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A study of the need for curriculum adjustments in Weeping Water high school

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A STUDY OF THE NEED
FOR
CURRICULUM ADJUSTMENTS
IN
WEEPING WATER HIGH SCHOOL

BY
LLOYD A. BEHREND

A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Arts in
Department of Education at Omaha University

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INTRODUCTION

The purpose of this thesis is to build a curriculum that will meet the needs of the pupils in this locality. The procedure consists in examining past practices, making a scientific survey of prevailing conditions, helping each pupil select the type of work for which he is best fitted, and permitting the results to emerge as the needs of the school demand. The results will be used not only to build a more suitable offering for the high school pupil, but also to serve the instructor as an introduction to the school philosophy and community conditions.

The following steps will be embodied in the study:

1. The need for an investigation of the existing program of studies.

2. A study of the various methods and techniques of curriculum building.

3. A review of the courses of study in the Weeping Water High School from 1888 to the present time.

4. The use of the questionnaire for the purpose of obtaining statistical data from the graduates of this school.

5. An analytical survey of the pupil population and the school community.

6. The use of the follow-up plan and the job-survey in determining the validity of the curriculum.

CHAPTER I

THE NEED FOR INVESTIGATION

During the past few years great changes have taken place in social, economic, and industrial conditions all over the country. These changes were the natural result of the industrial age,-- an age during which vast hordes of people hurried to the cities, attracted by the comforts and conveniences resulting from the development of power and machinery. As was to be expected, high schools everywhere were tremendously affected, and adjustments had to be made to meet the new situation. In cities where a large number of teachers are employed, this adjustment was comparatively easy, for it was not a difficult matter to extend the course of study so as to include technical and vocational training, as well as to retain the academic subjects.

In the small schools, however, the adjustments were more difficult. Until recently, educational theory and practice in the United States emphasized largely, if not exclusively, the procedures best suited to the large population centers; the needs of the small school system were neglected. But gradually, as the growing importance of current American life in the smaller cities and villages became apparent, there came the realization that the reorganization of the curriculum of the smaller schools was also necessary, and that such a reorganization had to be brought about by an analysis of conditions actually existing in these smaller communities, and not by adherence

to city standards.

In the past, ninety-five per cent of the administrators at the head of small schools in the United States have looked to the other five per cent who are executives in large city school systems.¹ Smaller schools can and should learn much from the experiences of large city systems, but to follow uncritically the practices and standards of these schools without carefully examining them as to their fitness is foolhardy and unjustifiable.

It does not seem to be a question of whether the large school is better than the small school. The large city with its many industrial organizations offers a variety of employment possibilities to its population. The city school system is able to and does offer training in a variety of academic and industrial fields. It can also split classes to care for the gifted groups as well as for the handicapped groups. In the smaller school there is a different situation. The teacher must handle heterogeneous classes and employ procedures which will be suitable to a wide range of experiences and individual differences.

Superintendents and teachers who recognize most fully their duties to the small community find few precedents to fall back upon. An intelligent insight and a sound philosophy with respect to the task at hand are all the more

¹Broadly, K.O., Enriched Curriculums for Small Schools, University of Nebraska Press, 1937, p. vii.

necessary. Clear thinking, sound judgment, a knowledge of local conditions, and an understanding of the pupil's needs and interests are imperative, if a suitable course of study is to be developed that will justify itself in the community.

As is true in most schools, the local high school teaching staff was reduced soon after the beginning of the general business depression. The reduction of the faculty of eight to five removed manual training, home economics, and normal training, and combined vocal music with Latin and a part of the English. In the elementary department the full time Kindergarten was discontinued and this group was combined with the first grade. The records of the Secretary to the Board of Education state that an attempt was made to retain the necessary subjects for college entrance and to keep the school accredited to the State Department of Education.

Since that time the Kindergarten has been separated from the first grade by placing it on a three-eighthstime basis under an added member of the staff. This teacher spends the remaining five-eighthstime in the high school. Under this plan typewriting, shorthand, and journalism were added to the high school program. These particular subjects were selected because a number of pupils were interested in this work; and, too, the majority of the Board of Education favored them because they would be the means of bringing more tuition pupils in from the rural areas.

What subjects should be taught and what subjects

should not be taught is brought many times to the attention of a school administrator of a small school. His natural desire is to give the best possible in the way of subject matter and training to the boys and girls for whose success or failure he feels responsible, at least to some degree. It was this sense of professional responsibility to the pupils of the school that first suggested this study.

A short time after this study was started, the board indicated that it might be possible to add the services of a full-time high school teacher, instead of the five-eighths time high school and the three-eighths kindergarten plan used at present. The Board asked for a recommendation of subjects to be added in case the full-time high school teacher could be had.

In making a selection of subjects suitable for the local high school, some of the limitations as well as the possibilities under present conditions should first be considered. A study of Table I, on the following page, will show that there are five full time teachers, including the principal and the superintendent, and one five-eighths time teacher. The maximum class offering is thirty-seven, including one teacher for each study hall period, the science laboratory, and the typing practice periods. This calculation is made under the eight periods of forty minutes each under which the school operates. If each teacher is given one period for corrective and remedial work, the number of classes is reduced to thirty-one.

Combining classes has been practiced in many small schools as a method of increasing the offerings, but the number of pupils, especially in the ninth and tenth grades often totals seventy-five, and none of the rooms in the building is large enough to accommodate more than approximately one-half that number. Alternating by years some subjects in the eleventh and twelfth grades has been possible where the subjects are elective and the enrollment is not large. As a result of this arrangement pupils may have the advantage of both chemistry and physics.

TABLE I

PRESENT SCHEDULE OF STUDIES

Period	Principal	Teacher A	Teacher B	Teacher C	Teacher D	Superin- tendent
8:20						
9:00		Instrumental Music				
9:00	Typing	Biology	Latin	Study		Lab.
9:40	1 & 2		IX	Hall		
9:42	Jun. Bus*	Lab.	Study	World		Chem.**
10:20	Journ'sm*		Hall	History		Phys.**
10:24	Typing	Algebra	Latin	Study		American
11:04	3 & 4	IX	X	Hall		History
11:06		General	Study	English	Voc.	Super-
11:46		Science	Hall	XII	Guid.	vision
1:00	Typing	Adv.	English	Econ.*	Prob.	Super-
1:40	1 & 2	Arith.	X	Civics*	Dem.	vision
1:42	Book-	Study	Remed.	Drama-	Remed.	Office
2:22	keeping	Hall	Work	tics	Work	
2:24	Short-	Geom-	English	Study	English	Remed.
3:04	hand	etry	XI	Hall	IX	Work
3:06	Remed.	Remed.	Chorus	Remed.	Study	
3:46	Work	Work		Work	Hall	

*Alternated by Semesters

**Alternated by Years

This, then, being the situation as it stands, what subjects should be added? Before this question can be answered, a careful analysis of all existing conditions will be found necessary. The first step of the analysis involves a study of the methods and techniques of curriculum building and is discussed in Chapter II on the following page.

CHAPTER II

METHODS AND TECHNIQUES OF CURRICULUM DEVELOPMENT.

The curriculum of our secondary schools, like that of schools of all kinds, is established in many different ways. They may be summarized under five procedures, which will be discussed in the paragraphs following.

In the great majority of cases, the secondary school curriculum is the result of tradition. Certain methods of curriculum revision emphasize the permanent value of traditional curriculum content. Of a certainty, many a good curriculum has thus come into being. Intuition has its value. Many a desirable and happy experience in life has resulted from an unplanned procedure, from following whim, from imitating unquestioningly the examples of others, from adopting suggestions dropped carelessly in the course of casual intercourse, and from responding to other indefinite stimuli. It is obvious, therefore, that just because a curriculum has been developed more or less unreflectively and unconsciously, it is not necessarily bad or undesirable. Even unreasoning nature is wonderful, and natural evolution, whether we regard it as emanating from, and directed by, an infinite intelligence or not, has wrought changes and benefits that are unfathomable for human welfare.

Whatever merit may be attributed to a school curriculum built on tradition, the practice of perpetuating such a policy of procedure today seems out of harmony with the inquiring spirit of scientific research found

all about us in other forms of human behavior. Not that tradition is valueless, or that whatever is found in our curriculum today, as a result of traditional forces, ought to be abandoned. However, merely because a subject is old with tradition is no valid reason why it should continue in the school program. After all, (the test for the right of the subject in the program is its contribution to human service. If it does not serve the purpose for which it was intended, it has no rightful place in the course of study.)

Another procedure in secondary school curriculum building is to base the program on the requirements of colleges and universities. This plan results in placing undue emphasis upon subject matter and does not recognize the personal interests of the pupil. Many textbooks are the products of college instructors who are not well acquainted with the high school child's interests and needs. When the secondary schools sought only to train youth for college, there was perhaps some justification for this procedure.

Today, few probably follow this plan or are in sympathy with it. Nevertheless, it cannot be denied that college and university requirements are even yet exceedingly powerful. High Schools of many states have been divided into separate units because of this condition. In one group, we have the academic high school, and in the other, the technical, or the industrial high school. However, we can expect this plan to exist only in cities,

where several high schools are necessary. In small and medium size schools, courses are divided into college preparatory, general, commercial, and other programs, according to the number of teachers employed.

The third method of curriculum making is to copy, without much analysis, a program that appears to work with satisfaction elsewhere, or to incorporate new materials and reject old subjects because of the importunities of some local or regional organization, the command of some political boss, the suggestion of some prominent citizen, or the wish of some propagandist who sees an opportunity to advance or retard a movement through utilizing the schools. Not that undesirable results must necessarily follow from any of these practices, and not that many of the modifications thus sought may not be in themselves very meritorious. The danger lies in the fact that whatever is done is likely to be done either entirely counter to the best judgment of the individuals who, by training and experience, should be in a position to know what is wise and desirable, or else that all concerned will be swept from their stand by a wave of inreflective enthusiasm. Because an undertaking works well in a given locality, under certain environmental conditions, and among people of certain temperaments, interests, abilities, and ambitions, is no guarantee that it will operate equally well in a situation that is greatly unlike the first in most respects. It may not succeed well even under conditions that are

essentially similar.

This practice may not be entirely condemned, however. The contribution to school reform by clubs, societies, and groups, after long and patient study, can be of great value. Frequently, the pressure exerted upon the schools by groups may be solicited, education has today become a profession, and the administration of a profession cannot be intrusted to laymen outside the rank of the profession. The organization of the schools, the selection of the courses of study and the determination of their systems of methodology, can no more be left in the hands of bankers, manufacturers, lawyers, club women, than can the affairs of any of these individuals be properly conducted by school men.)

The fourth method of curriculum making is sometimes called "the scissors and paste method." Instead of looking over many courses of study and selecting the one which appears to be the best, or culling the minimum essentials from a particular course, some curriculum makers select portions from many courses. Until recently, in many communities, when a superintendent of schools or a supervisor wanted to write a course of study, he first made a collection of course-of-study bulletins. The fact that these were gathered from many different sections of the country, and that they were written from many different stand-points and to meet many divergent needs, did not deter him from clipping such sections as appealed to his personal bias and fitting them together to form a

"new course." The result was that a large number of courses of study, certain phrases--in fact, even certain whole sections in those courses--reappeared over and over until they became familiar friends.

Many who scorn the "scissors and paste" method of building a course of study, advocate a more scientific procedure for selecting the best of current practice. They hold that course-of-study building is a progressive development, or a sifting process, and that each course of study represents what educators have considered the most valuable material. They would build a new course by collecting a sufficient number of representative courses and selecting those topics which occur most frequently. For time allotments they would take the median or average practice as a safe guide.

This practice, at its best, guarantees the continuance of objectives which empirical experience looks upon as sound, and guards against too hasty rejections of the tried for the untried. But as the sole means of curriculum revision, it is found to be inadequate. Its critics argue that it is not always wise to follow current practices, and particularly the median of many discordant practices, resulting from different theories of education. Its greatest danger seems to lie in the fact that it may cause the retention of obsolete topics to the exclusion of new material demanded by changed conditions.

*The fifth, and apparently the most desirable of all the other schemes of curriculum making is the scientific

method of procedure. The essence of this method is to go out into society and among people; to observe life as it is being lived and must be lived under contemporary conditions; and to gather from these people the needs for their life work. Using these needs as a basis, a school program of studies is then built to function in the life the child is living and the life he will live. Surely, the experience of the adult should receive considerable attention when plans are being made for the development of his child. If a large share of the support of the schools is derived from local taxation, and the objectives are determined by the local Board of Education, elected by the people, then it is logical that local opinion should be given some consideration in the selection of these objectives. Bobbitt states it this way:

Each school system should formulate its own objectives. It is probable that before long we shall have a generally acceptable professional statement of specific educational objectives. When this comes, the local labor can be greatly lightened.²

The National Society for the Study of Education makes this statement:

From the educational point of view, childhood and adulthood together form one continuous development. Each stage in this succession is to be considered as having character and quality of its own. Each stage should leave the individual best prepared to live the next stage, and and through this, all following will improve. Curriculum making has not only failed to take

²Bobbitt, Franklin, How to Make a Curriculum, Houghton Mifflin Company, 1934, p. 40.

adequate account of child life; it has failed as truly to take account of adult life. The data from adult life should go far to determine what is of value in the program of studies.³

The scientific method of curriculum building will constitute the primary investigation of this thesis. It is possible that the other four methods discussed above have been given considerable attention in working changes found in the next chapter entitled: "A Review of the Programs of Study in Weeping Water High School." There is no doubt that the present program is based on the traditional studies, and it is certain that the colleges and universities have had considerable influence by their rules for college entrance.

³The Twenty-Sixth Yearbook, Part II, The Foundation of Curriculum Making, p. 12.

CHAPTER III

REVIEW OF THE PROGRAMS OF STUDY IN WEEPING WATER HIGH SCHOOL

Table II (p. 15) shows the subjects offered in Weeping Water High School over a period of fifty years. The School was graded and placed on an accredited basis in 1888 by the late A. H. Waterhouse⁴, who at that time was superintendent of schools. A letter from Mr. Waterhouse states.

"I would not claim that I graded the school at Weeping Water but I may have completed a grading that was started before. So far as the high school is concerned, it is true that we made out a four-year course followed by graduation."

Mr. Waterhouse began a set of records which were used as a part of Table II. Other information appearing in this chapter has been gathered from the Minute Books kept by the various secretaries of the Board of Education. From the records, it appears that several young men wished to go to college but were unable to gain full admission. This seems to be the reason why the school was accredited at this time.

The first five items in Table II constitute what has been offered in the field of mathematics. Up to 1896, arithmetic was taught in the ninth grade, elementary algebra in the tenth grade, plane geometry in the eleventh grade, and one semester of algebra in the twelfth grade.

⁴Well-known Nebraska educator. Was principal of High School at Grand Island, Lincoln, and Central High (Omaha). Superintendent of Schools at Fremont, Nebraska, at the time of his death.

TABLE II
LIST OF SUBJECTS AND YEARS GIVEN

Subject	1890	1900	1910	1920	1930
1 Algebra (elem. & adv.)	---	---	---	---	---
2 Arithmetic	---	---	---	---	---
3 Astronomy	---	---	---	---	---
4 Geometry, Plane	---	---	---	---	---
5 Geometry, Solid	---	---	---	---	---
6 Debate	---	---	---	---	---
7 Dramatics	---	---	---	---	---
8 Journalism	---	---	---	---	---
9 English	---	---	---	---	---
10 Expression	---	---	---	---	---
11 Grammar	---	---	---	---	---
12 Literature, English	---	---	---	---	---
13 Literature, Am. & Eng.	---	---	---	---	---
14 Public Speaking	---	---	---	---	---
15 Rhetoric	---	---	---	---	---
16 Word Analysis	---	---	---	---	---
17 Ancient History	---	---	---	---	---
18 English History	---	---	---	---	---
19 European History	---	---	---	---	---
20 Gen'l & World History	---	---	---	---	---
21 Greek History	---	---	---	---	---
22 Med. and Mod. History	---	---	---	---	---
23 Modern History	---	---	---	---	---
24 Roman History	---	---	---	---	---
25 American History	---	---	---	---	---
26 Biology	---	---	---	---	---
27 Botany	---	---	---	---	---
28 Chemistry	---	---	---	---	---
29 General Science	---	---	---	---	---
30 Natural Philosophy	---	---	---	---	---
31 Physics	---	---	---	---	---

TABLE II (Cont.)

LIST OF SUBJECTS AND YEARS GIVEN

Subject	1890	1900	1910	1920	1930
32 Physiology	---	---	---	---	---
33 Zoology	---	---	---	---	---
34 German	---	---	---	---	---
35 Latin	---	---	---	---	---
36 Spanish	---	---	---	---	---
37 American Politics	---	---	---	---	---
38 Civics	---	---	---	---	---
39 Economics	---	---	---	---	---
40 Problems of Democracy	---	---	---	---	---
41 Sociology	---	---	---	---	---
42 General Agriculture	---	---	---	---	---
43 Agriculture and Geog. of Nebr.	---	---	---	---	---
44 Normal Training Agriculture	---	---	---	---	---
45 Soils	---	---	---	---	---
46 Smith-Hughes (Voc. Agr. & Home Econ.)	---	---	---	---	---
47 Cooking	---	---	---	---	---
48 Domestic Science	---	---	---	---	---
49 Foods	---	---	---	---	---
50 Related Art	---	---	---	---	---
51 Manual Training	---	---	---	---	---
52 Physical Geography	---	---	---	---	---
53 Commercial Geography	---	---	---	---	---
54 Bookkeeping	---	---	---	---	---
55 Junior Business	---	---	---	---	---
56 Shorthand	---	---	---	---	---
57 Typewriting	---	---	---	---	---
58 Pedagogy	---	---	---	---	---
59 Reviews	---	---	---	---	---
60 Normal Training Music	---	---	---	---	---
61 Vocal Music	---	---	---	---	---
62 Vocational Guidance	---	---	---	---	---

After 1896, each of these subjects was lowered one grade. At this time the school year was lengthened, making possible the completion of the entire arithmetic course in the grades below the ninth.

The subject matter covered in this arithmetic class from 1888 to 1896, consisted of an intensive review of the fundamental operations during the first part of the year, with special attention to drills. | Little attention was given to the application of operations to familiar experiences in the life of the pupil. | During the latter half of the year, the study covered cube root, compound interest, papering, and plastering. This was followed by a brief introduction to algebra. Arithmetic was again offered beginning in 1924. Normal training pupils were required to take this course as a part of the major reviews course. Since the removal of normal training in 1933, arithmetic has covered a general survey of modern business methods, short cuts in the fundamental operations, and acquisition of speed and accuracy by the use of drills,

Some teachers' records and a text⁵ used in 1891 gives a little information concerning geometry. A series of terms and definitions employed covered the first pages. After memorizing these terms the pupil was introduced to a series of propositions to show that geometry is the art of seeing space. No attempt was made to find out all that

⁵Wentworth, G. A., Elements of Plane and Solid Geometry, Ginn and Company, 1869.

can be discovered with regard to the characteristics of special figures. More emphasis was placed on the axiom than the postulate, which resulted in the emphasis of logic rather than the development of space conception.

With the turn of the century, psychology began to improve the methods of instruction. Criticism of memory is not directed against memory, but against bad forms of remembering. Again and again the members of the class were required to go back in their memories and select the theorems necessary for progress in the demonstration at hand. Sometimes they offered an irrelevant theorem. This showed lack of discrimination in selection, or it showed poverty in the stock of ideas from which the selection could be made. The improvement of the memory system by relating the problem at hand to similar previous work, giving a sequence in presentation, greatly improved the work.

Within the past decade, less emphasis has been placed on mechanical work. A certain amount of memory work must be done, but more time is given for thought, meditation, and judicious study. Illustrations or modern applications of geometrical principles show the pupil that the study has a vital part in his life.

The first text⁶ used in algebra devoted the entire first half of the year to abstract examples of the processes to be used later on in the year. To go through

⁶Robinson, Ivison, H. N., Blakeman, New Elementary Algebra, Taylor and Company, 1875.

half a book on a subject with nothing but abstract examples greatly taxed the interest and attention of the pupil. Not only were the processes explained and exemplified with integers, but they were also applied to fractions before the pupil was brought to the use of the processes in the solution of equations and problems. Transitions were very abrupt, leaving the pupil in the dark as to the motive for giving up the number for a letter expression.

By about 1910, geometrical relations to algebra were introduced. Equations with many unknowns began to disappear. The extraction of roots above cube root was omitted.

In the modern algebra the equation is introduced at the beginning. Free use of problems with equations furnishes the pupil with a means of developing his ideas of the fundamental processes. Graphic methods have been introduced. The pupil gets a clear idea from seeing a graphic representation of an equation, which he never could get in the same vivid way if the matter were discussed wholly in abstract terms. As he studies algebra, he is shown its connection with arithmetic. He sees that it has a tremendous advantage over arithmetic in that much time can be saved in solving many of the simple as well as the more intricate problems.

Colleges are requiring less mathematics than ever for admission. Furthermore, the individual pupil who fails in mathematics is becoming more insistent than

ever that he be allowed to go on with other subjects. This trend indicates that algebra, geometry, and arithmetic will be the only mathematics that will be given in the future in the local school.

Numbers six to sixteen, Table II, represent the subjects which have been given in the field of English. Separate classes in debate, expression, grammar, rhetoric, English and American Literature, public speaking, and word analysis have been removed because of small classes and insufficient number of teachers to handle them. This work has been absorbed into the regular English classes.

The study of grammar to 1888 was a study of parts of speech, diagraming, and memorizing of rules. Application had a small part in the course of study. Rhetoric⁷ covered such points as style, simplicity, precision, purity, perspicuity, figures of speech, figures of gradation, figures of emphasis, harmony in style, the emotions, the beautiful, the fastastic, and the general departments of literature. With the fusion of grammar and rhetoric in 1893, the course became a study of a greater field. It included the sentence, forms of discourse, argumentation, narration, description, letter writing, exposition, figures of speech, and verse forms. This placed more stress on composition by the pupil.

⁷DeMille, Elements of Rhetoric, 1878.

By 1902 literature was dropped as a separate subject, but it still constituted about one-fourth of the general English class. By 1916 literature began to occupy a more important place, but it included a study of the American current literature with less time spent on early American and English literature.

During the next three decades, there was a great increase in the stress placed on oral and written composition. For school authorities were beginning to realize that the best way to teach a child to express himself in a better way is not by merely making him memorize the rules of good rhetoric, but also by giving him plenty of practice in actual self-expression. Today all teachers in the system are asked to develop the use of better English by giving the pupil frequent opportunities to talk and write about the field of his interests.

Various courses have been offered in the field of history. They are listed from numbers seventeen to twenty-six inclusive. History was given an important place in the earlier period of the school. In 1903, ancient, European, Greek, and Roman history were given in the ninth, tenth, eleventh, and twelfth grades respectively. From 1908 to 1917, only two classes in history were offered; modern history in the tenth grade, and American history in the twelfth. Since 1933, only two history courses are offered; world history is given in the tenth grade, and American history in the eleventh. The reduction in the field of history has been due to

two conditions; the reduction of the faculty and the coming of the other social sciences.

The early histories consisted mostly of a study of military campaigns. Pupils were required to memorize many dates. History has gradually developed a fuller meaning than the study of a series of important events. History texts have been written to cover a longer period of time. For example, instead of spending one year each on Roman and Greek history, the pupil can now derive an understanding of the fundamentals of ancient civilization from a study of world history.

It seems that a better understanding and a broader concept of citizenship can be developed, if the study of world history and American history is followed by civics, economics, and problems of democracy. With the many social and economic problems which we have today, it follows that a greater treatment must be made of these problems if better citizenship is to be developed.

The sciences are listed in Table II from numbers twenty-six to thirty-five. The school experienced a similar change in the sciences that it has in other fields. There were not enough teachers to give botany, zoology, and physiology, so these were combined into biology in 1931, when biology fulfilled the requirement for normal training, instead of a semester each of botany and physiology. This gave the normal trainers a wider scope in the field of science, and furnished an elective in natural science to other pupils as well.

Physics and chemistry were given each year from 1893 to 1932. Since then they have been altered by years as an economy measure. These courses have become less technical since the time they were placed in the school. Pupils come in contact each day with advantages that these courses have given them. A better understanding of the environment and ways of improving it are among the valuable advantages in the study of chemistry and physics.

In the field of foreign language, we find a trial of German and Spanish, in addition to Latin. German was dropped in 1917 when this country entered the world war. Spanish was discontinued after 1924 because of small registration. Latin has remained from 1890 to the present time. With the gradual decrease in the number of pupils in the class, it is possible that this course will be dropped.

Agriculture classes are listed in items forty-two to forty-seven in Table II. A glance at this group will show that these subjects did not remain long in the course of study. General agriculture was given intermittently from 1913 to 1921, at which time it was changed to normal training agriculture as a part of the normal training requirement. Smith-Hughes vocational agriculture and home economics were started in 1921. Members of the Board of Education and a former superintendent of schools say that the Smith-Hughes department did not bring in the boys and girls from the surrounding districts, which they had expected it to do. Registration in the course was so

low in 1923 that it was dropped at the end of that term. Part of the equipment was used for domestic science and manual training until 1929 and 1932 respectively, when these courses were dropped as an economy measure.

Physical geography was required in the ninth grade until 1916. Agriculture and Geography of Nebraska became a part of the normal training requirement from 1921 and remained until normal training was discontinued.

Reviews was placed in the course of study in 1908, followed by pedagogy the following year. The successful completion of this course, followed by passing the state examinations, entitled the pupil to a third grade teaching certificate. Normal training music was added in 1922 to comply with the state requirements. Normal training was dropped in 1933 because an enrollment of only two pupils did not justify a class. An enrollment of at least ten pupils is required to make the School eligible for a share in the state normal training fund. A factor which discouraged pupils from enrolling for this work was that high school graduates with a third-grade certificate began to meet competition from the increased number of teachers with higher ranking certificates from the colleges and normal schools.

Shorthand, typewriting, and bookkeeping were added in 1934 to partly fill the gap made by the removal of normal training.

Journalism and dramatics were added in 1936. The former furnishes training for pupils who show an interest

in this field. They gather material and mimeograph the high school annual which was started at this time. Class plays are handled by the dramatics classes.

Although vocal music had been given attention for some time, credit was not given until 1932.

In this chapter, an attempt has been made to trace the development of the program of studies from the beginning to the present time, and to investigate the cause for the various changes that have been made. In many cases no evidence can be given for the removal of certain subjects and the introduction of new courses. The records of the Secretary to the Board of Education give reasons for only a few, and these have been given. Former instructors could give little information as to why the changes were made. The only material which could be found on the subject matter was a part of one outline in English and one in mathematics. These were found in an attendance record and the material has been given in this chapter. The only records of the text used were those mentioned with reference to English and mathematics.

The review of the program of studies indicates a need for a record of what has been taught in the various subjects. The development of this record from 1937 to the present will be given later in Chapter VI.

Even though it is impossible to find a complete record of the subject matter presented in each course given in the past, it does seem feasible to seek the

advice of those who have graduated from the school, as to how the subjects offered have served them in preparation for their work. The method used in getting in touch with former graduates, and the results of the investigation are both discussed in the next chapter.

CHAPTER IV

STATISTICAL FINDINGS OF THE QUESTIONNAIRE

It is becoming increasingly apparent that educational leaders must reconstruct the school program of studies from a consideration of American life as a whole. Curriculum builders will more and more draw upon investigation of current social and economic life. Approaches to curriculum revision which attempt to re-appraise old and discover new curriculum materials contributing to contemporary life and guiding it in the direction of social progress, lift the contribution of the school to a new level.⁸

In using this approach, the writer has made use of the questionnaire, a copy of which appears on pages 33 and 34. The results obtained from this questionnaire were used in making out a program of studies to fit local needs of the high school pupils, according to the experience and judgment of the local high school graduates.

Records show that 745 pupils have graduated from the Weeping Water High School from 1891 to 1935. Graduates are grouped according to occupation under Table III given on the next page. (Classification used according to the United States Census Bureau.)⁹ Information found in this table was obtained from friends and relatives of graduates, and from an alumni directory brought to date

⁸Counts, George S., The Social Foundations of Education, pp. 1-6, Charles Scribner's, 1934.

⁹Smith, L. W. and Blough, Gideon, Planning a Career, American Book Company, p. 51, 1929.

by the members of the high school journalism class.

TABLE III

OCCUPATION OF GRADUATES

OCCUPATION	MEN	WOMEN	TOTAL
1. Agriculture, Animal Husbandry, Forestry, and Fishing	67	0	67
2. Mining of Minerals and Oil Refining	0	0	0
3. Manufacturing			
Mechanical Trades (men)	3		
Building Trades (men)	10		
Mechanical Trades (women)	0		
Building Trades (women)	0		
4. Transportation and Communication	13	0	13
5. Commercial and Clerical	18	5	23
6. Public Service	66	20	86
7. Professional	12	5	17
Learned (men)	28		
Technical (men)	9		
Semiprofessional (men)	6		
Learned (women)	39		
Technical (women)	0		
Semiprofessional (women)	3		
8. Personal and Domestic	43	42	85
9. Miscellaneous	6	327	333
Trades (men)	7		
Non-trades (men)	10		
Trades (women)	2		
Non-trades (women)	5		
10. Student	17	7	24
11. Unemployed	18	8	26
12. Unknown	2	0	2
13. Deceased	12	9	21
	<u>15</u>	<u>33</u>	<u>48</u>
Totals	289	456	745

A study of Table III shows that most of the graduates are engaged in Personal and Domestic occupations. This item includes housewives, who constitute approximately seventy per cent in this group. Commercial and Clerical, Professional, and Agriculture follow the Personal and Domestic group in order of frequency. Questionnaires were sent to all graduates listed under Manufacturing, Public Service, Unemployed, and Miscellaneous, because these constitute the smallest number

of individuals, a total of fifty-six. The returns from these groups were used as a basis of the mailing list to be sent to graduates engaged in other occupations. In taking this procedure, economy was maintained in making selections for the mailing list, because it would have been worthless to have sent questionnaires to one hundred per cent of the larger groups, if the smaller groups did not respond one hundred per cent. The response to the first mailing was about thirteen per cent.

In making out the second mailing list, twenty per cent of the graduates were selected from the remaining occupational groups mentioned under Table III. An attempt was made to effect as even a distribution as possible over the forty-six years, so that each year would have an equal representation. After subtracting the unemployed, and deceased, and the fifty-six in the first mailing list, there remained a total of 620. The number of questionnaires sent out in the second mailing was, therefore, twenty per cent of 620, or 124. The returns brought the remainder of the occupational groups to approximately thirteen per cent, excepting the agricultural and student groups. A third mailing to twenty-five individuals brought a percentage correlation between the occupational activities of those questioned, and the occupational interests of the total number of graduates as shown by Table V (p. 31).

The occupations of the men and women questioned are grouped under Table IV, below, with the per cent of the

total in a separate column. Only five of the graduates questioned, excepting students, had been engaged in other occupations. Occupational interests and activities have remained about the same in each individual case. Six of

TABLE IV

OCCUPATIONS OF GRADUATES QUESTIONED

OCCUPATION	MEN		WOMEN	
	Fre- quency	Per Cent	Fre- quency	Per Cent
1. Agri., Animal Husbandry Forestry, and Fishing	10	22.22	0	.00
2. Mining of Minerals and Oil Refining	0	.00	0	.00
3. Manufacturing				
Mech. Trades (men)	1			
Bldg. Trades (men)	1			
Mech. Trades (women)	0			
Bldg. Trades (women)	0			
4. Trans. and Communication	3	6.66	1	1.81
5. Commercial and Clerical	11	24.44	3	5.45
6. Public Service	2	4.44	1	1.81
7. Professional				
Learned (men)	5			
Technical (men)	2			
Semipro. (men)	2			
Learned (women)	3			
Technical (women)	1			
Semipro. (women)	1	9	5	9.09
8. Personal and Domestic	1	2.22	41	74.54
9. Miscellaneous				
Trades (men)	2			
Non-trades (men)	2			
Trades (women)	0			
Non-trades (women)	0	4	0	.00
10. Student	3	6.6	4	7.27
11. Unemployed	0	.00	0	.00
12. Unknown	0	.00	0	.00
13. Deceased	0	.00	0	.00
Totals	<u>45</u>		<u>55</u>	

the individuals grouped under Learned Profession are teachers and research workers who have been in daily contact with the school curriculum. Their recommendations with reference to the course of studies are listed later on in this chapter.

The percentage correlation between the occupational activities of those questioned and the occupational activities of the number of graduates is given under Table Five below. The data for this table is taken from Tables III and IV (pp. 28 and 30). Table V reveals a rather close correlation in each group, except in the Professional and Miscellaneous for men and women students. In these two groups, a greater per cent of each group responded, in proportion to the total number of graduates listed therein.

TABLE V

CORRELATION BETWEEN TOTAL AND QUESTIONED GRADUATES

	MEN		WOMEN	
	Total	Ques- tioned	Total	Ques- tioned
1. Agri., Animal Husbandry Forestry, and Fishing	23.19%	22.22%	.00%	.00%
2. Mining of Minerals and Oil refining	.00	.00	.00	.00
3. Manufacturing				
Mech. Trades (men)				
Bldg. Trades (men)				
Mech. Trades (women)				
Bldg. Trades (women)	4.49	4.44	.00	.00
4. Trans. and Communication	6.23	6.66	1.09	1.81
5. Commercial and Clerical	22.83	24.44	4.38	5.45
6. Public Service	4.16	4.44	1.09	1.81
7. Professional				
Learned (men)				
Technical (men)				
Semipro. (men)				
Learned (women)				
Technical (women)				
Semipro. (women)	14.81	20.00	9.21	9.09
8. Personal and Domestic	2.08	2.22	71.71	74.54
9. Miscellaneous				
Trade (men)				
Non-trade (men)				
Trade (women)				
Non-trade (women)	5.89	8.88	1.53	.00
10. Student	6.23	6.66	1.76	7.27
11. Unemployed	.69	.00	.00	.00
12. Unknown	4.16	.00	1.97	.00
13. Deceased	5.20	.00	7.21	.00

Table VI (p. 32) shows the distribution of graduates, who responded according to the year of graduation. No graduates were questioned who had been out of school less than two years, for they may not have had enough experience in work or further study to answer the questionnaire with the same degree of reliability as those who had been out of school a longer period. The average length of time these people have been out of school is 16.69 years. The point is not argued that older people have a higher degree of mentality, but that the experience and study of these people would naturally carry a greater degree of judgment in answering the questionnaire.

TABLE VI

Year	YEAR OF GRADUATION AND SEX OF INTERVIEWED		Year	SEX OF INTERVIEWED	
	Male	Female		Male	Female
1891	1		1919	2	2
1893	1	1	1920	1	
1894	1		1921	1	3
1895	1	2	1922		2
1897	2		1923	3	1
1899		1	1924	1	4
1903	1	1	1925	2	3
1904	1		1926	2	1
1906	1		1927	3	2
1907		2	1928		1
1908		1	1929	1	
1909		1	1930		1
1910		2	1931	2	3
1911	1		1932	2	2
1913		4	1933	4	2
1914		1	1934	1	6
1915	1	1	1935	3	1
1917		2	1936	2	
1918	5	1	Total	45	55

A copy of the questionnaire appears below. A list of subjects which have been offered in the high school are given under part (f) to aid the questioned in making their selection. The questioned were asked to confine

their selections to thirty subjects, because this is the number of credits necessary for graduation, and also because the individual probably would not have had experience with more subjects. The results of the questionnaire have been grouped and tabulated according to

THE QUESTIONNAIRE

WEeping WATER HIGH SCHOOL

WEeping WATER, NEBRASKA

Dear Alumnus:

I am making an attempt to establish a program of studies which will best fit the needs of the pupils in this high school. Will you please fill out this questionnaire and return it to me at your earliest convenience that I may use the results as a basis of my survey?

Sincerely yours,

L. A. Behrends, Superintendent

(a) Name _____ Year Graduated _____

(b) Present Position _____ Length of Time _____

(c) Other Positions _____

_____ Time _____

(d) College or University Attended _____ When _____

(e) Course or Type of Work Taken at Above _____

(f) Below is a list of subjects which have been offered in the high school. Will you please rank the subjects according to the benefits which you have derived from them? Use Arabic numerals, using 1 as your first choice, 2 as second, etc. If you estimate two or more of equal rank use the same number after each. You may select subjects which you have not had in high school, if study investigation, or experience have convinced you that this subject has a place in the high school program of studies. Confine your selections to thirty subjects if possible, including first, second, third, and fourth years of any subject. Please rate extra-curricular activities similar to the method mentioned for the curricular subjects.

ENGLISH First Year Second Year Third Year Fourth Year	MATHEMATICS Algebra, Elem. Algebra, Adv. Geometry, Plane Geometry, Solid Arithmetic, Adv.	NORMAL TRAINING Reviews Pedagogy Public School Music Agr. and Geog. of Nebr.
COMMERCIAL Bookkeeping Shorthand Typewriting Junior Business Business English	LATIN, FRENCH, GERMAN SPANISH (underline) First Year Second Year Third Year Fourth Year	HISTORY Ancient Med. and Mod. American World Greek Roman
SCIENCE Biology Botany Chemistry Physics Physiology General	SOCIAL STUDIES Civics Economics Sociology Problems of Democracy	AGRICULTURE General Smith-Hughes Soils
DRAMATICS Expression Class Plays	MANUAL TRAINING Wood Work Metal Work Industrial Art	MUSIC Instrumental Vocal
HOME ECONOMICS Smith-Hughes Sewing Cooking	PHYSICAL EDUCATION Gym Work Football Basketball Baseball Track	VOCATIONAL Guidance
OTHERS	OTHERS	OTHERS

(g) If your selection of subjects include subjects such as Manual Training, please indicate the phase of work to be recommended, such as: wood work, metal work, etc.

(h) Remarks _____

occupations and sex, and are given below in Tables VII to XV, inclusive. Table XVII (pp. 38 and 39) gives the selection of college graduates.

TABLE VII

SELECTIONS BY AGRICULTURE, ANIMAL HUSBANDRY, FORESTRY,
AND FISHING GROUP

Subject	Frequency	Subject	Frequency
English (four years)	10	General Science	6
Algebra	10	Vocational Guidance	6
Plane Geometry	9	Vocal Music	6
Industrial Arts		Instrumental Music	6
1st and 2nd years	9	Latin 1st and 2nd years	5
Home Arts		Bookkeeping	4
1st and 2nd years	9	Typewriting	4
World History	8	Problems of Democracy	3
American History	8	Dramatics	3
Civics	8	Smith-Hughes	
Biology	7	Vocational Agr.	3
Chemistry	7	Manual Training	
Physics	7	Woodwork	3
Advanced Arithmetic	6	Journalism	2

TABLE VIII

SELECTION BY MANUFACTURING GROUP

Subject	Frequency	Subject	Frequency
English (four Years)	2	General Science	1
Algebra (one year)	2	Vocational Guidance	1
Plane Geometry	2	Manual Training	1
Industrial Arts		Vocal Music	1
(four years)	2	Instrumental Music	1
World History	1	Bookkeeping	1
American History	1	Journalism	1
Civics	1	Problems of Democracy	1
Biology	1	Smith-Hughes	
Chemistry	1	Vocational Agr.	1
Physics	1	Typewriting	1
Advanced Arithmetic	1	Dramatics	1

TABLE IX

SELECTION BY TRANSPORTATION AND COMMUNICATION GROUP

Subject	Frequency	Subject	Frequency
English (four years)	4	Plane Geometry	2
Algebra	4	American History	1
Advanced Arithmetic	4	Civics	1
Bookkeeping	4	General Science	1
Typewriting	4	Vocational Guidance	1
Physics	3	Vocal Music	1

(Continued on next page)

TABLE IX (Cont.)

SELECTION BY TRANSPORTATION AND COMMUNICATION GROUP

Subject	Frequency	Subject	Frequency
General Science	3	Instrumental Music	1
World History	3	Problems of Democracy	1
Industrial Arts (two years)	3	Dramatics	1
Biology	2	Journalism	1

TABLE X

SELECTION BY COMMERCIAL AND CLERICAL GROUP

Subject	Frequency	Subject	Frequency
English (four years)	14	World History	7
Bookkeeping	14	American History	7
Typewriting	14	Problems of Democracy	6
Advanced Arithmetic	13	Latin (two years)	4
Algebra (one year)	12	Civics	4
Junior Business	12	Journalism	3
Shorthand	11	Dramatics	2
Plane Geometry	10	Vocal Music	1

TABLE XI

SELECTION BY PUBLIC SERVICE GROUP

Subject	Frequency	Subject	Frequency
English (four years)	3	American History	1
Advanced Arithmetic	3	Civics	1
Bookkeeping	2	World History	1
Algebra	2	Problems of Democracy	1
Shorthand	1	General Science	1
Plane Geometry	1	Latin (one year)	1
Typewriting	1	Physics	1
Junior Business	1	Chemistry	1

TABLE XII

SELECTION BY PROFESSIONAL GROUP

Subject	Frequency	Subject	Frequency
English (four years)	14	Journalism	3
Algebra (one year)	14	Public Speaking	3
Foreign Language	12	American History	2
Chemistry	10	World History	2
Physics	6	Biology	2
Economics	5	General Science	2

(Continued on next page)

TABLE XII (Cont.)

SELECTION BY PROFESSIONAL GROUP

Subject	Frequency	Subject	Frequency
Sociology	4	Civics	2
Industrial Arts	4	Agriculture	1
Home Art	4	Typewriting	1
Problems of Democracy	3	Vocal Music	1

TABLE XIII

SELECTION BY PERSONAL AND DOMESTIC GROUP

Subject	Frequency	Subject	Frequency
English (four years)	42	American History	11
Algebra	32	World History	10
Advanced Arithmetic	30	Bookkeeping	9
Industrial Art	28	Vocal Music	8
Home Art	27	Instrumental Music	8
Vocational Guidance	26	Journalism	8
Problems of Democracy	25	Biology	7
Junior Business	23	Chemistry	7
Sociology	20	General Science	7
Economics	18	Physics	6
		Foreign Language	5

TABLE XIV

SELECTION BY MISCELLANEOUS GROUP

Subject	Frequency	Subject	Frequency
English (four years)	4	Junior Business	1
Algebra	4	American History	1
Advanced Arithmetic	4	World History	1
Vocal Music	3	General Science	1
Instrumental Music	3	Physics	1
Civics	3	Chemistry	1
Shorthand	2	Smith-Hughes	
Debate	2	Vocational Agr.	1
Biology	2	Problems of Democracy	1
Industrial Art	2	Bookkeeping	1
		Agriculture	1

TABLE XV
SELECTION BY STUDENT GROUP

Subject	Frequency	Subject	Frequency
English (four years)	7	Vocal Music	2
Algebra	7	Instrumental Music	2
Plane Geometry	7	Vocational Guidance	2
Foreign Language	6	Agriculture	1
Chemistry	5	Industrial Art	1
Physics	5	Home Art	1
Biology	5	Bookkeeping	1
Typewriting	4	Sociology	1
Shorthand	4	Civics	1
American History	3	Economics	1
World History	3		

TABLE XVI
SUMMARY OF SELECTED SUBJECTS

Subject	Frequency	Subject	Frequency
English	100	Sociology	25
Algebra	87	Economics	24
Advanced Arithmetic	61	Vocal Music	23
Industrial Art	49	Bookkeeping	22
Home Art	43	Civics	21
Problems of Democracy	42	Instrumental Music	21
Junior Business	37	General Science	19
Vocational Guidance	36	Shorthand	18
World History	36	Journalism	15
American History	35	Dramatics	7
Chemistry	32	Smith-Hughes	7
Foreign Language	32	Vocational Agr.	5
Plane Geometry	31	Woodwork	4
Physics	31	Public Speaking	3
Typewriting	29	Debate	2
Biology	26		

TABLE XVII
SELECTION BY COLLEGE GRADUATES

Subject	Frequency	Subject	Frequency
English (four years)	17	Biology	12
Foreign Language	16	Typewriting	12
Algebra	16	Industrial Art	11
Problems of Democracy	16	Home Art	9
Chemistry	16	Plane Geometry	9
General Science	15	Junior Business	7

(Continued on next page)

TABLE XVII (Cont.)

SELECTION BY COLLEGE GRADUATES

Subjects	Frequency	Subject	Frequency
Civics	14	Vocal Music	6
Economics	14	Instrumental Music	6
American History	13	Physics	5
World History	13		

Under Tables VII to XVI are listed subject selections made by the graduates as the most beneficial to high school pupils. The questionnaire called for separate selections for college preparatory work, but none of the replies listed more than the one set of selections. English leads each selection with a four-year recommendation by each of the individuals who answered the questionnaire. The professional and student groups give the academic subjects a higher frequency, while the personal service and the domestic groups give industrial and home arts an important rating.

Table XVII reveals a rather small variation in selection made by the college graduates, from that made by the other groups, except in the order of frequency.

Some interesting comments are suggested under "h", entitled: Remarks. All of these suggestions are rather significant and sufficiently brief to mention.

A member of a university administrative staff says: "I suggest something of life facts, sociological, psychological, and human relationships in a real world, make such subjects as history more applicable to the present."

The following is a typical statement made under part of "f": "I never realized the importance of good English until I entered the university. I do not believe that

enough pressure is brought to bear upon the student as to the importance of correct English. It seems to me that teachers who are really specialists in some other field are teaching English. I believe that it would be much more satisfactory to hire a teacher who is especially qualified in English, to teach English."

A research chemist states: "English composition should be stressed much more strongly. I find that among other chemists in this organization, which employs thirty to forty with the Ph. D. degree, there are very few who can write a good report simply because they are not sufficiently skilled in English Composition. I have also known others here who were promoted simply because of being able to write a better report."

The chairman of a department in a university writes: "As a college teacher for many years I have become increasingly conscious of the growing lack of appreciation and knowledge of the basic fundamentals of human history and culture on the part of the high school graduates. Perhaps it is due to the rapid introduction of so many "frills" into our school course. But perhaps these very frills have been the means of attracting many pupils who would not otherwise have gone to high school at all, and so many pupils have been exposed to a field of human interest and value that might otherwise have remained forever unknown to them. If high school teaches any other language besides English, it should be Latin, enlivened with the background of history."

A college graduate who is now a farmer says: "I believe that fundamental emphasis should be placed on teaching the pupils to think and to express their thoughts clearly. If this is done along the lines of so-called fundamentals, the extra subjects such as agriculture, normal training, home economics, and a large part of the commercial work will prove to be minor in importance. I should not wish to discourage instruction in music, dramatics, debate, public speaking, physical education, and similar subjects as a means to rounding out an education."

A chemist remarks: "I believe that all students should be required to meet university requirements. At least one year of Latin should be given as a means of getting a better understanding of English. Spanish should be discouraged but all students should be urged to obtain a reading knowledge of either French or German since these are the two outstanding foreign languages and any candidate for the doctorate in scientific courses is required to have such a reading knowledge. It would have been better for me if I could have obtained one of these in high school for my German was confined

to my senior year of my college work, when other subjects required so much more time that I am afraid my German was neglected. During my graduate study I found it very difficult to continue German because of other heavy work."

A housewife said: "I had only a little chemistry but it made a new world for me though I know little of what it was all about."

Table XVI (p. 38) shows a summary of the subjects selected by all of the graduates listed in Tables VII to XV inclusive, in order of frequency. The proposed schedule of studies given later in Chapter VIII, shows that with the exception of sociology and Smith-Hughes vocational agriculture and home economics, all of the subjects selected under Table XVI can be included in the present program. The material that is to be given as a part of these subjects must, of course, be adjusted to modern times and to existing conditions. For instance, the physics that was an essential part of the curriculum of the past, no longer has the same value to the pupil of today, So it is with all subjects -- they must all be adjusted to modern conditions and to the existing needs of the school community, if they are to be of real service.

What the existing needs and characteristics of this community are, has been further established by means of a survey, not only of the school, but of the entire community as well. This survey and its results are discussed in Chapter V on the following page.

CHAPTER V

PUPIL POPULATION AND SCHOOL COMMUNITY

The exact determination and evaluation of various factors concerning the community are often very difficult tasks because, among the reasons, exact data may not easily be available and because some of the terms involved are indefinite in meaning.

However, in spite of such limitations, much valuable and informative data can be obtained through the proper approach. With the aid of the faculty members and through personal interviews with the patrons of the school, fairly good results were obtained from a general survey of the distinctive characteristics and needs of the school community. These results are classified and tabulated below, according to the method and plan developed in *Evaluative Criteria*.¹⁰

TABLE XVIII

PUPIL POPULATION AND THE SCHOOL COMMUNITY

A. Population Data

Population of School District	1938-----	1471
Secondary School Population-----		71
Total Secondary Population Including Rural-----		101

B. Occupational Status

Occupation	Frequency	Per Cent
1. Agriculture, Animal Husbandry Forestry, and Fishing-----	52	6.5

(Continued on next page)

¹⁰ Cooperative Study of Secondary School Standards, Washington, D. C. 1938 edition, pp. 11-16

B. Occupational Status (Cont.)

Occupation	Frequency	Per Cent
2. Mining Minerals and Oil Refining-----	27	3.3
3. Manufacturing-----	9	1.1
Mechanical Trades---	5	
Building Trades-----	4	
4. Transportation and Communication-----	18	2.2
5. Commercial and Clerical-----	87	10.9
6. Public Service-----	8	1.0
7. Professional-----	56	7.0
Learned-----	27	
Technical-----	13	
Semiprofessional----	16	
8. Personal and Domestic-----	369	42.6
9. Miscellaneous-----	138	18.5
Trades-----	12	
Non-trades-----	126	
10. Student-----	9	1.1
11. Retired-----	24	3.1

C. Occupational Status of Youths of Secondary School Age

Regularly attending school-----	101
In post-secondary school-----	0
Employed half-time or over in the community-----	0
Employed less than half-time in the community---	12
Employed half-time or more outside community----	0
Employed less than half-time outside community--	0
Unemployed by other than parent-----	89

D. Racial and Cultural Groups (in per cent) over 10-Year Period

Native White-----	97.5%
Foreign Born White-----	2.0
Negro-----	.5
There is no racial segregation in the school.	
Does the occupational status of the adults of the racial groups vary greatly from the distribution in "B" above?-----	no
Does the occupational status of youths of the racial groups vary greatly from the distribution indicated in "C" above?-----	no
Marked differences in the cultural status of the groups, racial or otherwise?-----	none

E. Socio-Economic Information

Economic Status of the various neighborhood groups-----	, average
Sanitary and Health Status-----	good
General educational and cultural status-----	good
General ethical or moral tone of the community--	fair
Recreational facilities and types-----	fair
Interest in and attitude toward school-----	good

F. Financial Resources

Cost of Secondary School per pupil-----	\$	98.00
In other schools (from Nebr. Ed. Directory 1936-37 per pupil cost)-----		68.94
Taxable wealth per youth of secondary school age in the district-----		9,159.32
Taxable wealth per youth of secondary school age in Nebraska (from Nebr. Ed. Directory)-		26,306.00

G. Agencies Affecting Education

Other schools, nature and extent of their offering and purposes-----	about same
Churches in district-----	5
Libraries in district (7,000 volumes)-----	1
Museums-----	1 private
Health agencies-----	Inspection free once per year by physicians
Playgrounds and parks (in fair condition)----	1 each
Movies with sound (offering the average picture to public)-----	1
Billiard Halls-----	1
Dance Halls-----	1
Dramatic performances by professional-----	2 per year

H. Age-Grade Distribution

Age	12	13	14	15	16	17	18	19	20
Seniors						9	3	4	
Juniors				2	3	15	2	5	1
Sophomores		1	5	14	9				
Freshmen	1	1	17	3					
Median	.2 months higher than average								

I. Mental Ability

(Otis self-administering tests of mental ability. Test conducted by Prof. L. H. Stott, University of Nebraska)

I.Q. (range)	number pupils	I.Q. (range)	number pupils
over 115-----	19	85-94-----	16
105-114-----	30	75-84-----	3
95-104-----	22	65-74-----	0
(10 pupils absent the day the test was given)			
Results--Median I.Q. for pupils in school-----			103
Median for a total of 1337 high school pupils of other Nebraska towns-----			102

J. Educational Intentions

The number of pupils in the school who plan to attend each of the following types of institutions. (Based on an A.D.A. of 100 pupils.)

University of Nebraska-----	8	University of Omaha-----	4
-----------------------------	---	--------------------------	---

J. Educational Intentions (cont.)

Nebraska Wesleyan-----	3	Peru State Teachers----	3
Business College-----	8	Technical Schools-----	10
Trade School-----	14	Expect to stop formal	
Undecided on type of school		upon graduation-----	30
but expect to continue----	11	Undecided-----	9

K. Occupational Intentions

The number of boys and girls who plan to enter upon the following occupations. (Based on an A.D.A. of 100 pupils)

Occupation	Per Cent
1. Agriculture, Animal Husbandry, Forestry and Fishing-----	2
2. Mining Minerals and Oil Refining-----	4
3. Manufacturing-----	2
Mechanical Trades---	1
Building Trades-----	1
4. Transportation and Communication-----	3
5. Commercial and Clerical-----	15
6. Public Service-----	2
7. Professional-----	34
Learned-----	18
Technical-----	9
Semiprofessional----	7
8. Personal and Domestic-----	22
9. Miscellaneous-----	7
Trades-----	4
Non-trades-----	3
10. Undecided-----	9

L. Supplementary Data

1. Length of school year in terms of days actually in session, not including holidays.	
Current year 1938-1939-----	176
Previous year 1937-1938-----	176
Preceding Year 1936-1937-----	176
2. Length of school day	
Hour of opening of school day-----	9:00 A.M.
Hour of closing of school day-----	3:46 P.M.
Length of lunch period-----	1 hour
3. Pupils from rural districts-----	30

Under part A of Table XVIII, page 42, appear the population data, which were taken from the current school census. Records show that the population has increased about one percent during the past decade. Judging from the enrollment of the elementary grades, no decided change in enrollment can be anticipated.

Although the school district is located in an agricultural area, part B shows that only six and five-tenths per cent of the population are engaged directly in agricultural activities. Personal and Domestic, which includes housewives, lead the list, while Miscellaneous comes second. The latter, which includes non-trades, is comprised of laborers engaged in W.P.A. and P.W.A. work, of which there are a hundred or more. Most of this group has had little or no secondary school work.¹¹ With the exception of this group, the number of people engaged in the occupations has remained about the same for the past decade. Whether or not the occupational status will remain the same during the future is not certain. It is certain that for some time there will be a demand in all fields mentioned in this table, not only for this community, but for others as well. Until conditions make it necessary, it would, therefore, seem wise to keep the distribution of these occupations in mind while working out the high school curriculum.

A glance at part C will show that only a very small number of the pupils in secondary school are employed by others besides their parents. These few perform such tasks as delivering merchandise, clerking, and helping with domestic duties. There is, therefore, just a very small group that is handicapped by not having enough time for preparation of school work.

¹¹From Cass County Assistance Bureau Records, Plattsmouth, Nebraska.

The community has never experienced racial troubles which has had an effect on the school. The foreign born listed in part D are Danish, German, English, and Irish, all of whom have been assimilated.

Some of the points under part E have been rather difficult to estimate, especially the item dealing with the general educational and cultural status. There are five churches in the community, all of which are active and have a rather good attendance among the middle age and older groups. Approximately twenty per cent of the pupils attend church regularly, which is a rather high average. That the community has a great interest in school is apparent, for there is now under construction a \$107,677.00 school building. Moreover, about seventeen per cent of the parents visit school during the regular school hours, and almost a hundred per cent attend school programs regularly.

Part F brings out an interesting fact regarding financial resources. Although the district has only about one-third of the taxable wealth per pupil, as compared with the taxable wealth per youth of secondary school age in Nebraska, it spends almost twenty dollars more per pupil on secondary instruction. However, this includes tuition from the surrounding rural school districts, which contribute on an average of twelve per cent of the annual budget.

The community appears to have some of the agencies which might be considered a help to educational develop-

ment. The report of the librarian shows that an average of 176 people checked out books monthly during the past year. The district pays for an annual physical inspection of all school pupils by the local physicians. The school has sponsored at least two professional performances for the public each year, and these have always been well attended. There are other institutions which also have good patronage, such as the dance hall, billiard hall, and beer parlors. The school has made an attempt to cope with these institutions by character education and guidance, which will be discussed in a later chapter.

The results of a survey made by Professor Stott, University of Nebraska, have been given in tabular form under part I. Mr. Stott visited medium sized high schools in the area around Lincoln and administered the Otis Higher Form A Test of Mental Ability. His results showed that local pupils ranked one point higher than 1337 pupils in other schools of about the same enrollment. This test will be given to members of the freshman class each year, and the results will be correlated with results in subjects in an effort to determine if the pupil is working up to his ability.

The data under parts J and K are taken from the enrollment cards, a copy of which appears below. Pupils fill out this card at the beginning of the freshman year. They may omit the parts where it asks for choice of Life Work, Course, and College I Plan to Attend, if they have

not fully decided, or until they have finished the Vocational Guidance course. In many cases this is omitted until the pupil enters the junior class. The guidance of pupils is not terminated at the end of the regular class work in this subject, but each teacher helps to direct the pupils' interests during the entire high school career. This is more fully related ~~later~~ in this chapter.

WEeping WATER HIGH SCHOOL

ENROLLMENT

Name _____ Date _____
 School last attended _____
 Resident of district number _____ County _____
 Date of birth _____ Place of birth _____
 Choice of life work _____ Course _____
 College I plan to attend _____
 Parent or guardian _____ Phone _____
 Address _____ Occupation _____

(reverse side of card)
 REGISTRATION

Freshman 1st Sem.	Sophomore 1st Sem.	Junior 1st Sem.	Senior 1st Sem.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
2nd Sem.	2nd Sem.	2nd Sem.	2nd Sem.
_____	_____	_____	_____
_____	_____	_____	_____

REGISTRATION (cont.)

2nd Sem. 2nd Sem. 2nd Sem. 2nd Sem.

After the pupil has completed the guidance course, he is asked to fill out the Interests and Ambitions blank, a copy of which appears below. If the pupil does not take Vocational Guidance, he fills out the blank at the end of his sophomore year, as it is necessary at this time for him to select from the electives in order to prepare for his choice of life work.

INTERESTS AND AMBITIONS

1. Of the following--check those liked, and cross out all not cared for.

Music	Chess	Handball	Hunting
Theatre	Checkers	Football	Keeping Pets
Movies	Card Games	Basketball	Pool or Billiards
Swimming	Picnics	Skating	Aeronautics
Dancing	Baseball	Track	Gymnasium
Hiking	Group Games	Fishing	Horseback Riding
Hockey	Radio	Photography	Tennis
Polo	Boating	Boxing	Golf
Parties	Camping	Wrestling	_____

2. Do you sing? _____ What instrument do you play? _____

3. Check all of the following subjects interesting to you, cross out all not.

Reading	Biography	Journalism	Geology
"	Essays	Public Speaking	Geography
"	Fiction	General Farming	Physical
"	Drama	Poultry Raising	Commercial
"	Poetry	Dairying	Arithmetic
"	Religion	Truck Farming	Algebra
"	Travel	Stock Breeding	Geometry
"	History	Fruit Growing	Trigonometry
	World	Art Studies	Calculus
	American	Biology	Manual Training
Spelling		Entomology	Pattern Making
Grammar		Zoology	Trade Courses

Composition	Botany	Drawing
Rhetoric	Physiology	Free Hand
English	Psychology	Architectural
Latin	Civics	Structural
French	Economics	Mechanical
German	General Science	Salesmanship
Spanish	Physics	Advertising
Debate	Chemistry	Bookkeeping
Declamation	Penmanship	Stenography
		Business Law

4. Do you draw?_____ Paint?_____ Sculpture?_____ Write?_____
5. Past or present hobbies_____
6. Name two or three of your best loved books_____
-
7. What magazines do you read and enjoy the most?_____
8. What career have parents or friends suggested for you?_____ Like it?_____
9. Has your schooling or anything else suggested a probable career?_____ What?_____
10. If you choose now the occupation in which you would like to be engaged in 10 years from now, what would it be?_____
11. Have you planned to go to college?_____ What financial help would you need?_____
12. If your natural occupation requires more schooling, have you the "backbone" to get it?_____
13. Are you looking for an easy job, or a worthwhile occupation?_____

LITERARY AND HUMANIC

Check all of the following you ever thought you would like to follow:

Lawyer	Diplomat	Missionary Work
Teacher	Y.M.C.A. Work	Educational
Minister	Social Service	Medical
Author	Playground Director	Agricultural
Insurance	Missionary Work	Industrial
Politican	Evangelist	_____

ARTISTIC

Interior Decorating	Pottery Decorating	Photo Playing
Industrial Designing	Magazine and Book	Painting
Window Trimming	Illustration	Plastic Arts
Textiles	Cartooning	Sculpture
Carpets and Rugs	Music	Commercial Art
Linoleums	Acting	Photography
Wall Paper	Advertising Art	Landscape
Map Making	Legitimate Stage	Gardner

EXECUTIVE AND COMMERCE

Merchant	Insurance	Certified Public
Broker	Salesman Traveling	Accountant
Banker	" Retail	Railway Mail
Manufacturer	" Real Estate	Clerk
Traffic Man	Advertising	Auditor
Exec. General	Bookkeeping	Transportation
" Dep't Store	Efficiency Expert	Druggist
" Hotel	Stenography	Grocer
" Railroad	Civil Service	Butcher
Dry Goods	Machinery	Hardware
Clothing	Furniture	Books and
Ladies Wear	Art Dealer	Stationery
Electrical Goods	Auto Sales	Office Equipment

SCIENTIFIC AND MECHANICAL

Physician and	Architect Naval	Baker
Surgeon	" Building	Chef
Osteopath	Surveyor	Merchant Marine
Chiropractor	Building Contractor	Shoemaker
Dentist	Mill Man	Fabric Worker
Optometrist	Mining Superintendent	Weaver
Pharmacist	Railroading	Marble Worker
Chemist	Miller	Carpenter
Assayer	Draftsman	Wood Worker
Geologist	Electrician	Painter
Entomologist	Telephone Work	Stone Mason
Botanist	Telegrapher	Brick Mason
Forestry	Wireless Operator	Plumbing and
Agriculture	Machinist	Steam Fitting
Stock Breeding	Auto Mechanic	Plasterer
Poultryman	Aviator	Tile Setter
Astronomer	Chauffeur	Sheet Metal
Lumberman	Auto Body Builder	Brick and
Engr. Civil	Batteries and Ignition	Tile Maker
" Structural	Steel and Iron Work	
" Hydraulic	Pattern Making	
" Mechanical	Engraver	
" Electrical	Printer	
" Industrial	Photo-Engraver	
" Mining	Proof-Reader	
" Chemical	Book Binder	

SCIENTIFIC AND MECHANICAL (cont.)

Engineer	Efficiency	Jeweler	_____
"	Building	Gem Cutter	_____
"	Steam	Watch and Clock Work	_____

PERSONAL QUALITIES

Check all those things which seem to fit your desires:

Outside Work	Working Alone
Inside Work	In Business for Self
Manual Work	With Growing Concern
Mental Work	Change from Place to Place
Variety in Work	Stick to One Location
Dealing with People	Working with Things
Similarity in Tasks	Planning Things
Executing Other's Plans	Working in a Crowd

How I would rate myself on the following matters. (Put a check in the proper place. Then consider what must be done to bring myself to standard along the line).

	Extra Good	Good	Fair	Poor
Memory-----	_____	_____	_____	_____
Careful-----	_____	_____	_____	_____
Attentive-----	_____	_____	_____	_____
Punctual-----	_____	_____	_____	_____
Self-Controlled-----	_____	_____	_____	_____
Frank and Direct-----	_____	_____	_____	_____
Cheerful-----	_____	_____	_____	_____
Honest-----	_____	_____	_____	_____
Energetic-----	_____	_____	_____	_____
Persevering-----	_____	_____	_____	_____
Unselfish-----	_____	_____	_____	_____
Self-Confident-----	_____	_____	_____	_____
A "good sportsman"---	_____	_____	_____	_____
Dependable-----	_____	_____	_____	_____
Thrifty-----	_____	_____	_____	_____
Patient-----	_____	_____	_____	_____

The above "Interests and Ambitions" has been worked out with the Vocational Guidance instructor. It was developed from a series of investigations in this field, most of which have been the result of study in the local community. It was developed primarily, to start the child making some plans for the future in fields of his interests.

In order for the school to give guidance service, each teacher, by the nature of her work, serves as an adviser in one or more fields. Directly and indirectly, she helps to mold the thinking of her pupils and to determine their interests. Each teacher in this high school has had some guidance work in college and is more or less familiar with many details in preparation for some division of the work mentioned on the above blank. For an example, if the child is found to express an interest in banking, bookkeeping, business, clerk, civil service, office work, secretarial work, stenographer or related occupations, and possesses personal and mental abilities for one of these occupations, as shown by the results of the blank, he is then given a conference with the commercial teacher. An attempt is made to promote a better understanding and to stimulate interest in the pupil by giving him assignments on related reading material in the library, such as, a series of monographs, published by the Institute for Research.¹² These national surveys cover the attractive and the unattractive sides of various occupations, opportunities at the start, ultimate opportunities, personal qualifications required, sources of income, average incomes, a word picture of a typical day's work, and how to get started in the career.

This plan may not lead a pupil to a definite deci-

¹²Monograph Careers, Institute for Research, Chicago, Illinois.

sion, but it has started most of them to think, investigate, and make plans for the future.

It seems logical at this point to say something of the philosophy of the high school in this community. What does the community expect of the school and in what way shall the school proceed to attain the goals as stated in this philosophy? During the discussion thus far, the reader might assume that the school is mainly concerned with preparation of the pupil for college or fitting him with the necessary training for a certain occupation. While this aim alone is worthy of much consideration, this would not alone represent what the majority of the citizens expect of the secondary school. The foregoing statement is based upon the writer's fourteen years' connection with the school--three years as a teacher, five years as high school principal, and six years as superintendent. At least one personal interview on professional matters with almost every patron in the district has added much to the knowledge of their attitudes concerning school matters. As a member of a local church, Sunday School, volunteer fireman, American Legion; as chairman of the local scout troop; and as a participator in mass meetings, political caucuses, and the local community Brotherhood Club, the writer has had opportunities to study these people socially.

Condensing the information from the individuals and groups stated above, and comparing it with the information supplied teachers, one may state the philos-

ophy of the school as follows: To develop in the pupil a desire to live up to the ideals of American democracy; to make him a cooperating member of society; to develop him into a worker or producer; and to acquaint him with desirable personal qualities.

The above has been adopted by the members of the Board of Education as a worthy and fitting objective for the high school. This has also been discussed at teachers' meetings and has met with their approval after careful consideration. The total of all teachers' experience in the school is seventy-two years.

The question now arises: How can this philosophy be put into practice in the schools? In other words, what kind of training shall the school use in order that desirable results be obtained? At a series of faculty meetings the teachers were given the information concerning the school graduates, as listed under Chapters III and IV. A copy of the Pupil Population and School Community Survey, as listed under Table XVIII, was also given each member with instructions to study it and be prepared to discuss it at the next meeting. At this meeting several points were brought up for review, but no major changes were made because opinions were about the same on all points.

Table XVI and parts "B" and "K" of Table XVIII both indicate that there is a definite need for Personal and Domestic, Commercial and Clerical, and professional training in the local public schools. The major need

under Personal and Domestic is some type of training for the housewife, which is discussed in the last chapter. Next in rank are desires on the part of the pupils for training in the fields of Trades, Transportation and Communication, Agriculture, and Public Service.

The next two chapters will relate how a curriculum was drawn up from the needs mentioned, and how the curriculum was tested by the "follow-up plan."

CHAPTER VI

THE RESULTING CURRICULUM

Using the results of all the surveys discussed in the preceding chapters, the faculty then proceeded to select a curriculum that would satisfy, as nearly as possible, the needs of the pupils in this community. One may say that the resulting curriculum grew out of the desires of the pupils and of the community; out of the experience of the graduates and teachers themselves; and out of the requirements for college entrance. This curriculum was placed in operation for approximately one year and was then modified by the "follow-up plan," which will be discussed in the next chapter.

The offerings of the new curriculum fall into the following fields: English, foreign language, mathematics, science, social science, industrial arts, commercial, home art, and agriculture. Music and physical education are considered by many as extra-curricular.¹³

The present high school faculty consists of five full-time teachers, and one half-time teacher. The school is therefore limited as to the number of subjects it can offer in each of the above fields. To include all the subject matter in each field mentioned, is an impossibility. The best that the school can hope to do, under the conditions, is to lay a foundation for college

¹³Evaluative Criteria, by committee of Cooperative Study of Secondary Schools, Washington, D. C., 1938, p.23.

or higher training, and start as many pupils as possible in the direction of their occupational interests.

The subject matter that was selected for each subject offered, as best suited to meet present-day needs, is given in the outlines below, with explanations wherever necessary.

ENGLISH

Before the adoption of the "follow-up plan" one semester each was given for grammar and literature. Five of the eight reports from colleges state that pupils from this school rated below the average in freshman English. The reports state: "Apparently, the pupils know the mechanics of grammar but fail in proper usage. This may be the result of too much drill, without practice in application." As a result of this suggestion the English programs have been revised to include more exercise material in relation to its function in speech and writing. The same attention will be given to the fundamentals with less routine learning of rules, but with more recurrence of the idea in a practical form through correct usage in an interesting situation. This is intended to enable the pupil to acquire habits of clear, direct, forceful, and correct expression, written and oral.

ENGLISH IX

Text: New Practical English for High Schools by Lewis and Hosic, Book I

Supplementary: Composition in English by Mirricleses; Correct English by Tanner; Wiseley-Gifford Exercise Books

I	Friendly Speech	4 weeks
	A. Hints for your Speaking	
	B. Before we Speak	
	C. Informal English	
II	Friendly Letters	4 weeks
	A. Form in Friendly Letters	
	B. Friendly Letters from Literature	
	C. Diagnostic Tests	
III	Interest in Story-Telling	4 weeks
	A. Planning a Story	
	B. Pupil Themes	
	C. Unity in the Story	
	D. Laws of Emphasis and Coherence	
IV	Conversation in Story-Telling	2 weeks
	A. Fables and Anecdotes	
	B. Planning a Play	
	C. How to Make a Good Announcement	
V	Interesting Opinions	2 weeks
	A. Forming a Club for Exchanging Opinions	
	B. Current Topics	
	C. Comment on Books and Moving Pictures	
VI	Interest in Words	2 weeks
	A. Origin of Words	
	B. Homonyms, Antonyms, and Synonyms	
VII	Clear Explanations	4 weeks
	A. Preparation for Explaining	
	B. Fundamental Principles in Explanation	
	C. Kinds of Explanation	
	D. Planning a Long Explanation	
	E. The Laws of Unity, Coherence, and Emphasis	
	F. Developing Your Paragraph	
	G. The Newspaper Paragraph	
VIII	Books and the Library	3 weeks
	A. How to Find Books in the Library	
	B. Arrangement of Books on the Shelves	
	C. The Card Catalog	
	D. Reader's Guide to Periodical Literature	
	E. Further Uses of the Dictionary	
	F. Use of the Encyclopedia	
IX	Helps for Reading Poetry	4 weeks
	A. Rhythm	
	B. Types of Meter	
	C. Length of Verses	
	D. Reading Poetry	
X	The Sentence	2 weeks
	A. Sentence Recognition	
	B. Placing of Sentence Parts	
	C. Kinds of Sentences According to Purpose	
	D. Analyzing Sentences	
XI	Literature	5 weeks
	A. A Study of Silas Marner	
	B. Sohrab and Rustum	
	C. Report of Selections by Pupil	

English X

Text: New Practical English for High Schools by Lewis and Hosié, Book II

Supplementary: High School English by Canby, Opdycke, and Gillum

I	Oral English	4 weeks
	A. Poise and Posture	
	B. Voice Training	
	C. Individual Speech Problems	
II	Telling Experiences	4 weeks
	A. Sources of Story Material	
	B. Characteristics of Good Story Writing	
	C. Planning and Writing Stories	
III	Expressing Opinions	3 weeks
	A. Examples of Pupils Themes	
	B. Study of Familiar Essays	
IV	Poetry	5 weeks
	A. Reading Poetry	
	B. Some Technical Details about Poetry	
	C. Suggestions for Makers of Verse	
V	Precis Writing	4 weeks
	A. Why Precise Training is Valuable	
	B. How Precise Trains for Reading and Writing	
	C. Practice in Precise Writing	
VI	Compound and Complex Sentences	4 weeks
	A. Analyzing Sentences	
	B. Kinds of Subordinate Clauses	
	C. Polishing the Sentence	
VII	The Verb	5 weeks
	A. Transitive and Intransitive Verbs	
	B. Active and Passive Voice	
	C. Infinitive, Gerunds, and Participles	
	D. Regular and Irregular Verbs	
	E. Addition Inflection of Verbs	
VIII	Spelling, Punctuation, and Capitalization	3 weeks
	A. A Study of Rules and Applications	
	B. Theme Writing	
IX	Literature	4 weeks
	A. A Study of the Lady of the Lake	
	B. A Study of Julius Caesar	
	C. Report of Selections by the Pupil	

English XI

Text: Elements of Composition by Canby, Opdycke, and Gillum

I	The Word	3 weeks
	A. Precision and Economy	
	B. Classification of Words	
	C. Word Origins	
	D. Exercises in Correct Word Usage	
II	The Sentence	2 weeks
	A. Thoughts Expressed in Simple, Complex, and Compound Sentences	

	B. Loose, Periodic, and Balanced Structure	
III	The Paragraph	3 weeks
	A. The Paragraph Topic	
	B. Comparisons in Paragraphs	
	C. Repetition in Paragraphs	
	D. Conversation in Paragraphs	
IV	The Composition	5 weeks
	A. The Composition Subject	
	B. The Composition Plan	
	C. The Long Theme	
	D. Oral Composition	
	E. Composition Correctness	
V	Exposition	6 weeks
	A. Planning an Exposition	
	B. Variation in Exposition Method	
	C. Directive Exposition	
	D. Character Exposition	
VI	Narration	5 weeks
	A. Planning a Narrative	
	B. Variation in Narrative Methods	
	C. Creative Narration	
	D. Story Writing	
VII	Description	5 weeks
	A. Planning a Description	
	B. Technical Description	
	C. Creative Description	
VIII	Argument	3 weeks
	A. Planning an Argument	
	B. Argumentive Terms and Processes	
	C. The Argumentive Speech	
	D. Refuting and Testing	
	E. The Formal Debate	
IX	Literature	4 weeks
	A. A Study of Macbeth	
	B. Study of Hamlet	
	C. Selective Short Stories	

Business English

The course is open to seniors and runs for one semester. It is designed for pupils who expect to enter some type of clerical or business field.

Text: Davis, Lingham, and Stone
 Supplementary: Practice Leaves in the Rudiments of English by Jones
 Exercises in Correct English by Smith, McAnult, and Adams

I	Essentials of Grammar	6 weeks
	A. Parts of Speech	
	B. Punctuation	
	C. Spelling and Use of Words	
II	Principles of Effective Writing	

- | | | |
|-----|----------------------------------|---------|
| III | Letters | 6 weeks |
| | A. Business | |
| | B. Applications | |
| | C. Recommendations | |
| | D. Buying | |
| | E. Form Letters | |
| | F. Credit and Collection Letters | |
| | G. Complaint Letters | |
| | H. Adjustments | |
| IV | Advertising | 6 weeks |
| | A. How to secure Advertising | |
| | B. Forms of Advertising | |

Journalism

This course is open to seniors who show an aptitude for, and are interested in newspaper work. The appreciation for news and the ability to distinguish between good and undesirable stories are developed. Fair play, decency, impartiality, accuracy, sincerity, and truth are studied in connection with the writing of news stories.

Text: News Writing by Borah

Supplementary: Essentials in Journalism by Harrington and Frankenberg
 Knowing and Using Words by Lewis and Holmes
 Omaha World Herald and Nebraska State Journal
 College and High School Annuals

- | | | |
|---|--|---------|
| I | The News Story | 6 weeks |
| | A. Newspaper Ethics | |
| | 1. Canons of Journalism | |
| | B. Requisites of Reporters | |
| | C. News Values | |
| | D. Steps in Gathering News | |
| | 1. Agencies | |
| | 2. Newspaper Runs | |
| | 3. Work of the City Editor | |
| | 4. Kinds of News | |
| | 5. Interview | |
| | a. Requirements | |
| | b. Types of persons interviewed | |
| | E. Organization of Material to Write a Story | |
| | 1. Purpose | |
| | 2. Four Orders of Organization | |
| | 3. What Order to Select | |
| | F. Lead of a Story | |
| | 1. Two Types | |
| | 2. Requisites | |

- G. Body of the Story
- II The High School Paper 6 weeks
 - A. Terms used in the Printing Office
 - B. Organization of the Editorial Staff
 - 1. Positions
 - C. Make-Up
 - D. Copy Reading
 - 1. Requisites
 - 2. "Demons" of Grammar
 - 3. Style Sheet
 - E. Proof Reader's Marks
 - F. Types of Stories
 - G. Editorial Page
 - H. Business Management
- III Writing the High School Annual 6 weeks
 - A. Gathering Materials
 - B. Organize Material and Cut Stencils
 - C. Operation of Mimeograph

Dramatics

The course has developed out of a need in self expression as a part of the English work. This course is designed for those pupils interested in dramatic work, whether this interest be primarily in a stage appearance, in the mechanics of the play production, or in the study of modern dramatic literature.

Texts: Technique in Dramatic Art by Bosworth
 Essentials of Public Speaking by Fulton and Trueblood
 Evolution of Expression by Emerson
 The Art of Make-Up by Chalmers
 Better Speech by Woolbert and Weaver

- I Work Preparatory to Play Production 10 weeks
 - A. Mastery of Gesture. Definitions in class work
 - B. Pantomime
 - C. Extemporaneous Talks
 - D. Memorization of Short Excerpts from Great Plays
 - E. Dramatic Dialogue by Character interpretation
 - F. Report on Plays Suitable for High Schools
 - G. Stage Technique
 - 1. Terms
 - 2. Stage Diagrams
 - 3. Scenery
 - 4. Business Management

- 5. Costuming
- 6. Lighting
- 7. Stage Management
- 8. Properties
- H. Make-Up. Practical Demonstrations For:
 - 1. Street
 - 2. Theatrical
 - 3. Character
 - 4. Straight
- I. Elimination of Self Consciousness and Stage Fright
- J. Monologue, Original and Supplementary
- II Class Production 6 weeks
 - A. Choosing the Play. Publisher's Review
 - B. Practice and Preparation
 - C. Presentation of Play
 - D. Criticisms of the Play. Written Reports
- III Summary 2 weeks
 - A. Work with Vocabulary Building. Descriptive
 - B. Write and Direct a Fifty Line Skit
 - C. Term Paper. Each Pupil works out full stage directions, Director's Manual, and Business for a Three Act Play. The Play to not less than three single spaced type written pages.

FOREIGN LANGUAGE

A summary of the surveys shows the need for foreign language as rather slight. The only demand for foreign language was by the Professional Group mentioned under Chapter IV. Since foreign language is not now required by most colleges for entrance, its position in the small high school might be questioned. However, no one can doubt the general cultural value of Latin or the practical value of modern foreign language in some localities. The only justification for Latin in this school is the fact that the pupils have a professional ambition, and realize that Latin is of value in most professions. Registration in Latin has therefore been rather high in the past, but it is possible that it will not remain much longer in the curriculum.

Latin IX

Text: Latin for Today by Gray and Jenkins

Supplementary: Classic Myths by Gayley

Myths of Rome by Guerher

Diagnostic Tests in Latin by Bacon

- I A. Introduction 6 weeks
 - 1. Pronunciation
 - 2. How to Study Latin
 - 3. Order of Words
- B. Nominative and Accusative Cases of the First Two Declensions
- C. Verb, Noun, and Adjective Agreement
- D. Present Tense (active) of First and Second Conjugations
- E. Vocative Case
- F. Personal and Interrogative Pronouns
- G. Oral and Written Translations of Fifteen Stories
- II A. Neuter Nouns of the Second Declension 6 weeks
- B. Genitive, Dative, and Ablative of Nouns, Pronouns and Adjectives
- C. Present Passive and Past Progressive of the Second Conjugations
- D. Oral and Written Translation of Fourteen Stories
- III A. Study of Tense (active and passive) 6 weeks
 - 1. Future
 - 2. Perfect
 - 3. Past Perfect
 - 4. Future Perfect
- B. Passive Infinitive
- C. Demonstrative pronouns: is, ea, id
- D. Oral and Written Translation of Fourteen Stories
- IV A. Pronouns 12 weeks
 - 1. Demonstrative pronouns: hic, ille, and idem
 - 2. Intensive
 - 3. Reflexive
- B. Tenses: Present and Past Progressive of the Third and Fourth Conjugations
- C. Third Declension
- D. Translation of Twelve Stories
- V A. Active and Passive Infinitive of all conjugations
- B. Tenses: Future, Perfect, Past and Future Perfect (active and passive) of the Third and Fourth Conjugations
- C. Uses of Dative and Ablative Cases
- D. Translation of Seventeen Stories
- VI A. Fourth and Fifth Declensions 6 weeks
- B. Comparison of Adverbs and Adjectives
- C. Uses of Accusative and Genitive Cases
- D. Review of Year's Work

Latin X

Text: Latin for Today by Gray and Jenkins, Book II

Supplementary: Latin Composition by Soenschien
 Classic Myths by Gayley
 Myths of Rome by Guerber
 Diagnostic Tests in Latin by Niles
 Bacon

- | | | |
|-----|--|----------|
| I | A. Study of the Value of Latin | 3 weeks |
| | B. How to Study Latin Lessons | |
| | C. Review of the Fundamentals in First Year Latin | |
| II | A. Both Oral and Written Translations of Stories from Ancient Mythology | 8 weeks |
| | B. Explanation and Use of Latin Constructions, i.e., ablative absolute, deponent verbs and irregular constructions | |
| III | A. Study of the Roman in His Home | 2 weeks |
| | B. Roman Family Life, Weddings, Ideals, Education, Devotion to Family | |
| IV | A. Latin Composition | 3 weeks |
| | B. Study of Subjunctive Mood | |
| V | A. Roman History by Oral and Written Translations | 4 weeks |
| | B. Study of Irregular Verbs, Uses of Ablative and Genitive Cases, Impersonal Construction, Semi-Deponent Verbs, and Dative of Possession | |
| VI | A. Study of the Argonauts (Jason and the Golden Fleece) | 16 weeks |
| | B. Caesar's Conquest of Gaul | |
| | 1. Helvetian Campaign | |
| | 2. Belgian Campaign | |
| | 3. German Invasion | |
| | 4. Caesar's Invasion of Britain | |
| | 5. Summary of Year's Work | |

MATHEMATICS

Algebra IX

Text: First Year Algebra by Wells and Hart

Supplementary: Hawkes, Luby, and Touton's First Year Algebra

- | | | |
|----|--|---------|
| I | The Formula | 2 weeks |
| II | The Equation | 2 weeks |
| | A. The Formula as an Equation | |
| | B. Solving Addition, Subtraction, Multiplication, and Division by the Equation | |
| | C. Expressing Ideas in Algebraic Form and Solving | |
| | D. Age, Uniform Motion, Interest, Perimeter, and Area Type Problems | |

III	E. Equations with Two Unknowns Sign Numbers	2 weeks
	A. Addition and Subtraction of Polynomials	
	B. Removal of Parentheses in Solving Equations	
IV	Multiplication	2 weeks
	A. Signed Numbers and Letters Raised to a Power	
	B. Removal of Fractions in Equations	
	C. Checking of Results	
V	Division	1 week
	A. Polynomial by a Monomial	
	B. Polynomial by a Polynomial	
	C. Application in Problems	
VI	Factoring and Special Products	3 weeks
	A. Square and Square Root of Monomial	
	B. Product of Sum and Difference	
	C. Difference of Two Squares if Trinomials	
	D. Solution of Equations by Factoring	
	E. Literal Equations Solved by Factoring	
VII	Fractions	6 weeks
	A. Fundamental Operations	
	B. Mixed and Complex Fractions	
	C. Ratio and Proportion	
	D. System of Unknowns	
VIII	The Graph	2 weeks
	A. Circle, Bar, Broken and Curved Line	
	B. Solution of System by the Graph	
	C. Solution Formulas by the Graph	
IX	Square Root and Fractions	3 weeks
	A. Square Root and Surds	
	B. Roots of Fractions	
	C. Combining of Radicals	
	D. Rationalizing	
	E. Radicals in Equations	
X	Quadratics	3 weeks
	A. Completing the Square	
	B. Solution of Problems with Quadratics	
	C. Imaginary Numbers (algebraic and graph)	
XI	Variation	3 weeks
	A. Inverse	
	B. Joint	
	C. Mixed	
XII	Laws of Exponents in Fundamental Operations	4 weeks
	A. Positive	
	B. Negative	
	C. Fractional and Zero	
XIII	Review	2 weeks

Plane Geometry

Text: Plane Geometry by Hawkes, Luby and Touton

Supplementary: Plane Geometry by Wells and Hart

Plane Geometry by Avery

Plane Geometry by Cowley

- I Straight Line Figures 16 weeks
 - A. Introduction to Geometry
 - B. Theorems for Congruence of Triangles
 - C. Construction of Figures
 - D. Parallels and Converses with Applications
 - E. Angles of a Triangle
 - F. Proving Original Demonstrations
 - G. Quadrilaterals
 - H. Polygons
 - I. Parallels in Triangles and Trapezoids
- II Circles 12 weeks
 - A. Construct a Circle through Three Points
 - B. Distance in the Circle
 - C. Tangents and Secants
 - D. Angles in Circles and Their Measurement
 - E. Solving by Loci
- III Ratio and Proportion 8 weeks
 - A. Introduction and Fundamental Forms
 - B. Geometric Use
 - 1. Theorems on Bisector of Exterior Angles
 - 2. Theorems on Bisector of Interior Angles
 - C. Similar Polygons
 - 1. Applications of Proof of Similarity

Advanced Arithmetic

Text: Brief Course in Practical Arithmetic by VanTuyl

Supplementary: Goff-Self Proving Business Arithmetic

Rapid Calculation by McIntosh

- I Introduction 4 weeks
 - A. Addition by Grouping
 - B. Checking by Casting out Nines and Elevens
- II Fractions 12 weeks
 - A. Changing to Lowest Terms
 - B. Application of the Four Fundamentals
 - C. Cancellation Drills
 - D. Drills in Speed and Accuracy
- III Percentage 6 weeks
 - A. Types of Per Cent Based on Formulas
 - B. Billing and Commercial Discount
 - C. Find Trade Discount with Single or Series
 - D. Profit and Loss
 - E. Commission and Brokerage
 - F. Interest
 - 1. Six Per Cent, Periodic, and Compound
 - G. Bank Discount Drills

SCIENCE

The experience of the graduates, the occupations in the community, and the pupil's choice of occupations all show a need for the study of science in this school.

Four sciences have been selected as the most suitable means for the study. General science and biology are offered each year, while chemistry and physics are altered by years.

General Science is the "getting acquainted" course which introduces the pupil to a new field. Through demonstration and discussion of simple experiments dealing with common things, he learns not only of the methods which are used in solving problems in science, but also something of the different specialized sciences which he will meet later in his course.

Biology is a study of living things. It is a basic study for pupils who have expressed a preference for professional work in biological and related science. Health and hygiene are given emphasis in this course, for time will not permit a separate class for this work.

The survey shows a need for physics and chemistry for pupils expecting to enter engineering, trades, and technical professions. The course in chemistry gives the pupil an understanding of the chemical processes that he meets daily, and of the part that chemistry plays in the civilization which he enjoys.

Biology

Text: New General Biology by Smallwood, Revely and Bailey

Supplementary: New Essentials of Biology by Hunter
Dynamic Biology by Baker and Mills

- | | | |
|------|---|----------|
| I | The Biology of Animal Life--The Insect | 4 weeks |
| | A. Structure | |
| | B. Life Functions | |
| | C. Economic Importance | |
| | D. Classification of Other Insects | |
| II | The Crustaceans (same plan of study as I) | 1 week |
| III | Simple Vertebrates | 4 weeks |
| | A. Fish | |
| | B. Frog | |
| | C. Reptile | |
| | D. Birds | |
| | E. Mammals | |
| IV | The Simplest Animals | 4 weeks |
| | A. The Amoeba | |
| | B. Paramecium | |
| | C. Protozoa | |
| | D. Bacteria and Disease | |
| V | Biology of the Human Body | 7 weeks |
| | A. Structure | |
| | 1. Skeleton | |
| | 2. Muscles | |
| | B. Life Functions | |
| | 1. Digestion and Absorption | |
| | 2. Circulation of Blood | |
| | 3. Gland Secretions and their Function | |
| | 4. Excretion | |
| | 5. The Nervous System | |
| VI | Foods and Nutrition | 2 weeks |
| | A. Classes--Function of Each | |
| | B. Planning the Diet | |
| | C. The Calorie as the Unit of Measurement | |
| VII | The Biology of Plant Life | 12 weeks |
| | A. The Cell--Composition, Structure, and Growth | |
| | B. The Plant | |
| | 1. The Leaf--Structure, Adaptation and Function | |
| | 2. The Stem | |
| | 3. The Root | |
| | 4. The Flower | |
| | a. The Seed and Fruit | |
| | 5. The Plant and Its Environment | |
| | 6. Weeds | |
| | C. The Classification of Plants | |
| | 1. Thallophytes | |
| | 2. Bryophytes | |
| | 3. Pteridophytes | |
| | 4. Supermatophytes | |
| VIII | Special Study of Local Biology and Review | 6 weeks |

General Science

Text: Our Environment by Wood and Carpenter

Supplementary: Everyday Problems in Science by Piper /
and Beauchamp

- | | | |
|------|--|---------|
| I | Our Environment | 6 weeks |
| | A. Science and Life | |
| | B. How to Study by the Scientific Method | |
| | C. The Work of Man | |
| | 1. Natural Forces | |
| | 2. The Machine as an Aid | |
| II | The Work of the Factors of Our Environment | 3 weeks |
| | A. Air and Its Properties | |
| | B. Fire | |
| | C. Living Things | |
| | D. Water | |
| | E. The Sources and Control of Heat | |
| | F. Our Use and Control of Light | |
| | G. Magnetism and the Use of Electricity | |
| III | Industry | 3 weeks |
| | A. The Work of Air, Water, Heat, and Electricity in Industry | |
| | B. Factors of Our Environment in Transportation | |
| | C. The Use of Electricity in Communication | |
| IV | The Sun as the Source of All Energy | 2 weeks |
| | A. The Solar System, Seasons, Day and Night | |
| | B. Use of Solar Energy | |
| V | The Storage and Use of Solar Energy by Living Things | 2 weeks |
| | A. The Work of the Plants in the Production of Foods | |
| | B. The Work of Solar Energy in Agriculture | |
| VI | The Work and Care of the Human Body | 2 weeks |
| | A. Fuel and Its Use | |
| | B. Controlling the Human Body | |
| VII | Protecting the Human Body from Dangers | 6 weeks |
| | A. Microorganisms and Their Work | |
| | B. Sanitation in the Home | |
| | C. Protection of the Community | |
| | 1. Dangers in Foods and Water | |
| | 2. Control of Epidemics | |
| | 3. Tuberculosis | |
| | 4. Insects as Enemies | |
| | 5. Yellow Fever | |
| | 6. Duties of the Individual in the Community | |
| VIII | Improving Living Things | 4 weeks |
| | A. Origin, Conservation, and Improvement of Life | |

Physics

Text: First Principles of Physics by Fuller, Brownlee, and Baker

Laboratory Manual: Laboratory Exercises by Fuller, Brownlee, and Baker

Supplementary: Elements of Physics by Millikan and Gale

- | | | |
|-----|--|----------|
| I | Mechanics | 8 weeks |
| | A. Study of the Metric System | |
| | 1. Linear | |
| | 2. Area | |
| | 3. Cubic | |
| | B. Molecular Nature of Water | |
| | C. Hydroststics | |
| | 1. Pascal's Law | |
| | 2. Specific Gravity | |
| | 3. Pressures | |
| | D. Behavior of Gases | |
| | E. Simple and Compound Forces | |
| | 1. The Simple and Compound Machine | |
| | 2. Laws of Motion | |
| | 3. Energy and Power | |
| II | Heat | 5 weeks |
| | A. Nature and Effect of Heat on Matter | |
| | B. Conduction, Radiation, and Convection | |
| | C. The Relationship of Heat to Work | |
| III | Sound | 4 weeks |
| | A. Cause, Production, Media of Transmission | |
| | B. Pitch, Quality, and Loudness in the Diatonic and Chromatic Scales | |
| | C. String, Reed, Lip, and Air in Musical Instruments | |
| IV | Light | 4 weeks |
| | A. Reflection and Refraction of Light Rays | |
| | B. Optical Principles and Uses | |
| | C. Color | |
| | D. Illumination and Its Measurement | |
| V | Magnetism | |
| | A. Lines of Force, Polar Laws, and Magnetic Properties | |
| VI | Electricity | 10 weeks |
| | A. Static Effects as shown by Static Induction | |
| | B. Current Electricity | |
| | 1. The Electronic Theory | |
| | 2. Units of Electrical Measurement | |
| | 3. Heating Electrical Effects | |
| | 4. Electrochemistry | |
| | 5. The Voltaic Cell | |
| | 6. Electromagnetic Induction | |
| | 7. The Vacuum Tube and Radio | |

- VII Practical Problems in the Community 5 weeks
 A. Elementary Electric Repair in the Home
 B. Efficiency of Common Motors
 C. Figuring Electric Bills in Home

Chemistry

Text: First Principles of Chemistry by Brownlee and Others

Supplementary: Chemistry by McPherson and Henderson
 Laboratory Manual: Laboratory Exercises by Brownlee and Others

- | | | |
|------|--|---------|
| I | Chemical and Physical Changes | 1 week |
| II | Oxygen, Hydrogen, and Water | |
| III | Molecules and the Atomic Theory | |
| | A. Uses of Symbols and Formulas | |
| | B. The Electron Theory | |
| | C. Valence and Formula Writing | |
| IV | Typical Metals and Non-Metals | 2 weeks |
| V | Acids, Bases, and Salts | 4 weeks |
| | A. Neutralization, Molecular Composition, Atomic and Molecular Weights | |
| | B. Sulfur and Sulfides | |
| | C. Oxides and Acids of Sulfur | |
| VI | Ionization and the Principles of Reaction | 2 weeks |
| VII | Sodium, Potassium, and Compounds of Each | 2 weeks |
| VIII | Nitrogen and Compounds | 2 weeks |
| IX | The Halogens | 2 weeks |
| X | Carbon | 2 weeks |
| | A. Oxides of Carbon | |
| | B. Gaseous Fuels | |
| XI | Colloids | 2 weeks |
| XII | Calcium and Compounds | 3 weeks |
| XIII | Minerals | 4 weeks |
| | A. Extraction of Metals | |
| | B. Steel and Wrought Iron | |
| | C. Physical Characteristics of Metals | |
| | D. Reaction of Metals | |
| | E. Compounds of Metals | |
| | F. Common and Uncommon Metals | |
| | G. Alloys | |
| XIV | Cement, Porcelain, and Glass | 2 weeks |
| XV | Photochemistry | 1 week |
| XVI | The Gases and Their Measurement | 1 week |

SOCIAL STUDIES

If, as it is commonly held, the school is the most effective agency through which society can impart

the necessary social knowledge, the character of the school today must be considered as one of the main guiding factors in the program of social education.

Social studies in the local school are taught with two main purposes in view. First and foremost of these is to develop in the pupil a desire to live up to the ideals of American democracy, as previously mentioned in the school philosophy. While all instructors are expected to emphasize good citizenship, the ideals of American democracy are brought out in the civics and the American History classes. These courses impress upon the pupil that he must himself be a better citizen before he can do his part in the development of better government.

The other main purpose is to bring to the pupil a clear and informing vision of the main forces, and especially the larger movements, which have contributed most to the world civilizations of the present day. Such a study will tend to prepare him for a more intelligent life in the current world. The development of this study is left to World and American History classes.

Economics is offered to seniors for one semester. Those expecting to enter business, a profession, or the social science field in college are expected to take this course. The main purpose of the course is to aid the beginner in acquiring a clear and dependable

knowledge of the important facts and the fundamental principles of the science of economics, to the end that he may be able to adapt himself intelligently to his economic environment and to face the economic problems of life with intelligence, self-reliance, and the zest of a broader view.

The Socio-Economic survey under Table XVIII, (pp. 42 and 43) shows that this community needs improvement in this respect. Most communities and schools have social problems, and it is generally recognized that the school should assume at least a part of the responsibility in training for the solution of these problems. Although character education is given attention in each class, special social problems, crime, and good citizenship are studied in the "problems of democracy" class. Local problems are given special attention, as mentioned in the outline. Problems of democracy is open to all pupils above the freshman class.

The vocational guidance class has two functions to perform--that of assisting pupils to select and become informed about that occupational field which is consonant with their demonstrated aptitudes, interests, and experiences, and that of securing training, in line with this choice, up to the limit of their educability. While a class is maintained in guidance, each teacher assumes guidance in his particular field, as explained in Chapter V.

American History

Text: History of the American People by Muzzey
 Supplementary: History of the United States by Beard and Beard
 Development of America by Wirth

I	Discovery and Exploration of America	2 weeks
II	Colonization and International Conflict	3 weeks
III	Separation of the Colonies from England	3 weeks
IV	Formation of the Union	2 weeks
V	First Generation of the Union	2 weeks
VI	National and Sectional Interests	2 weeks
VII	The Civil War	4 weeks
VIII	The Reconstruction and the Age of Big Business	4 weeks
IX	Imperialism and the United States as a World Power	5 weeks
X	America in the World War and After	3 weeks
XI	Readjustment and the Depression of 1929	3 weeks

World History

Text: Modern Times and the Living Past by Elson
 Supplementary: Outline of History by Wells

I	Man's First Progress	8 weeks
	A. Ancient Nations and Their Progress	
II	The Middle Ages	4 weeks
	A. Period of Invasion	
	B. Medieval Life	
III	The Beginning of the Modern World	4 weeks
	A. The Renaissance	
	B. The Rise of Protestantism	
IV	The Eighteenth Century and the French Revolution	7 weeks
	A. Colonial Expansion	
	B. The French Revolution	
	C. The Napoleonic Period	
V	The Century of Progress	7 weeks
	A. Europe after the Congress of Vienna	
	B. Revolutions of 1848	
	C. The Rise of Germany	
VI	The World War and Europe of Today	3 weeks
	A. The Peace Conference	
	B. Problems as a Result of the Conference	
VII	Current World Problems and Review	3 weeks
	A. European Conditions under Totalitarian Rule	
	B. American-European Relations	

Economics

Text: Essentials of Economics by Fairchild
 Supplementary: Principles of Economics by Taussig

I	Foundations of the Science of Economics	1 week
	A. Meaning of Economics, Wealth, Income and Property	
II	The Economic Organization and Production	2 weeks
	A. Economic Environment	
	B. Production	
	C. Labor and Cooperation	
	D. Capital and Capitalistic Production	
	E. Business Organization	
III	Demand and Supply	3 weeks
	A. Marginal Utility	
	B. Use of Schedules, Diagrams, and Graphs	
	C. Market Price and Cost of Production	
	D. Combination and Monopoly and their Effect on Price	
	E. Loans, Wealth, Rent, and Interest	
IV	Money and Banking	2 weeks
	A. Money, Coinage, and Value	
	B. Deposit, Discount and Check System	
	C. Bank Operations	
	D. Money and Prices	
V	Trade and Transportation	2 weeks
	A. National and International Trade	
	B. Railroad Rates and Regulation	
	C. Foreign Exchange	
VI	Risk	1 week
	A. Risk, Insurance, and Speculation	
	B. Business Cycle	
VII	Economics of Government	2 weeks
	A. Activities of Government Finance	
	B. Principles and Kinds of Taxation	
	C. Tariff and Government in Industry	
VIII	Distribution of Wealth and Income	5 weeks
	A. Division of Income and Interest from Capital	
	B. Economic Rent	
	C. Wages and Profit	
	D. Shares of Land Owners and Capitalists	
	E. Distribution among Individuals, Families, and Groups	
	F. Propositions for Changing the Economic System	

Civics

Text: American Government by McGruder

Supplementary: The American Leviathan by Beard and Beard

The World Almanac by New York World

Current History Magazine

Literary Digest

I	History and Importance of Government	1 week
II	The Federal System of Government	3 weeks

	A. Congress in Action	
	B. The Executive Department	
	1. The Cabinet	
	2. Boards and Commissions	
	C. The Judicial Department	
	1. The system of Courts	
	a. Regular Courts	
	b. Special Courts	
	c. Court Officials	
	d. Civil Rights	
III	Territories and Foreign Possessions	1 week
IV	Political Parties and Politics	1 week
V	State Government	3 weeks
	A. The State Constitution	
	B. State Legislature	
	C. The Executive Department	
	D. The Judicial Department	
	1. State Courts	
	2. Civil and Criminal Procedure	
VI	County and Township Government	1 week
VII	Village and City Government	1 week
VIII	Suffrage	1 week
IX	Nomination and Elections	1 week
X	Public Education	1 week
XI	Social Legislation	2 weeks
XII	Immigration and Naturalization	1 week
XIII	Foreign Problems of the United States	1 week

Vocational Guidance

Text: Planning a Career by Smith and Blough
 Supplementary: Training for the Professions and Allied Occupations by Bureau of Vocational Information, Washington, D.C., Monograph Careers, Institute for Research, Washington, D. C.

I	Training for Efficiency	2 weeks
II	Survey of Occupations for Men	6 weeks
III	Survey of Occupations for Women	6 weeks
IV	The Choosing and Preparation for Life Work	4 weeks

During the last five weeks the pupil is asked to select and give a report on the vocation of his choice as related in Chapter V.

Problems of Democracy

Text:	Problems of American Democracy by Hughes	
I	American Education	1 week
II	Elevating American Standards	2 weeks
	A. Social Problems in City and Rural Life	
	B. Community Ideals	
III	Environment Favorable for Right Living	2 weeks
	A. Protection of Health	

	B. The Right Kind of Pleasure	
	C. Enhancing Beauty	
IV	Promoting Relations Among Men	2 weeks
	A. Restraining Wrong Doing	
	B. The Foreigner	
	C. The Color Line	
V	Religion in the Community	2 weeks
VI	The Home	1 week
	A. The Home and the Nation	
	B. Making Home Better Through Training	
VII	Seeking a Better Social Order	4 weeks
	A. The Fascist Theory	
	B. The Socialist Idea	
	C. The Communistic Theory	
	D. The Anarchist's Notion	
	E. Fundamentals of Private Property	
VIII	Making our Democratic Government Efficient	2 weeks
	A. The Advantages of a Democracy	
	B. The Needs for Improvement in Our Democracy	
	C. Training Communities for Better Government	
	D. A Study of Local Governmental Needs	
IX	Determining the Fundamentals of Our Foreign Policy	2 weeks
	A. Promoting International Good Will	
	B. The Future America	

COMMERCIAL

The summary of subjects as selected by graduates, Table XVI, page 38, the occupational status of the community, and the occupational intentions, Table XVIII, page 42, show a need for the teaching of commercial subjects in the local high school. Table XIX, page , shows that thirteen of the twenty-three who took a part in the trial job project, discussed in the next chapter, selected commercial positions.

Ninety per cent of the pupils now enrolled who have expressed professional, public service, transportation and communication intentions, want to take typewriting and shorthand. They wish to use the

shorthand for taking notes in college classes, and the typewriting for reports or term papers. In addition to this they expect to secure at least part time employment to defray college expenses.

Bookkeeping

Text: Twentieth Century Bookkeeping and Accounting
by Baker and Prickett

Supplementary: Fundamentals of Bookkeeping and Business by Bowman and Percy
Practice Set I for Allan, Set II for Good, and Set III for French are used in connection with the basal text.

- | | | |
|----|-------------------------------|----------|
| I | Basic Accounting Principles | 9 weeks |
| | A. Assets | |
| | 1. Various Accounts | |
| | B. Proprietorship | |
| | 1. Increase in Proprietorship | |
| | a. Sales | |
| | b. Purchases | |
| | c. Interest Income | |
| | d. Purchase Discount | |
| | 2. Decrease in Proprietorship | |
| | a. Expenses | |
| | b. Interest Expense | |
| | c. Sales Discount | |
| | 3. Accounts with Proprietor | |
| | a. Investment | |
| | b. Withdrawal | |
| | C. Liability | |
| | 1. Reason for | |
| | 2. Effects of Liability | |
| | 3. Various Accounts | |
| II | Recording Transactions | 10 weeks |
| | A. The Journal | |
| | 1. Debit | |
| | 2. Credit | |
| | 3. Explanations | |
| | 4. Special Journals | |
| | a. Sales | |
| | b. Purchases | |
| | c. Cash Receipts--Columnar | |
| | d. Cash Payments--Columnar | |
| | B. Kinds of Entries | |
| | 1. Opening | |
| | 2. Current | |
| | 3. Correcting | |
| | 4. Adjusting | |
| | 5. Closing | |
| | C. Recording Transactions | |

1. The Ledger
 - a. Time Accounts
 - b. Kinds of Ledgers
 - c. Methods of Posting
 - d. Proof of Ledger--Trial Balance
- III The Use of Business Forms 8 weeks
 - A. Purchase Invoice
 - B. Receipt
 - C. Deposit Slip
 - D. Check and Stub
 - E. Check Register
 - F. Pass Book
 - G. Signature Card
 - H. Indorsement
 - I. Reconciliation of Bank Account
 - J. Sales Ticket
 - K. Promissory Note
 - L. Statement of Account
 - M. Draft
 - N. Trade Acceptance
- IV Work at the Close of the Fiscal Period 5 weeks
 - A. Merchandise Inventory
 - B. Working Sheet
 - C. Formal Balance Sheet
 1. Account
 2. Report
 - D. Formal Profit and Loss Statement
 - E. Adjusting and Closing Entries
 - F. Post-Closing and Trial Balance
- V Study of Local Bookkeeping Practices 4 weeks
 - A. Banks
 - B. Business Houses

Junior Business

Text: New Junior Business Training by Nichols
 Supplementary: Practical Arithmetic by VanTuyl
 This course has a three fold purpose, a general introduction into commercial work, to stimulate and develop the ability to use more intelligently important business service which all people early come in contact with, and the discovery of those aptitudes, abilities, and interests which should play a large part in the later choice of a vocation.

- I Business Training for Personal Use 9 weeks
 - A. Thrift
 - B. Budgeting
 - C. Keeping Records
 - D. The Bank
 1. Checking
 2. Promissory Notes
 3. Lending Service
 4. Depository Service
 5. Kinds of Banks

- E. Business Forms
- F. Filing Methods
- G. Telegraph and Telephone Service
- H. Railroad and Bus Service Information
- I. Simple Business Law
- J. Insurance
- II Training for Business Vocation 9 weeks
 - A. General Business Information
 - B. Kinds of Business
 - C. Seeking a Position
 - D. Business Calculations
 - E. Clerk and Cashier Service
 - F. Shipping Clerk and Purchasing
 - G. Order Clerk Service
 - H. Business Calculation
 - I. Billing and Receiving Clerk Service
 - J. Stock Clerk, Time Keeper, and Payroll Clerk Service
 - K. Business Calculating Machines

Shorthand

Text: Gregg Shorthand by John Gregg

Supplementary: Fundamental Drills in Gregg Shorthand
by Beers and Scott

- I Units 1-5 inc. 6 weeks
 - A. Consonants, Vowels, Combinations and Blended Consonants
 - B. Joining Circles--Initial and Final between "n" strokes
 - C. Memorization of eighty-four brief forms
 - D. General Phrasing Principles
 - E. Signs for "s"
 - 1. Initial and final "s"
 - 2. Between Strokes
- II Units 6-10 inc. 6 weeks
 - A. Simple Suffixes and Prefixes
 - B. The Letter "x"
 - C. Past Tense, Methods of Joining and when to join and when not to join
 - D. The "oo" hook with modifications
 - E. The "o" hook with modifications
 - F. Methods of Expressing "r". Left Motion
 - G. "Th" joinings
 - H. Memorize Ninety Brief Forms
- III Units 11-16 inc. 6 weeks
 - A. Methods of Expressing "w". Sounding and Writing Words
 - B. Methods of Expressing "y". Signs for "ng" and "nk."
 - C. Negative Adaptations. Combinations of Advanced Prefixes and Suffixes
 - D. Diphthongs. Other Vowel Combinations, Omission of Minor Vowels, Omission of Short "u" and "ow"

- E. Joined Prefixes and Suffixes. Compound
Joined Prefixes
- F. Blended Consonants
- G. Memorize One Hundred and Eight
Brief Forms
- IV Units 17-20 inc. 6 weeks
 - A. Blends. Jent-Pent, Def-Tive
Ten-Den, and Tem-Dem
 - B. Special Business Forms
 - C. Methods of Expressing "r". Left
Motion Circles
 - D. Memorize Thirty-Six Brief Forms
 - E. Frequent Word Beginners
 - F. Dictation of Familiar Material at
Ninety Words Per Minute and Un-
familiar words at Fifty Words Per
Minute
- V Units 21-26 inc. 6 weeks
 - A. Common Prefixes and Suffixes in
Advanced Combinations
 - B. Phrasing Principles: Words Omitted.
Abbreviating Principles.
 - C. Omission of Final "t" and "d". Vowel
before "shun"
 - D. Brief Form Derivative Drill
 - E. Dictation of Familiar Material at
110 Words Per Minute and Unfamiliar
Words at Seventy Per Minute
- VI Units 26-32 6 weeks
 - A. Compound Words, Irregular Compounds
and Figures
 - B. Analogical Word Beginnings, Disjoints,
and Compounds
 - C. Advanced Phrasing Principles
 - D. Analogical Word Endings, Joined, and
Disjoined.
 - E. Dictation of Familiar Material at
120 words per minute and Unfamiliar
Material at 100 words per minute.
 - F. States and Principal Cities
 - G. Review

Typewriting 1 and 2

Text: Twentieth Century Typewriting Complete Second
Edition by Lessenbury and Jevon

Supplementary: Complete Typewriting by Depew
Classified Typewriting in Drills by Michael
Tabulation Exercises in Typewriting by
Brown
Speed Tests by Educational Research
Bureau

- I Development of Keyboard Control 6 weeks
 - A. Position at Machine

1. Arms
 2. Feet
 3. Body
 - B. Principle Operative Parts of the Typewriter
 - C. Insertion and Removal of Paper
 - D. Stroking
 - E. Keyboard
 1. Home Row for Each of the Groups of Letters
 2. Characters and Numbers on Keyboard
 3. Centering
 - a. Horizontal
 - b. Vertical
- II Punctuation 7 weeks
- A. Rules
 - B. Syllabication
 - C. Computation of Net Words Per Minute
- III Business Letter 4 weeks
- A. Forms of Punctuation
 - B. Parts of the Business Letter
 - C. Style of Letters
 - D. Placement of Letters
- IV Tabulation 3 weeks
- V Office Problems 9 weeks
- A. Carbon Copies
 - B. Addressing Envelopes
 - C. Folding and Inserting Letters in Envelopes
- VI Manuscript Typing 3 weeks
- A. Display Page
 - B. Writing from Rough Draft
- VII Special Problems in Typing Business Letters 4 weeks
- A. Modified Block Form with Centered Attention Line and Indented Quotation
 - B. Modified Block Form Containing Inverted Paragraphs with Subjects Typed in Capitals
 - C. Inverted Paragraph Form
 - D. Sample Showing Method of Typing a Postscript
 - E. Two-Page Letters
 - F. Formal and Informal Letters

Typing 3 and 4

Text: Twentieth Century Typewriting Complete Second Edition

Supplementary: Complete Typewriting by Depew
 Radio Typing and Office Practice by Reigner
 Speed Tests by Educational Research Bureau

- I Problems in Business Letter Arrangement 4 weeks
- A. Subject Typed in Two Lines after

- Printed Word Subject
- B. Kinds of Signatures
- C. Description of Enclosure Listed Under the Word Enclosures
- D. Official Title on the Same Line as the Pen-Written Signature
- E. Company Names and Divisions Typed in two lines, centered from Mid Point of Close
- F. File Number Typed in Line with Printed Heading
- G. Inter-Office Form. Addressing more than one person
- H. Inter-Department or Inter-Office Letterhead
- I. Long Letter Typed on One Page
- II Telegram with Letters of Confirmation 2 weeks
 - A. Economy in the Wording of Each Type
- III Index Cards, Mailing Lists, and Method of Typing Addresses and Salutation on Circular Letters 2 weeks
- IV Problems in Tabulation 4 weeks
 - A. Ruled Tabulations
 - B. Boxed Headings
 - C. Off Center
 - D. Order Letters and Invoices
 - E. Window Envelopes and Enclosures
- V Legal Documents 8 weeks
 - A. Working Plan for Legal Documents
 - 1. Folding
 - 2. Spacing
 - 3. Binding
 - B. Kinds of Legal Documents
 - 1. Agency Contract and Lease
 - 2. Proxy and Power of Attorney
 - 3. Articles of Agreement
 - 4. Building Contract
 - 5. Abstract of Title
 - 6. Deeds
 - 7. Mortgages
 - 8. Bill of Lading
 - 9. Commercial Drafts
 - 10. Bank Drafts
 - 11. Pay Roll
 - 12. Distribution Sheet
 - 13. Cash Memorandum
- VI Developing Initiative in Office Work 16 weeks
 - A. Letters of Application
 - B. Transcription
 - C. Balance Sheet
 - D. Profit and Loss Statement
 - E. Postal Cards
 - F. Article of Co-Partnership
 - G. Bill of Sale
 - H. Statement of Accounts

- I. Collection Letter
- J. Wills
- K. Quitclaim Deeds
- L. Affidavit of Defense
- M. Promissory Note
- N. Affidavit of Claim
- O. Court Testimony
- P. Specifications, and Inventory
with Tabulations
- Q. Telephone Calls
- R. Letters Typed from Pen-Copy
- S. Two-Page Letters, Containing
Postscripts, Typed from Corrected
Copy.

MUSIC

Pupils who enroll for the high school instrumental work have had the beginning work in the elementary grades. No outline of the high school work is given as the work consists of practice one period each day from 8:15 to 8:55. As the pupil progresses, more difficult selections are introduced. As present, twenty-five per cent of the pupils report regularly for orchestra work. Pupils are given one-half credit per year as specified in the state high school manual.

The basis for voice work is also developed in the elementary grades. Pupils who wish to enroll for voice work report to the music instructor for a try-out and voice classification. This usually takes about two weeks and after that time the pupils meet for group work. Pupils who cannot read well are given special time for work with the teacher until they have mastered the fundamentals. Appreciation, rhythm, and voice training are given special attention.

While no part of the community survey touches on music, it is, nevertheless, generally regarded as a

desirable part of the training in all schools. Besides its general cultural value, it is a source of enjoyment for many individuals after their school days are over. The experience of the graduates Table XVI, page 38, shows that music should have a part in the curriculum.

The survey has shown the need for other subjects in addition to those outlined in this chapter. The summary of subjects selected by graduates given under Table XVI, page 38, the occupational status of the community, the occupational intentions of the pupils, Table XVIII, page 42, and the job-survey in the next chapter, all show a need for home art and industrial art. In finding the right type of training in home art for this community, the help of the county extension agent was secured. She has been the director of extension and club work in the county for ten years and during this time has been in personal contact with most families in the community. The following is an outline of the year's work in home art as suggested by the extension agent:

- | | |
|---|----------|
| I Foods | 12 weeks |
| A. Selection | |
| 1. A Study of Relative Food Values
for Individuals | |
| 2. Economic Buying | |
| 3. Seasonal Selection and Use | |
| 4. Composition | |
| 5. Digestive Processes | |
| 6. Sanitary Handling | |
| 7. Adulteration and Pure Food Laws | |
| B. Preservation | |
| 1. Care in the Home | |
| 2. Refrigeration | |
| 3. Canning | |
| 4. Drying | |

- 5. Preserving
- C. Preparation
 - 1. Cooking
 - 2. Serving
- II Clothing
 - A. Selection
 - 1. Adaptation
 - 2. Durability and Function of Materials
 - 3. Suitability
 - 4. Economy
 - 5. Hygenic Production and Sale
 - B. Preservation
 - 1. Darning
 - 2. Patching
 - 3. Dyeing
 - 4. Laundering
 - 5. Remodeling
 - 6. Repairing
 - 7. Pressing
 - 8. Brushing
 - 9. Removal of Stains
 - C. Preparation
 - 1. Tailoring
 - 2. Gowns
 - 3. Underclothes
 - 4. Coats
 - 5. Hats
- III Household Management 8 weeks
 - A. Division of Income
 - B. Housewifery
 - 1. Cleaning
 - 2. Care of the Home
 - C. Division of Labor
 - 1. Father
 - 2. Mother
 - 3. Children
 - D. Plan for Work
 - E. Care of the Family
 - 1. Education
 - 2. Entertainment
 - 3. Maintenance of Health
 - 4. Care of the Sick
- IV Shelter 4 weeks
 - A. Selection of Site
 - 1. Sanitation
 - 2. Economy
 - 3. Relation to
 - a. Work
 - b. Schools
 - c. Churches
 - B. Furnishings
 - 1. Tone
 - 2. Line
 - 3. Color
 - 4. Beauty

5. Kinds
6. Costs
- C. Care and Upkeep
 1. Paper
 2. Paint
 3. Laundering of Linens and Drapes

INDUSTRIAL ARTS

Another subject which should be included in the curriculum according to the graduates, the community survey, and pupils' interests is industrial arts or manual training. This course should be designed to take care of pupils who show aptitudes in mechanics and wish to make this their life work. This can also provide training for pupils who are better suited for manual work than for the other work in the school which is mostly mental. For those pupils who do not go on to college, this training should be of considerable aid in establishing them in some trade or non-trade.

Eventually, most individuals become head of a home and the training in industrial arts can be a means effecting economy by home construction work, minor repair in the home, and provide a useful as well as an enjoyable hobby.

In constructing the industrial arts course, the advice and experience of the local county agent were sought. His experience in club work and projects with boys in the community was used as a basis for making the program below. An attempt was made to make the course practical and inclusive and at the same time typical of home problems in construction and repair.

- I Mechanical Drawing
 - A. Kinds of Lines
 - 1. Object
 - 2. Extension
 - 3. Hidden
 - 4. Dimension
 - B. Kinds of Drawing
 - 1. Perspective
 - 2. Isometric
 - 3. Orthographic
 - C. Lettering
 - D. Learning the Language of Industry
- II Woodworking
 - A. Use and Care of Woodworking Tools
 - B. Practice in the Use of Tools
 - C. Construction of Simple Project
 - D. Repairs about the Home
 - 1. Bring one Article from Home to repair
 - E. Painting and Finishing
- III Electricity
 - A. General Principles in Wiring
 - B. Wire Splicing
 - C. Repairing
 - 1. Sockets
 - 2. Floor Lamps
 - 3. Doorbells
 - D. Replacing Fuses
- IV Metal Working
 - A. Forge Work
 - 1. Welding
 - 2. Tempering
 - 3. Common Iron Repairs
 - B. Sheet Metal
 - 1. Planning and Cutting
 - 2. Soldering
 - 3. Rivited Seam
 - 4. Hammered Projects in Copper, Aluminum, and Pewter
- V Leather Craft
 - A. Use of Modeling Tools
 - B. Braiding and Knotting
 - C. Making of Project Optional
- VI General Mechanics (Pupil to Select one Machine for Study as the Example below)
 - A. The Automobile
 - 1. Preserving the Car Body
 - 2. Greasing the Car
 - 3. Caring for Tires
 - 4. Simple Engine Principles
 - 5. The Ignition
- VII Term Project
 - A. Each pupil to make an Article--His Choice in Wood, Metal, or Leather

CHARACTER EDUCATION

No separate classes are conducted for character training, although this is no indication that they are not necessary. Three of the trial-job reports in the next chapter ask for a greater stress on character training in the local school. The annual national cost of crime indicates that organized effort directed toward young people must work to better this condition.¹⁴ In line with the general tendency of recent years, people are looking to the schools for leadership in meeting the pressing need for character education.

The local school uses incidental lessons in the various classes, by which morality and good citizenship are taught.

History has some advantages over other subjects in the curriculum in its possibilities for ethical training, chiefly because it deals more or less directly with society's effort to develop the art of group living. The history of such efforts forms the basis of character education. An interpretation of Greek and Roman history, for an example, shows that nations as well as individuals cannot endure when life is founded upon unethical principles and immoral practices. American history, from its beginning, is a record of such fundamental, individual, and social virtues as courage, perseverance, industry, frugality, self-reliance, and justice. The

¹⁴N.E.A. Bulletin, No. 4, Vol. 10, 1932, p. 121

slave trade of 1619, the American Revolution of 1775, Emancipation Proclamation of 1863, and the attitude toward the negro today are illustrations of changing conceptions of justice. The cardinal principles of liberty and equality that are epitomized in the Declaration of Independence and made the cornerstone of our republican form of government have been safeguarded in our international relationships from the time of Washington's foreign policy to the time of the Treaty of Versailles. The principles should be cherished and fostered on the moral ground that the humblest citizen may do as he pleases as long as he accepts full responsibility for the improvement of American life.

Though the social studies are records of human activities, literature is the chief source in interpretations of life. *Paradise Lost*, *The Divine Comedy*, *Macbeth*, *Hamlet*, and *Faust* are filled with ethical lessons drawn from the moral and immoral practices. In *Romola*, George Eliot traced, with minute care, the downfall of a man who put off from time to time those things that he should have done at once. *The Vision of Sir Launfal* was written by Lowell to show, among other things, that love and altruism are real needs in life.

Science too, has its ethical lessons for pupils, if teachers will direct their efforts in that direction. Perhaps the most effective ethical lessons offered by

science are drawn from the facts and conclusions connected with scientific procedures. For example, scientific study and investigation proved that yellow fever was carried by a certain kind of mosquito. Methods for destroying these mosquitoes were then developed. After children have learned these facts, they realize that it is immoral, or at least unmoral, to permit the accumulation of breeding places for mosquitoes. Moreover, science is constantly trying to separate truth from error, regardless of the consequences. Such a procedure has its ethical value. When the pupil develops the scientific attitude, he will test the evidence for truth and error in the important situations in life, just as he does in the laboratory.

ATHLETICS

Football, basketball, track, and baseball are included in the athletic program. Practically every boy is active in at least one department. Despite the fact that considerable criticism has been made concerning the conduct of athletic contestants from the commercial angle, much is to be said in their favor. The athletic activities act as a great integrating factor for the school as a whole. They act not only as individual, but as social stimuli. They often turn the eyes of an otherwise unconcerned pupil to the school interests and cause him to identify himself more closely with his schoolmates.

STUDENT COUNCIL

The student council is composed of two pupils elected from each class. The superintendent attends meetings but does not vote, and he gives advice and guidance when needed. Rules concerning parties, school dances, and other social functions are drawn up by the council.

The prestige of the council is increasing. Pupils have begun to seek membership on the organization. Next year, plans have been made to develop a supervision of building and playground program by pupils, under the direction of the council.

CHAPTER VII

THE FOLLOW-UP PLAN

Every agency, including the school, which is responsible for the preparation of individuals for living and working in our present-day world, is aware of the need for so placing those who leave school that they will be well adjusted and well suited to the positions they are to fill. Placement agencies, in order to function properly, must first learn of the openings available. This involves the necessity of developing close contacts between the school and the vocational field. Guidance counselors universally state that, in order to be successful in placement, they must keep in constant touch with all agencies which may later employ their graduates. Similarly those responsible for precollege guidance must keep themselves in close contact with the requirements of the colleges the pupil may enter and the opportunities afforded by each institution.

"Follow-up" is that activity which has for its purpose better adjustment or readjustment of a pupil who has already been placed. "Trial-job" consists in placing a child in a position for a short duration before he has finished school. Whenever possible, changes are made in the curriculum as a result of findings disclosed by the follow-up and the trial-job activities. These methods involve, principally, maintaining contact with the individual who is out in the field, and securing knowledge and understanding of the

conditions under which he is working or operating. Follow-up and trial-job likewise involve acquaintance with people who are employing or who are directly responsible for the welfare of the individual recently placed.

The following is a copy of the blank sent to colleges for information concerning graduates of this school who have been enrolled in that college at least one semester:

Weeping Water Public Schools
Pupils Personal Report

The purpose of this inquiry is to help adjust the curriculum of this school to the pupils' needs. We would like to know how well this school has trained its pupils for the work he is now taking at your school. Information which you give will be confidential. Any additional information will be appreciated.

Our records show that _____ is enrolled in your school. Please write the information asked for and return at your earliest convenience. Probable success of student _____.

In what subjects or subjects has he failed if any?
_____.

In what division or part of the subject? _____

State your opinion as to the reason of the failure if it is lack of preparation _____.

How do you suggest that this school might improve its

instruction? _____

Subjects in which the pupil is doing superior work if
any _____

Subjects in which he is doing average work _____

Other comments _____

Date _____ Signed _____

The following is a copy of the blank sent to employers
of pupils who have worked on trial jobs:

Weeping Water Public Schools

Pupils Personal Report

The purpose of this inquiry is to secure information
which will be used as a basis to adjust the school cur-
riculum to the needs of its pupils. We would like to
know how well this school has trained its pupil for the
work he is now doing in your establishment. Informa-
tion which you give will be held confidential. Any
additional information will be appreciated.

_____ has worked under your
direction for a period of _____ under the
trial-job plan. Please write the information asked for
below and return at your earliest convenience.

Do you believe this pupil will succeed in this line or
similar work? _____

Mathematical ability? _____

Use of oral English? _____

Your opinion of his written work _____

Accuracy of written reports _____

Does he demonstrate interest in the work? _____

Should he have more technical training for the position?

Could the school do better work in training him for the position? _____ How? _____

Other comments _____

Personal reports have been received from eight pupils in colleges. All of the members of the senior and twenty-four per cent of the junior class took a part in the trial-job plan.

TABLE XIX

Employer	Number of Pupils
Bank Clerk-----	1
Grocery Clerk-----	3
Garage Helper-----	2
Dental Assistant-----	1
Agricultural Conservation Association-----	9
Carpenter Helper-----	2
Surveyor's Assistant-----	1
Collector-----	2
Newspaper Reporter-----	2

Each pupil was assigned to a job of his interest and ambition, or as near to it as possible, as determined by the results of the guidance program as described.

After the reports received as a direct result of the "follow-up" survey were carefully studied, the curriculum was then modified wherever possible, in accordance with the findings.

Five of the eight reports from colleges state that pupils from this school rate below the average in freshman English. The reports state: "Apparently, the pupils know the mechanics of grammar, but fail in proper usage. This may be the result of too much drill, without practice in application."

As a result of this suggestion, the English programs have been revised to include more exercise material in relation to its function in speech and writing. The same attention will be given to the fundamentals with less routine learning of rules, but with more recurrence of the idea in a practical form through correct usage in an interesting situation. This is intended to enable the pupil to acquire habits of clear, direct, forceful, and correct expression, written and oral.

In the field of mathematics, no unsatisfactory reports have come back from pupils who have taken mathematic courses at colleges. Reports from employers regarding mathematical ability of employed pupils show that ten gave the pupils a rating of below average in arithmetical calculations necessary for their business. However, none of these ten pupils had taken advanced arithmetic, and three of them had not taken plane geometry. Thirteen other pupils doing practically the same kind of work were rated good in mathematics; all of these had taken advanced arithmetic. These facts seem to be an indication that the present curriculum is serving its purpose well, as far as mathematics is concerned.

Follow-up reports by colleges and local firms made no comment on the pupils who had preparation in the field of science; thus the program has remained the same as drawn up.

In the commercial field, likewise, the follow-up reports showed no suggestions for a change in training. In each case the employer indicated satisfaction of the performance of the group as beginners. The Agricultural Conservation Director, who employed nine of the pupils, suggests college training in this line for those who wish to enter the business profession.

Three of the trial-job reports ask for greater emphasis on character training. This is being done in the various classes, especially in the history and literature classes, for these offer the greatest possibilities for ethical training, as has already been explained.

The trial-job survey also shows the need for home art and industrial art. How industrial art has been added without the addition of another teacher has been discussed, and if the Board of Education should see fit to engage a full-time teacher instead of the present part-time teacher, home arts also will be incorporated into the curriculum.

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

The most important findings of the thesis may be summarized briefly as follows:

1. Changing social conditions make necessary the reorganization of the curriculum of all schools, large or small.
2. A study of the various methods of curriculum development reveals the scientific method as the most desirable approach to this thesis.
3. A review of the program of studies offered in the local high school over a period of the last fifty years endeavors to trace, in so far as possible, the changes and developments effected during that time.
4. The survey of the experience of local high school graduates is used as a basis of establishing the needs of the local pupil.
5. The survey of pupil population and school community indicates definite needs for personal and domestic, commercial and clerical, and professional training in the local school.
6. The faculty selects a program of studies to fulfill as nearly as possible the above-mentioned needs.
7. The "follow-up" plan checks on the efficacy of this selected program, and makes recommendations for changes as found necessary.

The results of this study should be of great value in furnishing information to instructors new to the system. It is necessary that a teacher know the community and the philosophy of the school if he is expected to be of maximum service to the community.

TABLE XX
RECOMMENDED CLASS PROGRAM

Period	Principal	Teacher A	Teacher A	Teacher C	Teacher D	Superin- tendent
8:20 9:00		Instrumental Music				
9:00 9:40	Typing 1 & 2	Biology	Latin IX	Study Hall		Lab.
9:42 10:22	Jun.Bus.* Journ'm*	Lab.	Study Hall	World History		Chem.** Phys.**
10:24 11:04	Typing 3 & 4	Algebra IX	Latin X	Study Hall		American History
11:06 11:46	Drama- tics	General Science	Study Hall	English XII	Voc. Guid.	Observa- tion
1:00 1:40	Typing 1 & 2	Adv. Arith.	English X	Econ.* Civics*	Prob. Dem.	Study Hall
1:42 2:22	Book- keeping	Study Hall	Remed. Work	Ind. Art	Remed. Work	Remed. Work
2:24 3:04	Short- hand	Geom- etry	English XI	Ind. Art	English IX	Study Hall
3:06 3:46	Remed. Work	Remed. Work	Chorus	Remed. Work	Study Hall	Office

*Alternated by Semesters

**Alternated by Years

A comparison of Table XX and Table I shows how industrial arts has been added to the course of study without an additional teacher. If teacher D is made a full-time teacher, home art can be taught in any two of the first three periods. Under this plan each teacher still will have one period per day for remedial work and con-

sultation.

In making out a program for each of the high school grades the following plan will be used.

NINTH YEAR	TENTH YEAR
Algebra IX	English X
English IX	Biology
General Science	Plane Geometry
Vocational Guidance	Latin X
Latin IX	Problems of Democracy
Junior Business	World History

With a limited faculty there can be little variation in subjects offered, especially in the first two years of high school. Where there can be a greater variety of subjects in the school, it would seem more logical to place them in the last two years. This would make the first two years a preparatory course.

All ninth year pupils should register for algebra, English, and vocational guidance. Pupils interested in a profession could take Latin as the fourth subject. Commercial, clerical, and public service groups would take junior business as the fourth subject, while pupils with scientific interests would take general science.

For the tenth year, all pupils are recommended to register for English, plane geometry, and problems of democracy. Biology and Latin is given for the pupils expressing scientific or professional interests, while world history can be taken by pupils who wish more work in social science.

The last two years of high school would include the following programs according to the occupational

interest mentioned.

ELEVENTH YEAR

TWELFTH YEAR

PROFESSIONAL, MANUFACTURING, TRANSPORTATION,
AND COMMUNICATION

English XI
American History
Physics
Advanced Arithmetic
Dramatics

English XII
Journalism
Civics
Economics
Chemistry

COMMERCIAL, CLERICAL, AND PUBLIC SERVICE

English XI
Advanced Arithmetic
Typewriting 1 and 2
Bookkeeping

English XII
Journalism
Typewriting 3 and 4
Shorthand

DOMESTIC AND TRADES

English XI
Home Art or Industrial Art
Dramatics
Physics

English XII
Journalism
Home Art or Ind. Art
Chemistry

This, of course, is not to be considered a permanent program. Such a conclusion would defeat the very purpose of this study, which was to build a workable basis upon which adjustments to current needs could easily be made. Our ever changing industrial, social, and economic conditions necessitate the frequent adjustment of the curriculum, if the school is to keep abreast of the times, and if it is to fulfill its real service to the community of which it is an outstanding part.

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