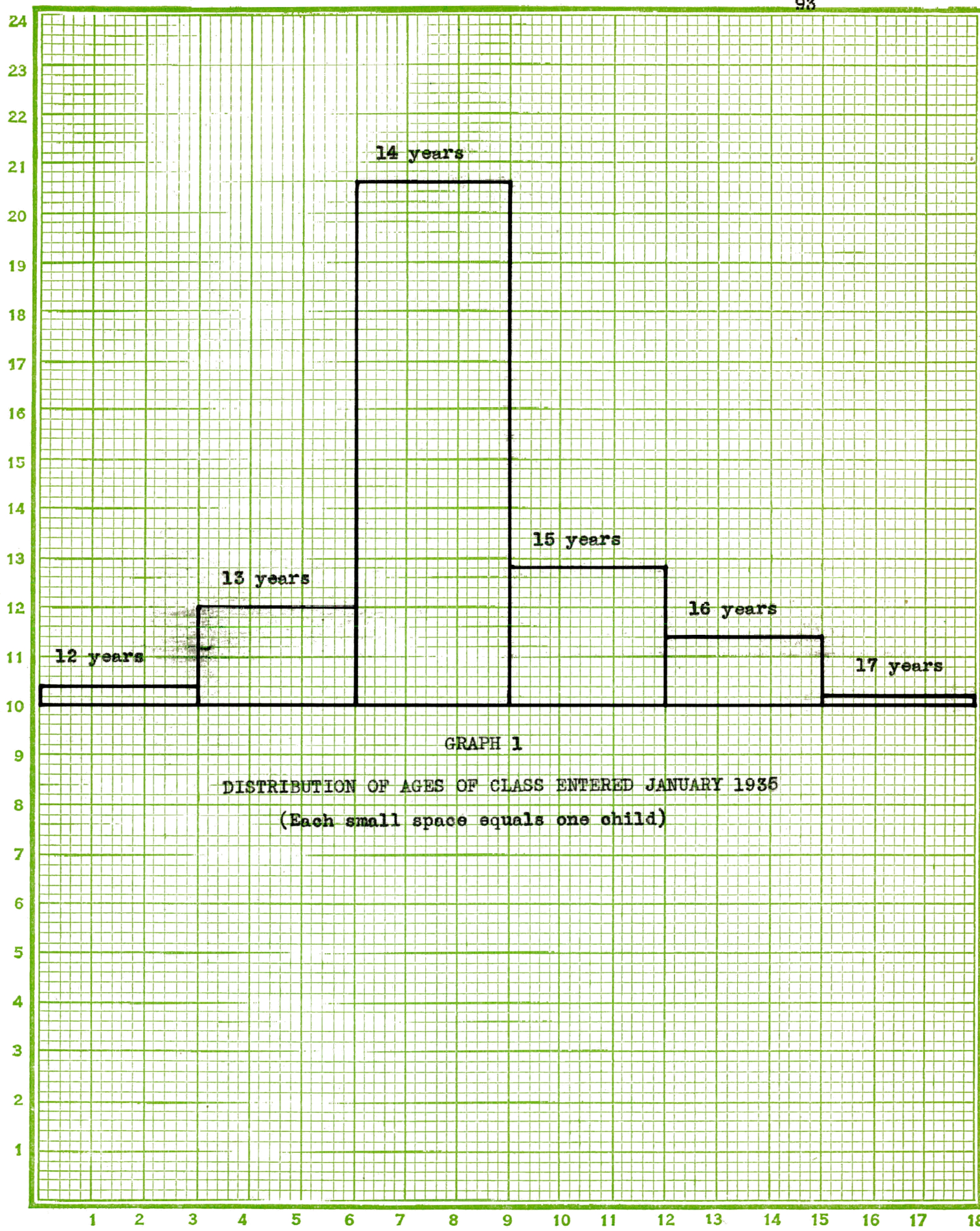
Request made by _____

FIGURE 19
PARENTS' SPECIAL REPORT

II-26-5-34-5C

Name	Age		Class	
	Poor	Fair	Good	Excellent
RELIABILITY				
INDUSTRY				
INITIATIVE				
INTELLECTUAL ABILITY INTEREST				
CHAR. IN ACTIVITIES				
PERSONAL APPEARANCE				
FLAW IN CHARACTER				
OTHER COMMENT				
TEACHERS' NAMES				
COLLEGE RECORD				

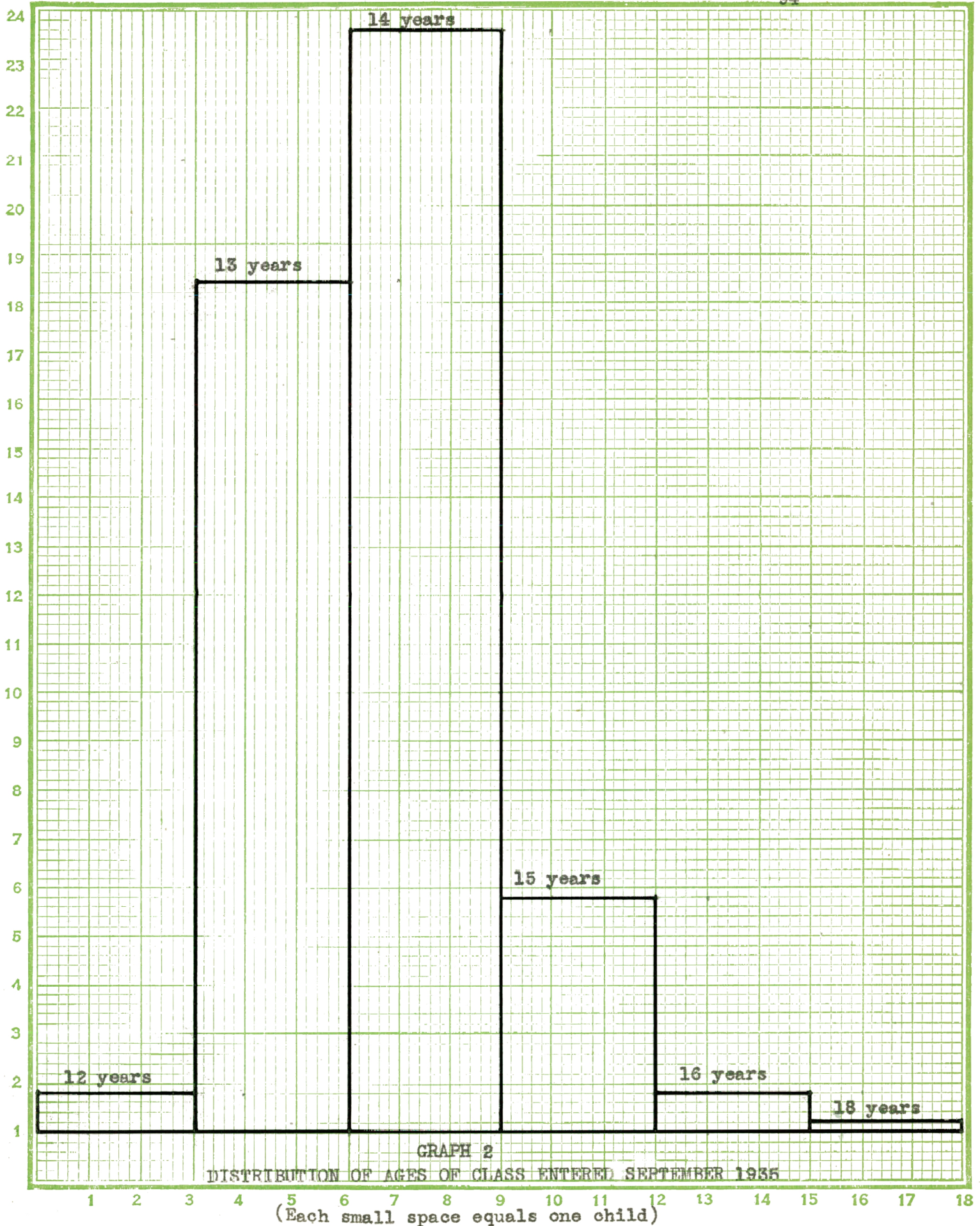
FIGURE 20
PERSONNEL CARD



GRAPH 1

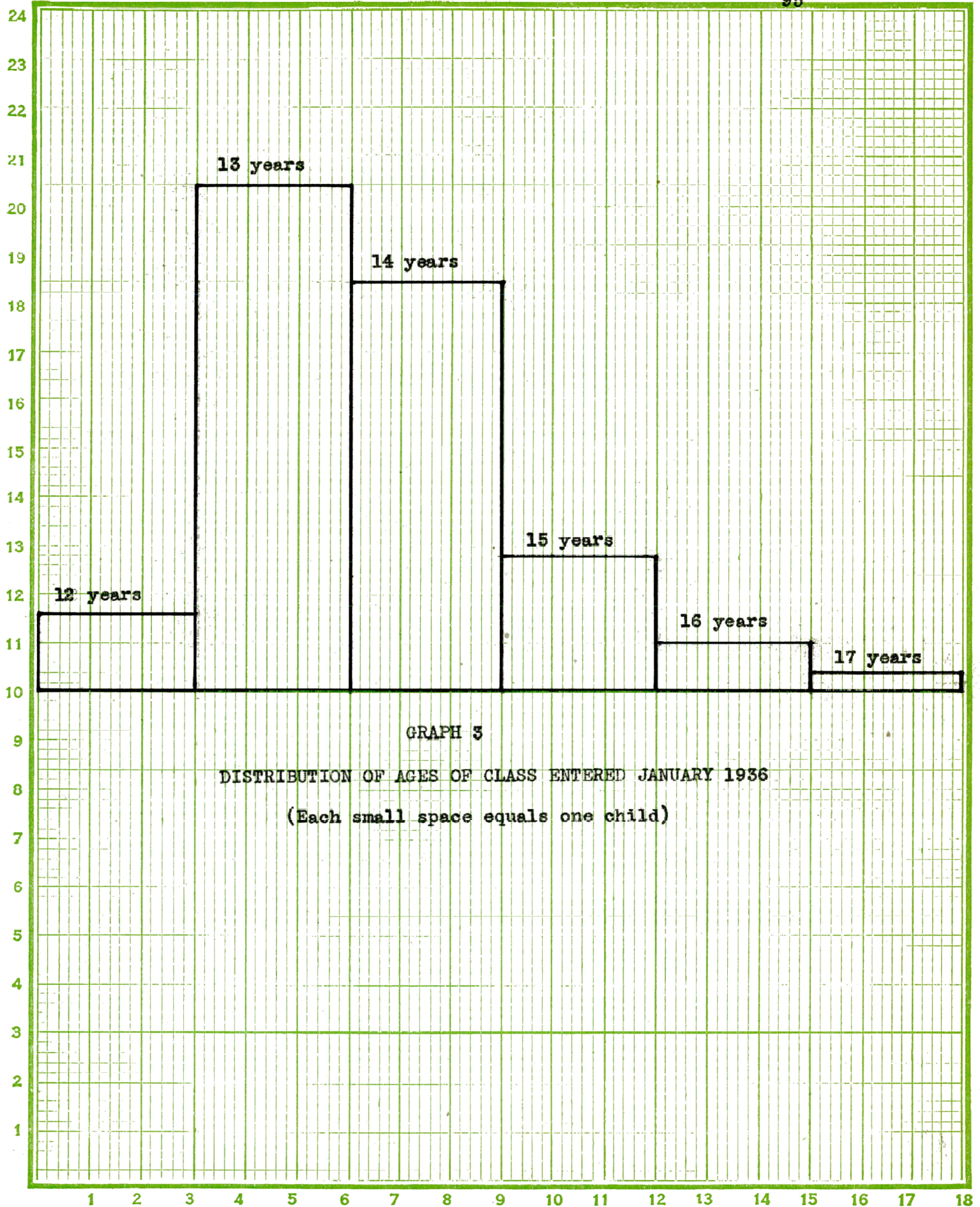
DISTRIBUTION OF AGES OF CLASS ENTERED JANUARY 1935

(Each small space equals one child)



GRAPH 2
DISTRIBUTION OF AGES OF CLASS ENTERED SEPTEMBER 1935

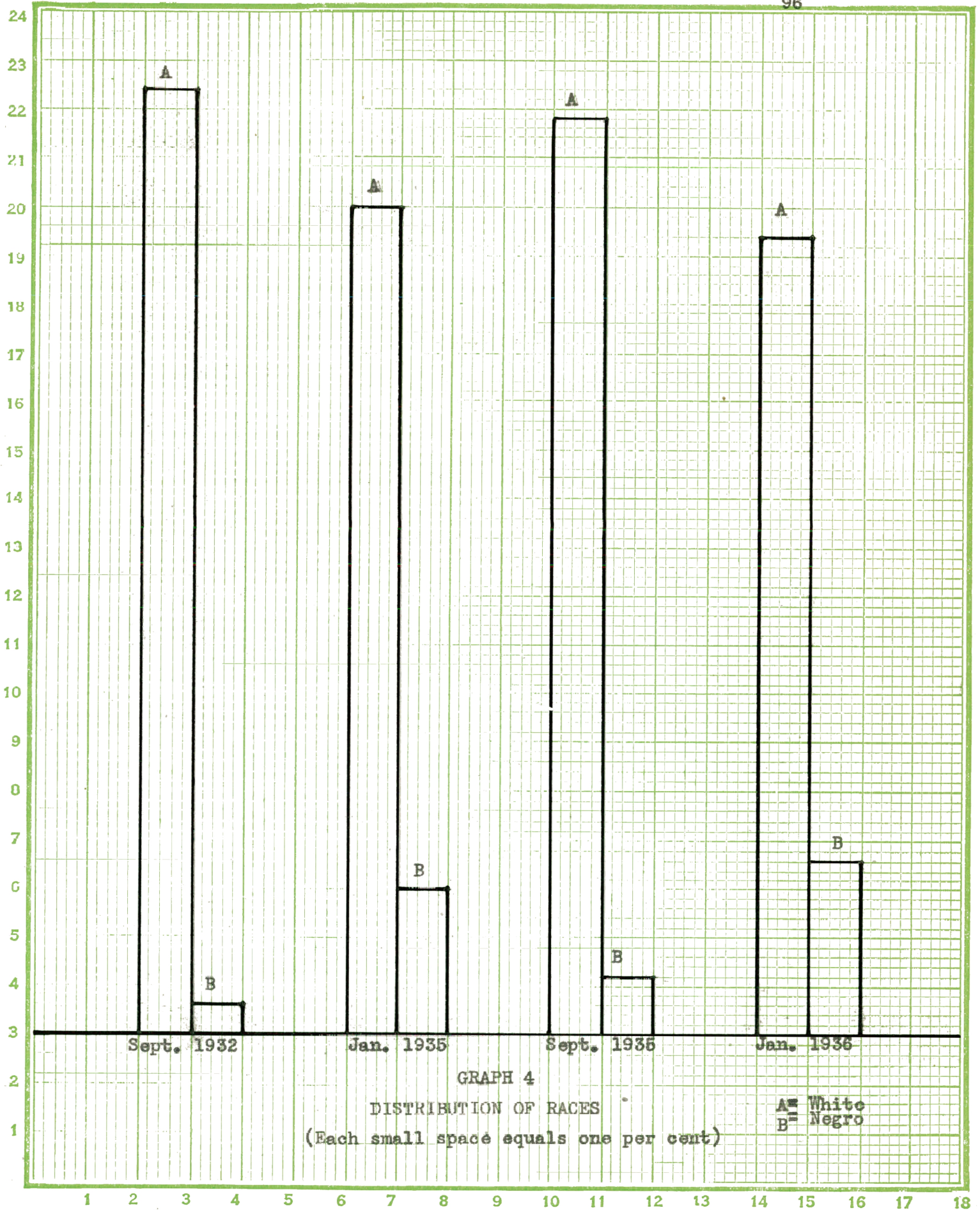
(Each small space equals one child)



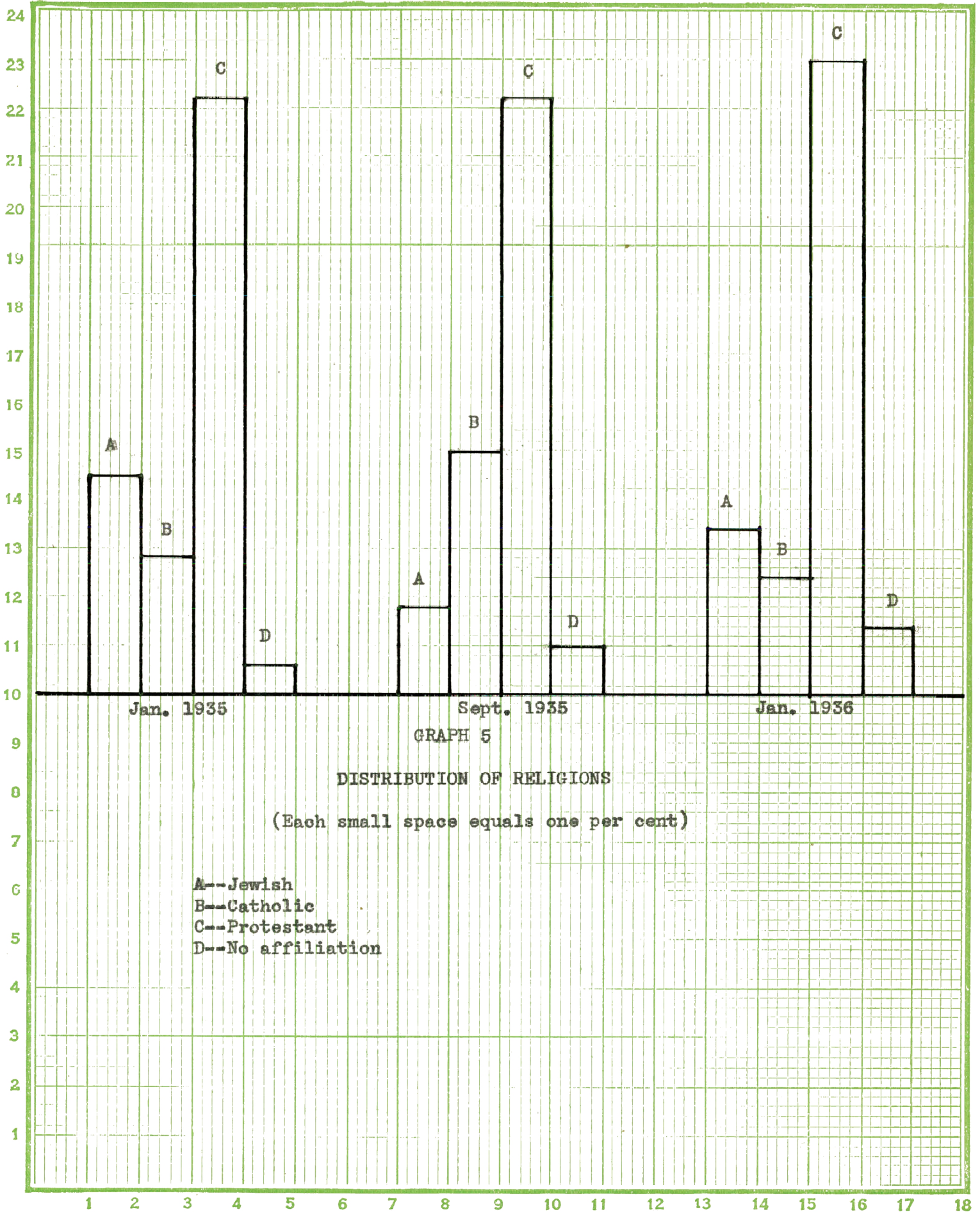
GRAPH 3

DISTRIBUTION OF AGES OF CLASS ENTERED JANUARY 1936

(Each small space equals one child)



GRAPH 4
DISTRIBUTION OF RACES
(Each small space equals one per cent)
A= White
B= Negro

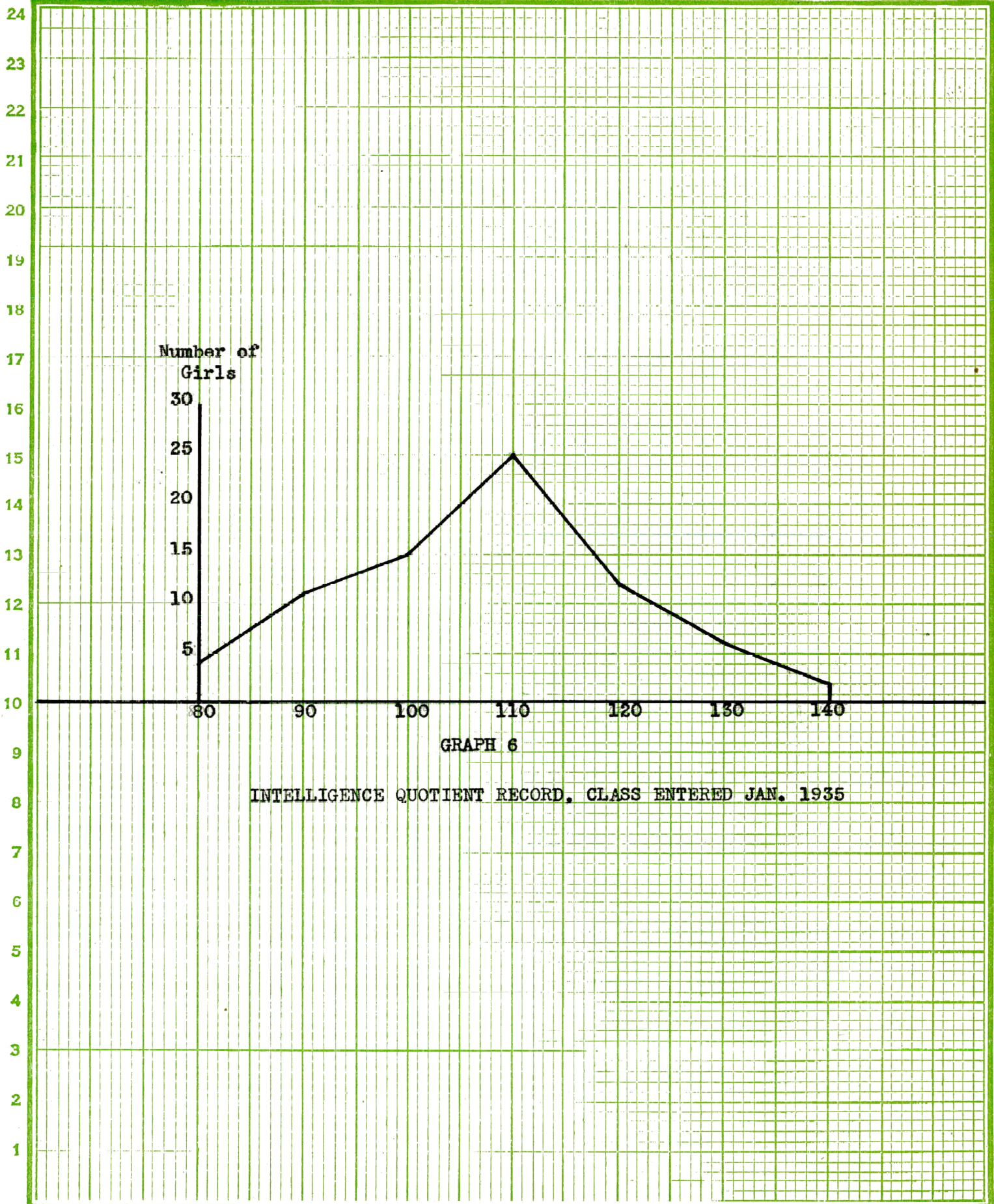


GRAPH 5

DISTRIBUTION OF RELIGIONS

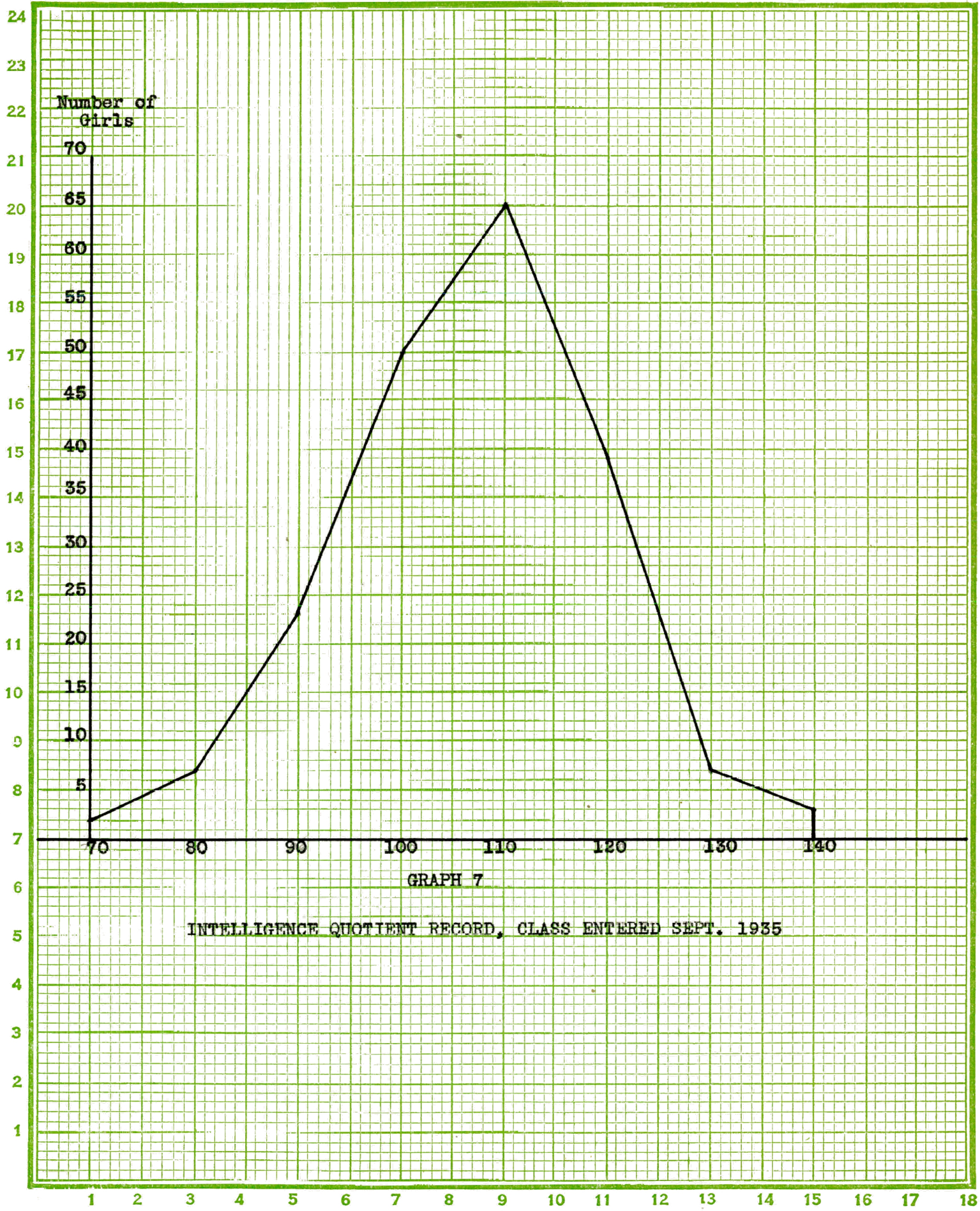
(Each small space equals one per cent)

- A--Jewish
- B--Catholic
- C--Protestant
- D--No affiliation



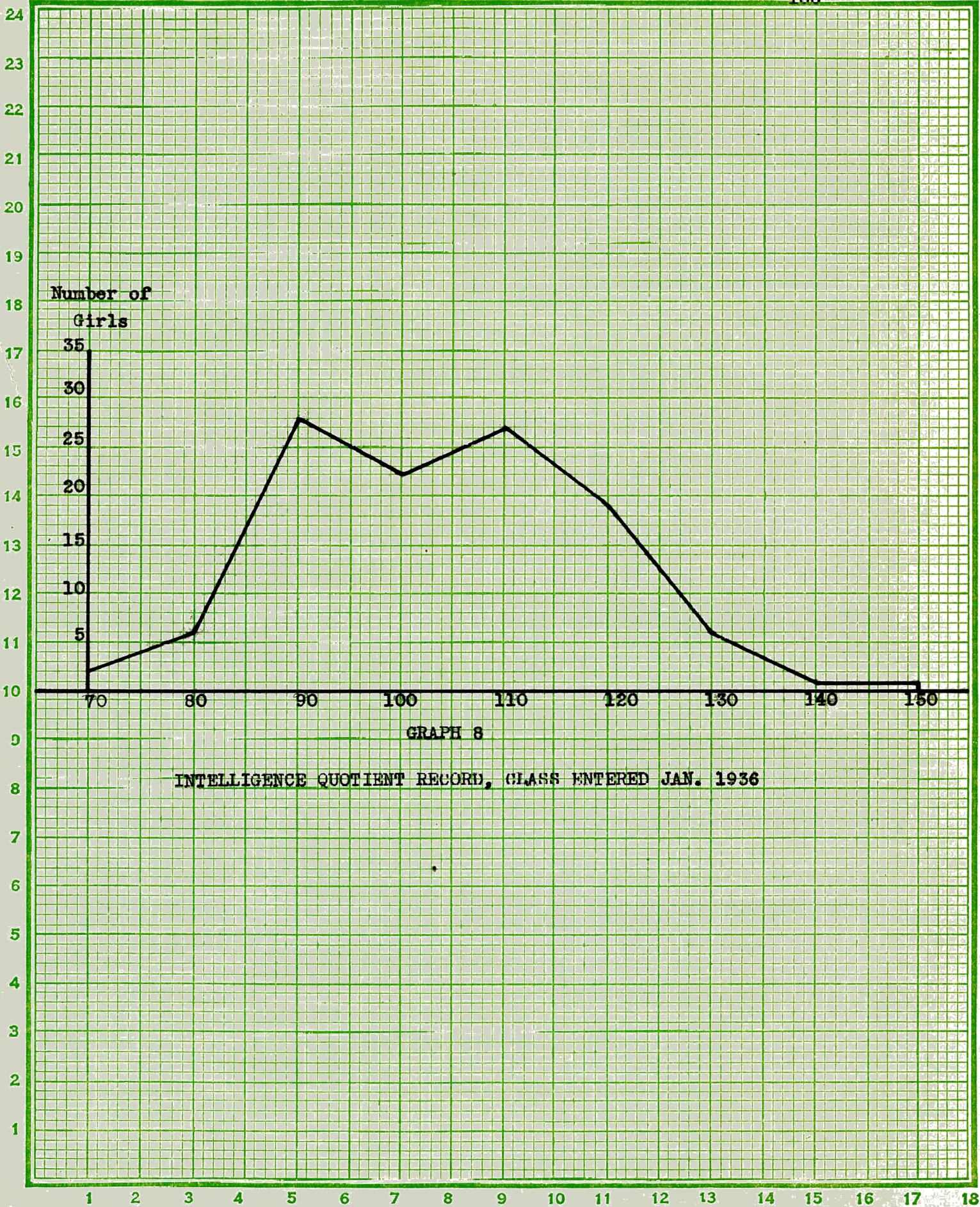
GRAPH 6

INTELLIGENCE QUOTIENT RECORD, CLASS ENTERED JAN. 1935



GRAPH 7

INTELLIGENCE QUOTIENT RECORD, CLASS ENTERED SEPT. 1935



Number of
Girls

GRAPH 8

INTELLIGENCE QUOTIENT RECORD, CLASS ENTERED JAN. 1936