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### Partial Internship in the Unit Superintendent, High School and Junior High School Principals Offices in Community Unit School District #1, Charleston, Illinois

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PARTIAL INTERNSHIP IN THE UNIT SUPERINTENDENT,  
HIGH SCHOOL AND JUNIOR HIGH SCHOOL PRINCIPALS

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OFFICES IN COMMUNITY UNIT SCHOOL DISTRICT #1  
CHARLESTON, ILLINOIS

---

(TITLE)

BY

PAUL W. FOREMAN

B. S. in Ed. , Eastern Illinois University

M. S. in Ed. , Eastern Illinois University

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

SPECIALIST IN EDUCATION

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

## INTRODUCTION

During the Spring and Summer Quarters of 1966, the author was involved in a partial internship toward fulfillment of Education 601, 602 requirements at Eastern Illinois University. The partial internship took place in Community Unit School District #1, Coles County, Illinois. Specific places of training were the High School, Unit Superintendent's Office and the Junior High School. The author was privileged to receive training from the following personnel:

Mr. Paul E. Seitsinger, Unit Superintendent  
Dr. Palmer Ewing, Unit Educational Consultant  
Mr. Royce Marble, Unit Business Manager  
Mr. Marvin Smith, High School Principal  
Mr. Gail Borton, High School Assistant Principal  
Mr. John Dively, Junior High School Principal  
Mrs. Joyce Wilson, High School Secretary  
Mrs. Anna Nickles, High School Secretary

The above named personnel were extremely cooperative and the author would like to publicly express his sincere appreciation for their understanding and training. The author would also like to particularly thank Dr. Robert Shuff, Head of the Department of Administration and Supervision, Eastern Illinois University for his patience, understanding and guidance.

Actual experiences in educational administration provides invaluable aid to a better understanding of the various problems an administrator might encounter today. With this as a start the student may establish definite guidelines toward becoming an effective school administrator.

## EDUCATION 601

1. Survey of the characteristics of Jefferson School Faculty
2. Junior High School Scheduling
3. Jefferson Schools Street Safety
4. Jefferson Schools Ass't. Principal's office equipment.
5. Jefferson Schools Faculty Handbook
6. Remodeling Junior High School Library
7. Junior High School Room and Pupil Utilization Survey
8. Discussion of above Survey with Mr. Dively and Mr. Seitsinger
9. Work on Projection of Unit Student Enrollment
10. Reading Research in Predicting School Enrollments and A Survey of Three School Districts
11. Discussed 1966-67 class schedule - checked on library remodeling progress and visited some rooms - lyceum assembly correspondence Melbourne High School information - instructions on how to use PA system console.
12. Unit Grades 1-6 Enrollment Project
13. Bring up to date Unit staffs transcript files
14. Jefferson Schools telephone service and needs - Sign and poster machine information
15. Professional Library
16. Professional Library and Federal Aid to Education Information
17. Development of Philosophy of Jefferson Schools
18. Light and heat problem in Jefferson Schools office area - Junior High School personnel selection discussion.
19. Jefferson Schools Faculty Handbook and Building master keys and their use.
20. Junior High School objectives research
21. Second Junior High School Building Program discussion
22. Recommend goals for elementary schools years reading
23. Obtaining information for EMH student state report - Jefferson Schools Faculty Handbook
24. Discussion with Mrs. McCabe of Junior High School Guidance program and physical facilities - Information for ordering sign for Principal's office
25. Junior High School teachers lounge equipment and 1966-67 class schedule
26. Discussion of building bookcase for Ass't. Principal's office and new reading textbooks, grades 1-6
27. Discussion of Junior High School Guidance Program with Mr. Dively
28. Discipline research reading material
29. Discipline discussion with Jefferson Schools Principal
30. Confidential discussion with Jefferson Schools Principal on Jefferson's staff
31. Work on Jefferson Schools Faculty Handbook
32. Survey equipment in Junior High School and reading of a report on the Brain Injured Child

1. Filled out credit reference blanks and observed general office procedure
2. Discussed personnel problem with Mr. Borton
3. State Basketball Tournament ticket distribution
4. Discussed qualifications for High School Ass't. Principals position and the High School awards order with Mr. Smith
5. Discussed North Central Ass'n. recommendations on teaching loads with Mr. Borton
6. High School summer Driver Education scheduling
7. High school Summer Driver Education scheduling
8. Discussion on Curriculum revision
9. Investigation of High School Student Information files
10. Investigation of High School Student Information files and discussed duties of High School Ass't. Principal with Mr. Borton
11. Discussed North Central Ass'n. recommendations on guidance and how High School rated with Mr. Smith
12. Visited Jefferson Junior High School and discussed Junior High School Ass't. Principal's duties with Mr. Dively, Principal
13. Discussed High School accident insurance procedure with Mrs. Wilson, High School secretary
14. Further discussion of High School insurance procedure with Mr. Marble, Comm. Unit #1 Business Manager
15. Discussed annual High School Principal's report with Mr. Smith
16. Discussed ability grouping of students with Mr. Borton and Mr. Smith
17. Old High School Philosophy
18. Old High School Objectives
19. New High School Philosophy
20. New High School Objectives
21. Began investigation into the use of instructional aid in High School
22. Instructional aids investigation and completed questionnaire from Southern Illinois Coaches Ass'n.
23. Instructional Aids Inventory at High School
24. High School Withdrawal policy
25. High School Curriculum
26. Opinionnaire discussion of High School Activities Fund with Mrs. Nickles
27. Discussion of Imprest Fund with Mrs. Nickles
28. Activity Program
29. High School attendance policy and procedure
30. High School procedure on failing students
31. High School Assistant Principal duties discussion with Mr. Smith
32. Desirable characteristics of High School Ass't. Prin. listing compiled by Mr. Smith and Mr. Borton
33. High School Guidance Program
34. High School Summer Driver Education schedule
35. Characteristics of the good Junior High School - Dr. Ewing
36. Registration of June group of Summer Driver Educ. Students
37. Application forms for instruction permits in Summer Driver Educ.
38. Characteristics of the good High School
39. I. H. S. A. District Baseball Tournament Procedure to finish the tournament
40. Observed general office procedure
41. Filled out Speech Questionnaire with the assistance of Mr. Borton and Mr. Ozier
42. Discussed Summer assignment with Mr. Seitsinger Educ. 601
43. Athletic awards - Hiring policy of school dist. (Comm. Unit #1)
44. Course Descriptions

Thursday      March 10, 1966

Today I used the student permanent records to fill out credit reference blanks for a former student of Charleston High School.

The remainder of the period I observed general office procedure.

Friday      March 11, 1966

Today I participated in general discussion concerning a teacher who had used all of her sick leave. This person missed seven additional days and the question involved was whether this teacher should be docked on the basis of her base pay or base pay plus increment. The decision was made to dock the teacher at the rate of 1/180 th per day of her total salary.

Spent the rest of the period observing general office procedure.

Monday      March 14, 1966

Participated in general discussion on procedure for handling Illinois High School State Tournament tickets. It was decided that the state series tournament team, three coaches, one manager, High School Principal and Unit Superintendent would receive tickets on Friday. Coaches and wives, Principals and wives, Superintendent and wife, and Junior High Coach would receive tickets on Saturday. If there are any tickets left they will be given to school board members who

March 14, 1966 (con't)

have requested them. After this discussion I distributed Super Sectional Basketball tickets.

Sat in on a conference where questions were raised on North Central Self-Evaluation report. Discussed with Assistant Principal a copy of the program for the annual meeting of the North Central Association to be held in Chicago, Illinois; March 28, 29, and 30. This will be the seventy-first annual meeting. Appeared it would be an interesting meeting.

Tuesday            March 15, 1966

Participated in general discussion with Mr. Smith on qualifications for Assistant Principal's job. Mr. Smith felt there should be a list of duties for this position, then the hiring agents must check qualifications to find the best person to meet the requirements.

The use of double periods in a school schedule was also discussed. It creates many problems and appears an administrator should steer clear of their use as much as possible.

The school awards order form was discussed. The individual teacher determines the number on hand and the number needed and subtracts to find out how many to order. This form is turned into the Principal's office and the order is made. Generally this is done about the first of April every year.

Wednesday      March 16, 1966

Observed discussion between speech and drama teacher and Assistant Principal regarding procedure of students going to and participating in State Speech and Drama Contests. Problem involves possible overnight trip for students and teacher. It was decided to investigate time students are to perform and if an overnight trip is needed the school board must give its approval. Final decision will be made later.

Discussed North Central Association recommendations on teaching loads. The North Central Association of Colleges and Secondary Schools recommendations are as follows:

1. The ratio of pupils to teachers and professional staff members of the high school shall not exceed 27 to one. Only a staff member's time actually devoted to duties in the high school may be counted in determining the pupil-teacher ratio.
2. The teaching load shall be such that teachers have adequate time to perform their duties effectively. A teaching load in excess of seven periods daily for the short period schedule and six periods daily for the lengthened period schedule shall be considered a violation of this criterion.
3. It is strongly recommended that each teacher should be assigned at least one period daily for conferences and preparation. In schools employing the lengthened period schedule with six or seven periods, teachers should be assigned not more than five classes and or study halls. In schools employing the short period type of schedule



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with eight or more periods teachers should be assigned not more than six classes and or study halls.

4. Except in certain activity type classes, such as typewriting, physical education and music, the total pupil load for a teacher shall not exceed 170 pupils a day.

Thursday            March 17, 1966

Began schedule for summer driver education classes. To meet state requirements of six clock hours in behind the wheel phase of driver education for reimbursement purposes and a state regulation requiring at least four weeks in length for the course, it has been decided to put four students in the car each period. It takes four five day weeks plus four days to meet the six hour requirement with four students in the car. In order to meet time requirements the teachers have their choice between cutting back from 40 students per teacher to 30 students or teachers will have to meet on June 2 and all Saturdays during the month of June. Another choice involves cutting back to three students per class period for one session. Final decision is to be made later.

Friday      March 18, 1966

In regard to the summer driver education program it was decided to submit the following plans to the two driver education teachers for their approval.

Plan No. 1:

June 2--Start first group-4 students per class-5 classes a day-6 days a week-2 teachers-40 total students-plus June 4, 11, 18, and 25.

June 30--Finish first group.

July 1--Start second group-4 students per class-5 classes a day-5 days a week-2 teachers-40 total students.

August 4--Finish second group. Make up missed time on Saturdays or during evenings in first group.

Total students 80. Total reimbursement \$2560. Total salaries \$2160  
(Each teacher \$1080)

Plan No. 2:

June 2--Start first group-3 students per class-5 classes a day-5 days a week-30 total students.

June 30--Finish first group.

July 1--Start second group-4 students per class-5 classes a day-5 days a week-40 total students.

August 4--Finish second group. Make up missed time on Saturdays.

Total students 70. Total reimbursement \$2240. Total salaries \$1890  
(Each teacher \$945)

Plan No. 3:

June 2--Start first group-3 students per class-6 classes a day-5 days a week-36 students.

June 30--Finish first group.

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July 1--Start second group-4 students per car-5 classes  
a day-5 days a week-40 total students.

August 4--Finish second group. Make up missed time on  
Saturdays.

Total students 76. Total reimbursement \$2432. Total salaries \$2052  
(Each teacher \$1026)

Plan No. 4:

June 2--Start first group-2 students per class-6 classes  
a day-5 days a week-36 total students.

June 30--Finish first group.

July 5--Start second group -4 students per class-6 classes  
a day-5 days a week-48 total students.

August 5--Finish second group. Make up missed time on  
Saturdays.

Total students 84. Total reimbursement \$2688. Total salaries \$2268  
(Each teacher \$1134)

The two driver education teachers chose Plan No. 3. The  
administration gave its approval. The summer driver education  
program will be set up as described in plan number three.

Monday

March 21, 1966

Dr. Shuff's office--Discussion on curriculum revision.

Brief discussion centered around the following items:

Role of curriculum coordinator for entire district.

Role of subject area curriculum coordinators in the district.

Role of building principal in curriculum revision.

Role of department heads in curriculum revision.

Role of teachers in curriculum revision.

Role of State Department of Education Consultant and

University Consultants in curriculum revision.

However, time ran out before the area of curriculum revision could be thoroughly explored. I gained valuable information and hope we can continue the discussion later. Dr. Shuff loaned me a book entitled "Curriculum Reorganization in the High School" for further study.

Tuesday

March 22, 1966

Began investigation into student information files kept in vault in the Principal's office. Each student in school has an accumulative record folder. Information kept in this folder is as follows:

1. All testing scores by type and in which grade they were given since the beginning of their schooling. These tests include; California Short Form Test of Mental Maturity, Differential Aptitude Tests, California Achievement Tests, The Iowa Test of Educational Development, Kuder Preference Record Vocational.
2. Teachers estimate of progress, subject, grades in elementary and junior high school, and attendance record.

March 22, 1966 (Con't)

3. Family background information.
4. Extra curricular activities and hobbies.
5. Medical, dental and optical examination records.
6. Any other pertinent information.

Each student also has a permanent record card listing subjects, grades and credits received in high school by semester and year of attendance.

Will continue investigation tomorrow.

Wednesday      March 23, 1966

This is a continuation of yesterday's investigation of student files. School attendance registers are kept in the vault showing each student's attendance record, these records date back to 1950. Each student's attendance record is put on the back of his permanent record card by school year.

Held brief discussion with Assistant Principal on duties of his position. Final list of duties will be included in this report, plus a list of desirable characteristics a person should have for performances as a High School Assistant Principal.

Thursday      March 24, 1966

Discussed number of guidance counselors employed at the high school. It was felt that our guidance staff was of adequate number. Following is the North Central Association of Colleges and Secondary Schools recommendation of Guidance Personnel:

March 24, 1966 (Con't)

1. Adequate personnel---All member high schools should employ at least one professionally trained counselor or director of guidance services. The ratio of students to qualified guidance personnel should be approximately 300 to 1. Schools enrolling fewer than 300 pupils should have at least one half-time guidance worker. Schools enrolling over 300 pupils should have a full-time guidance worker or the equivalent in part-timeworkers for every 300 pupils or major fraction thereof.
2. Preparation--Professional staff members employed primarily as guidance counselors or directors should have at least 15 semester hours of graduate preparation in guidance and counseling.

Held a brief discussion on the work of our guidance staff. Student-counselor relationships and the testing program were briefly discussed. No final conclusions were reached.

Friday

March 25, 1966

Visited Jefferson Junior High School in Charleston. Discussed schedule of classes, staff, personnel, and duties of the Junior High School Assistant Principal, then toured the building with Mr. John Dively, Principal. It was pointed out that they are at capacity and need more space. The library is to be completely remodeled this summer.

March 25, 1966 (Con't)

The building is in need of better lighting in several places.

The following is a partial list of the suggested duties of the Junior High School Assistant Principal given to me by Mr. Dively.

ADMINISTRATIVE:

1. Assume the duties of the Principal during the Principal's absence.
2. Handle the employment and supervision of substitute teachers.
3. Share the responsibility of minor discipline problems.
4. Supervise athletic program and contests.
5. Schedule and supervise school social activities.
6. Supervise and teach classes when substitutes are not available.
7. Supervise and coordinate student transportation to school activities.
8. Assist in the general supervision of the entire student body, building and grounds.
9. Supervise handling of grade cards and personal records.
10. Perform any other duties the Principal, Superintendent, or Board of Education assign.

SUPERVISORY:

1. Assist with scheduling.
2. Coordinate activity program. (Clubs)
3. Conduct departmental and faculty meeting as directed by principal.
4. Assist with orientation of new teachers.
5. Assist Principal with continual visitation and evaluation of faculty and other personnel.

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6. Assist in research, evaluation, and recommendations of texts and other instructional materials.
7. Conduct conferences with students, teachers and parents.
8. Assist in evaluation, research and recommendations regarding curriculum improvement.
9. Perform any other duties the Principal, Superintendent, or Board of Education assign.

Monday            March 28, 1966

Discussed insurance coverage and procedure for student's injuries at the high school with Mrs. Wilson, High School Secretary. The student insurance is with the Guarantee Trust Life Insurance Company. The company is represented by the Page Insurance Agency in Mt. Vernon, Illinois.

The procedure for filing a claim is as follows:

1. Student reports injury to Mrs. Wilson.
2. Mrs. Wilson fills out the claim form and the student takes the form home for parent's signature. The form is then returned to Mrs. Wilson and she mails it to the attending physician.
3. The doctor completes his part of the claim form and mails it back to Mrs. Wilson.

Mrs. Wilson keeps a complete register of injuries. This report is broken as follows:

- A. Type of injury.
- B. Name of student.
- C. Date of injury.
- D. Name of doctor.
- E. Date claim form sent home.



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- F. Date claim form sent to the doctor
  - G. Date claim form sent to the company.
  - H. Amount of claim as submitted by doctor.
  - I. Amount paid by company.
  - J. Date company paid bill.
  - K. Date company was notified of the injury.
4. When the claim form returns from the doctor it is signed by the High School Principal and mailed to the company.
5. Company mails check to the Superintendent's office and they mail these checks to the doctor and or hospital. At the same time Mrs. Wilson receives a copy of the claim draft which shows students name, policy number, claim number, draft date, amount paid, to whom paid, and a description of the injury and payment. This is kept on file.
6. Upon receipt of the claim draft, Mrs. Wilson finishes recording in her register of claims.

Tuesday            March 29, 1966

Questions raised after receiving insurance program information:

- 1. Should parents be notified after doctor and or hospital bill has been paid?
- 2. What about school's responsibility to see that all reports are in on time to meet the terms of the contract with the insurance company?

Called Royce Marble, Business Manager of the School District, to obtain a copy of the terms of the insurance

March 29, 1966 (Con't)

contract. He has the master policy on file in his office.

At the beginning of the school year a form letter is given to the students to take home to their parents which outlines the coverage of the policy. A copy of this letter is included in this report.

Spent the remainder of the period observing general office procedure.

COMMUNITY UNIT SCHOOL DISTRICT NO. 1  
Charleston, Illinois

Dear Parent:

The school student insurance program provided this school year, and adopted by the board of education, includes benefits shown below:

TIME PERIOD COVERED

1. ATTENDING SCHOOL during the hours and on the days when school is in session.
2. TRAVELING directly to or from the Insured's residence, and the school for regular school sessions, for such travel time as is required, but not to exceed one hour before regular school classes begin, and not more than one hour after regular school classes are dismissed, or if additional travel time on the school bus is required, coverage hereunder shall extend for such additional travel time that might be necessary.
3. PARTICIPATING in or attending an activity exclusively organized, sponsored and solely supervised by the School and School employees, including travel directly to or from such an activity in a vehicle furnished by the school and supervised solely by School employees.

COVERAGE AND BENEFITS.

UP TO \$5,000.00 PER ACCIDENT. If the insured sustains injuries covered under the Plan, benefits will be payable for expenses incurred WITHIN a 52 week period from the date of the accident, as follows:

BENEFITS FOR COVERED INJURIES are provided as follows: If, within thirty days from date of injury, the insured shall require the services of a registered graduate nurse (R.N.) during a period of hospital confinement, OR treatment by a legally qualified physician, Surgeon, or Osteopath, holding the degree of M.D., or D.O., only, OR the use of a licensed ambulance from the scene of the accident to a hospital for confinement therein, OR any necessary hospital care or service the Company will pay for such necessary and reasonable expense incurred, but in no event shall the covered charges exceed the usual and customary charge for such services, supplies and treatments normally made within the County of the State in which the treatment is given and provided any IN-PATIENT HOSPITAL EXPENSE COMMENCES WITHIN SIXTY DAYS FROM THE DATE OF INJURY, SUBJECT TO THE following:

PHYSIOTHERAPY: diathermy, heat treatment in any form, manipulation or massage is payable up to \$30.00 per injury.

DRUGS, medicines and prescriptions shall be payable when rendered in a hospital or in a doctor's office. The maximum amount payable shall not exceed: for room and board, the semi-private room rate of the hospital, ambulance - \$25.00 for any one covered accident; X-RAYS, two x-rays when neither a fracture or dislocation of a bone is involved; or for orthopedic appliances, artificial limbs, crutches, wheel chairs, orthopedic shoes or inserts, the sum of \$20.00 for any one covered injury, only when supplied and charged for by a hospital.

DENTAL BENEFITS for each individual, sound, natural, unfilled tooth; \$25.00 per injured tooth, if not replaced or Capped; \$50.00 per injured tooth if Capping is performed, or \$100.00 per tooth if tooth is replaced.

OTHER BENEFITS If the injuries cause Death or Dismemberment within 90 days after the accident, the plan pays in lieu of other benefits as follows:

Accidental Death . . . . .	\$1,500.00
Double Dismemberment . . . . .	\$7,500.00
Single Dismemberment . . . . .	\$1,000.00
Entire Sight of One Eye. . . . .	\$1,000.00

ITEMS NOT COVERED

(a) Injuries sustained as the result of participating in or while practicing for interscholastic Senior High School football, including travel to or from such activities or practices; (b) the services of an assistant Surgeon or Physician when a surgical operation is performed; (c) vegetation, ptomaine poisoning or bacterial infections (except pyogenic infections due to accidental open cuts); (d) treatment administered by any person employed or retained by the School; (e) hernia in any form, however caused and regardless of anatomical location; (f) reinjury or complication of a condition due to accidental bodily injury occurring prior to the effective date of this Policy; (g) injuries caused by War or any act of War; (h) illness or disease in any form, including blisters, insect bites, heat exhaustion or sunstroke, or (i) injuries sustained while fighting or brawling. This does not cover injuries resulting from the use of skateboards or sidewalk surfboards of any type.

THIS IS AN ILLUSTRATION - NOT A CONTRACT. Master Policy on File at the School.

Wednesday      March 30, 1966

Our High School Principal compiles an annual report called, appropriately, the Principal's Report. Discussed with Mr. Smith the reasons for these reports. The main purpose is to provide an accurate record of what has happened during the year, also it is used as a guide for the coming year. Mr. Smith felt it had proven, over the years, to be an invaluable reference source.

The following is a list of the items covered in the report:

American Education Week	Faculty Meetings
Assemblies	Faculty Bulletins
Athletics	Failure Lists
Schedules	Field Trips
Holiday Tourney	Final Week Instructions
Fresh-Soph Tourney	1st and 2nd Semester
Invitational Track	Financial Report
Information Sheets	Fire Drill
Intramurals	Foreign Exchange Student
Attendance (Permission)	Freshman Handbook
Awards (See Club Reports)	Freshman Orientation
Bus Chaperones	Graduation Information
Board Policies	Program
Boys' State Representative	Publicity
Calendar	Graduating Seniors
Classroom Control	Seniors Entering College
Class Lists	Handbook
Class Officers	Health
Class Reports	Homecoming
Class Schedules	Homeroom Chart
Clubs and Reports	Honor Roles
DAR Good Citizen Award	Insurance Summary

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Directory	Letters to Parents
Discipline Committee	Letter (Misc.)
Driver Education	New Students
Open House	Non-Graduation Seniors
Parent Permits	Orientation
Reclassified Students	Programs
Scholarship Candidates	Reports (Special)
Senior Class Rank	See Field Trips-Club Reports etc.
Senior Class Addresses	Senior Class Grade Point Average
State Employment Tests	Social Activities
Students Entering from Lab Sch.	Student Teaching
Study Groups	Substitute Teachers
Summer Addresses (Faculty)	Summer School Students
Tornado Drill	Track
Transcripts Mailed	Withdrawals

Friday      April 1, 1966

Spent the period discussing ability grouping and its use in the high school program with Mr. Smith and Mr. Borton. In any school program, grouping of students is used. There are two main plans of grouping students. One plan involves heterogeneous grouping, whereby students of varying interests, abilities, and achievement levels are placed together for the purpose of instruction. This does not mean that the grouping is done haphazardly. Individuals are grouped by showing progress and achievement, thus we have promotion from grade one to grade two and so on. Another plan involved homogeneous grouping, which attempts to group students on the basis of mental ability, academic achievement, interest, or a combination of these criteria. Sometimes these groups remain together in all subjects, however, at times they change by subject

April 1, 1966 (Con't)

areas. A combination of these two plans might be the best way to meet the challenge of ability grouping in order to provide the best educational program. Before any final decision could be made on my part, I would like to explore further the research on this subject. I would also like to discuss this with other administrators, teachers, and consultants in the educational field.

Monday, April 4, 1966

Received Dr. Shuff's guidelines for field experience internship, I spent part of the period looking over this set of guidelines, then began a check to see what parts of this listing I have already covered.

Next, I began an investigation into our curriculum. In describing our curriculum, its construction, courses of study, and extra-curricular activities, it seems to me we should first list our philosophy and objectives. Our philosophy at Charleston High School is very well stated in the Faculty Handbook as follows:

"Fundamentally, a philosophy of education is made up of the objectives or goals toward which an educational program is directed. Working with developing boys and girls in a changing world, we must be constantly aware of the need for our educational program and in many cases, our attitudes to keep in step with modern trends.

We believe that teachers in a democracy must be zealous and enthusiastic proponents of democratic living, not only in the classroom but at all times, and must maintain as fundamental the idea that this country is a place where it is safe to be different so long as

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being different doesn't interfere with the rights of others. Democracy is a way of life where all people, regardless of ability, are given an opportunity to develop to the fullest their native capacities. An education which fails to instill within boys and girls a sense of responsibility to family, country and mankind is fragmentary and inadequate.

To produce the good citizen, in the fullest interpretation of the word should be the main purpose of our schools and all activities should contribute toward that end. Character education is a most important part of any school program. To attain the goal of good social, intellectual, physical, moral and religious adjustment, one must develop the power of a more friendly relationship of mutual respect among students, teachers and laymen with all three groups working together in a wholesome and congenial atmosphere.

We are aware of the fact that pupils vary in the rate and degree of comprehension and we will ever strive to help boys and girls of all levels of ability receive a feeling of "belongingness" both in school, and out of school. We will attempt to train students to be open-minded in their outlook but at the same time to be willing to subordinate the individual good to the common welfare."



The Faculty Handbook of Charleston High School lists the following 15 objectives:

1. To help each student develop to his maximum potentiality. This specifically includes giving time and attention not only to the slow but to those gifted with more than average intelligence.
2. To teach students to speak, read and write the mother tongue effectively.
3. To teach the basic facts concerning health so that the student may protect his own health and that of his dependents.
4. To instill in boys and girls ideals of good morals and worthy home membership.
5. To provide a sufficient background for those boys and girls who desire to attend colleges and universities.
6. To foster within youth an appreciation for democratic ideals and a zeal in the American way.
7. To provide sufficient practice in democratic living that the youth of today will become participating and responsible citizens of the local, state and national levels of government.
8. To develop world-mindedness within our youth citizens so that the shrinking world will soon become one world in fact as well as in name and so that existing prejudices of race, color and religion will ever decrease.
9. To teach students to practice good sportsmanship both as a spectator and as a participant in sports and leisure time pursuits.

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10. To prepare boys and girls for a fuller, more wholesome life through sound, factual information concerning family relations, courtship and marriage.
11. To teach courses in vocations and to provide assistance in guidance so that the student will understand the requirements and opportunities of various jobs.
12. To strive to develop within boys and girls a wholesome outlook and a sensible approach to this business of living in the light of practices acceptable to society.
13. To supply all youth with the opportunity to develop his capacity to appreciate beauties in literature, art, music and nature.
14. To guide youth in their struggle to grow in ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.
15. To master to the best of his ability those fundamentals which are required for effective and worthy living.

Wednesday

April 6, 1966

Due to the present self-evaluation report being done by our high school staff and in conjunction with a North Central Association visitation team we have developed a new philosophy and set of objectives for Charleston High School. The following is a copy of the new philosophy and objectives.

#### PHILOSOPHY

The program of a school must be built upon a sound philosophy which is not hastily formulated from untied educational theories, but evolved from the inner convictions and personal

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experiences and knowledge of those who are in close contact with youth, and who are familiar with the specific and general situation in which the program will be promoted.

This must be a cooperative enterprise, because participation in any program of instruction which develops from the philosophy will be most complete and effective by those who are responsible for its creation.

In a changing social order, fixed guides may be a danger to educational growth and improvement. Therefore, it is essential that the school and community join periodically in an analytic examination of its educational philosophy, and implement the necessary modifications or changes that will guide in the development of a program adequate to meet the needs of the time.

We believe that the specific purpose of the school is the preparation of boys and girls in such a way they may enjoy the full life and contribute as much as possible to the advancement of the social order. In a democracy, we add to this the stimulation and development of ideals and thinking that will be directed toward achieving the highest type of citizenship and the preservation of the democratic way of life. Education in a democratic society should provide a diversified, differentiated program of activities and experiences that will stimulate appreciations and ideals, and develop necessary knowledge, skills, and capabilities. Out of this active participation in selected and planned experiences should emerge a personality prepared to lend its fullest value to the improvement of all social, political, and vocational affairs.

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for the satisfaction of felt needs for creative expression. Therefore, it becomes the duty of the school to revitalize its program in such a way that every stage in the continuous intellectual and social growth process will be accompanied by proportionally mature experiences of enrichment and beauty that will give spiritual and aesthetic value to living at all times, and supply an invaluable source of creative leisure-time activity.

It has been implied in this statement of philosophy that we believe education must be to prepare each individual so that he may satisfactorily meet the problems of life. It is essential in this procedure that the knowledge and information applicable to the process of problem solving become a part of the educational make-up of each youngster. Each youth must face the issues of the day, and be able correctly to solve problems that may accompany these issues. This involves the ability to evaluate and use resource materials, to think critically, and to develop acceptable attitudes, appreciations, and skills.

The full life, then, for which the school must fit every individual in our modern democratic economy may be achieved only through the development of knowledge about these and certain other aspects of life. Included in these aspects are such guiding rules of living as those that will lead to maintaining good health and to being aware of adequate safety methods, devices, and practices. They should lead to the development of attitudes that will make it easy and profitable and pleasant to live in association with other persons, and to all those characteristics, habits, and attitudes that contribute to good citizenship. They should certainly emphasize practices,

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developments, and institutions that are essential to our defense and the preservation of our national security.

Thursday

April 7, 1966

#### OBJECTIVES

1. To help each student develop to his maximum potentiality; this specifically includes giving time and attention to all intellectual levels--slow, gifted, and average.
2. To make it possible for each student to develop in such a way as to enable him to adjust to a changing physical and social world.
3. To prepare each student to enjoy life in an environment suited to his interest, needs, and ability.
4. To stimulate in students ideals and thinking that will be directed toward achieving the highest type of citizenship.
5. To instill in each a desire to preserve our democratic way of life, and to be able to participate actively in this process.
6. To encourage ideals and appreciations through a varied program of activities and experiences.
7. To make it possible for each student to be prepared to contribute as much as possible to the advancement of the social order.
8. To build in all students necessary skills, knowledge, and attitudes to the fullest extent of their capabilities.
9. To develop the types of personalities that can lend value to the improvement of social, political, and vocational affairs.

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10. To make available to students both general and specialized training in adequate amounts to service the needs, interests, and abilities of all.
11. To prepare boys and girls for desirable vocational possibilities.
12. To so train youngsters that they can examine analytically and apply critical thinking to the solution of immediate and anticipated problems.
13. To help all to attain maximum personal satisfaction from personal service for the welfare of all.
14. To bring into each life an adequate amount of refinement and culture as well as personal growth and social achievement.
15. Along with intellectual and social growth, to provide experiences of enrichment and beauty that will give spiritual and aesthetic value to the living of each individual.
16. To be prepared for valuable and creative leisure-time activities.
17. To bring to each a knowledge of the rules of living that will result in the maintaining of good health and safety.
18. To make students familiar with practices, developments, and institutions that are essential to our defense and the preservation of our national security.
19. To teach students to speak, read, and write the English language effectively.
20. To provide a sufficient background for those boys and girls who desire to attend a college or university.
21. To provide an adequate terminal education for those who do not intend to go to college.
22. To guide youths in developing the ability to express their thoughts clearly and to read and listen with understanding.

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23. To help each to master to the best of his ability those fundamentals which are required for effective and worth living.
24. To give every student an opportunity to participate in extra curricular activities suited to his interests and needs.

Monday April 18, 1966

Began investigation into the use of instructional aids in the High School. Continued gathering of information for a description of course content. The gathering of this information will involve some time to meet with and ask the cooperation of the individual teachers. I am asking them to prepare a short paragraph describing the course content of their class or classes. I have had excellent cooperation with all teachers that I have been able to contact. I am hopeful that I can, with the teachers help, compile a complete listing of courses and the content in its present form at the high school.

Tuesday April 19, 1966

Gathered more information on the use of instructional aids and course content in the high school.

Filled out a questionnaire received from the Southern Illinois Coaches Association. A copy of the questionnaire follows.





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Head Baseball Coach	<u>350</u>	<u>6</u>	_____
Ass't " "	<u>None</u>	_____	_____
Other " "	_____	_____	_____
Head Wrestling Coach	<u>None</u>	_____	_____
Ass't " "	_____	_____	_____
Other " "	_____	_____	_____
Head Golf Coach	<u>None</u>	_____	_____
Ass't " "	_____	_____	_____
Head Tennis Coach	<u>None</u>	_____	_____
Ass't " "	_____	_____	_____
Head Swimming Coach	<u>None</u>	_____	_____
Ass't " "	_____	_____	_____
Head Gymnastics	<u>None</u>	_____	_____
Ass't "	_____	_____	_____
Athletic Director	<u>None</u>	_____	_____
Ass't " "	_____	_____	_____
Other	_____	_____	_____

6. For coaches working in small schools whose increment for coaching calls for all sports and Athletic Director;

Please indicate your increment \_\_\_\_\_

Sports included in your program: Check each sport;

Basketball \_\_\_\_\_ Football \_\_\_\_\_ Baseball \_\_\_\_\_ Track \_\_\_\_\_

Cross-Country \_\_\_\_\_ Other \_\_\_\_\_

Do you have an assistant? \_\_\_\_\_ His increment \_\_\_\_\_

Number of sports he assists in, please list \_\_\_\_\_

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7. When, in relation to the periods in the school day, does varsity practice begin in each sport?

The beginning of the 9th period

8. What re-imburement does your coaches receive for Scouting?  
Meals None Mileage per mi. 8¢ Pay for scouting None

9. Are there other Coaching fringe benefits? If so explain;

10. Are coaches allowed to attend clinics? Yes

If necessary to miss school? Yes

Is there any re-imburement? Meals, Mileage, & Lodging

11. Explain what coaches are premitted to attend the State Basketball Tournament, ticket situation, expenses paid by the school; 3 basketball coaches may go to all sessions of tourney at Champaign. School will pay for coaches tickets, meals, and mileage.

12. Submit any additional information your coaches think might pertain to this questionnaire:

Please return to Bob Jones, Centralia High School, Centralia, Ill

Sincerely,

Bob Jones  
Committee Chairman

Wednesday      April 20, 1966

The following listing is an inventory of instructional aids which are available to teachers at the High School. Mr. Strader, our Audio-Visual director, supplied this information.

- 7 Filmstrip projectors
- 9 16mm motion picture projectors
- 12 16mm motion picture files
- 646 slides
- 495 35mm file strips
- 35 disc recordings
- 93 tape recordings
- 3 tape recorders (excluding language laboratory)
- 7 record players
- 3 radios
- 3 picture sets
- 33 models
- 16 model wood joints
- 5 overhead projectors
- 1 opaque projector
- 17 wall screens
- 5 tripod screens
- 1 screen in auditorium--10' by 12'
- 1 Thermofax (for making transparencies)
- 1 Diazo color printer (for making transparencies)

Teachers in this high school have no trouble in ordering films. Mr. Strader does an excellent job in getting these films for us and on the days we want to use them. The file schedule for 1965-66 shows the following breakdown by department:

April 20, 1966 (Con't)

Social Science	98
Physical Science	54
Biological Science	43
English	69
Foreign Language	32
Home Economics	105
Industrial Arts	67
Agriculture	28
Business Education	28
Art	26
Driver Education	18
Music	12
Physical Education	<u>1</u>
Total	581

We also have an adequate supply of wall charts and maps for classroom use. Due to the availability of federal funds we are anticipating a sizeable increase in the number of overhead projectors and filmstrip projectors to be at our disposal next year.

Thursday      April 21, 1966

Continued discussions with several teachers toward collecting material reflecting course content. Spent a little time developing a study into extra curricular activities.

In the time left I added our withdrawal policy to this report. It is taken directly from the Faculty Handbook. Upon withdrawing from school for any reason, the following procedure is to be followed by the student:

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1. Bring a signed statement from parent or guardian, addressed to the principal, requesting that you be permitted to withdraw from school, and stating the reason.
2. Get a withdrawal card from the principal's office.
3. Have each teacher under whom you are taking work, the librarian and guidance director, sign it to indicate you have turned in all books and material.
4. Bring the card to the principal who will sign it to indicate your record is clear.

This card is then filed in the office safe with other withdrawals and the student permanent record card for future reference.

Friday            April 22, 1966

Generally speaking, we have a pretty good curriculum. Our curriculum revolves around three areas of study. These three areas consist of a general course, business course and a college preparatory course. We have provisions to meet the state requirements in English, Foreign Language, Social Studies, Math, Sciences and Physical Education, and Health. In addition to these basics we have courses in business consisting of; Typing, Shorthand, Office Practice, Bookkeeping and Personal Recordkeeping. We have recently added a Diversified Occupations course. We also have a Vocational Agriculture program. We offer both phases of Driver Education in our present curriculum. Most of us feel that we need to broaden our vocational

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program to better fulfill the needs and interests of the students not intending to go to college. We would also like to strengthen our other programs, however, our enrollment somewhat limits the availability of certain specific courses.

Basically, I think our curriculum is pretty good. However, I feel we need to broaden in some areas. First, we need facilities and second we need staff. Given these two major ingredients to work with, I feel our Principal and Assistant Principal could do a more effective job.

Monday, April 25, 1966

Filled out DePaul University, School of Education opinionnaire and mailed it back to DePaul University. The following is a copy of this opinionnaire.

DePaul University

School of Education

O P I N I O N P O L L S U R V E Y C E N T E R

OBJECTIVE: Your school has been selected as a representative sampling of midwest schools for this month's (May 1966) opinions relative to several educational issues. The midwestern states, known as MOWIII include Michigan, Ohio, Wisconsin, Illinois, Indiana and Iowa.

PURPOSE : The basic purpose of this opinionnaire is to determine whether or not, the opinions as expressed by PUBLIC

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SECONDARY SCHOOL TEACHERS can be regarded as a significant trend of opinion.

WHAT TO DO : We shall appreciate your extending this opinionnaire to any regularly employed secondary school teacher for her expert opinion on these matters (may be a "him" if you choose!) A SELF-ADDRESSED, STAMPED envelope is enclosed for the respondent's reply.

FINDINGS : A summary of this survey will be released to newspapers and educational journals at the end of the month. NO PERSONAL MENTION will be made to the respondent replying, or to the SCHOOL involved. NO SIGNATURE IS NECESSARY.

S T A T E M E N T S

- |  | <u>YES</u> | <u>NO</u> | <u>UNDECIDED</u> |
|--|------------|-----------|------------------|
| 1. In your opinion, do you believe that the behavior of high school students today is fast becoming a major troublesome area?..... | _____      | _____     | _____            |
| 2. In your opinion, if you were to begin your college education again, would you select teaching as a future career?.....          | <u>X</u>   | _____     | _____            |
- If your answer is "NO," what would you have selected as a future career?

- 
3. In your opinion, should secondary schools consider the possibility of sponsoring evening classes for junior and senior students? This might conceivably take care of increased enrollments, afford teachers the opportunity of choosing to work either day or evening sessions, and might provide certain students who are eligible to seek jobs. Do you favor such a proposal?..... X



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4. The School Code of Illinois states that "The Directors or board of education of every school district in the State of Illinois shall cause to be displayed in each class room of all public schools during the school hours of each school day the U.S. national flag of not less than eleven by eighteen inches in size." In your opinion, does this act assist high school students to acquire loyalty and patriotism to our country?.....  X \_\_\_\_\_

THANK YOU FOR YOUR PATIENCE. YOUR COOPERATION IS DEEPLY APPRECIATED

We have what is called an activities fund at the high school. All class and organization money handled at the high school goes through this fund. All money is turned in to a certain secretary and she gives a receipt for this money to the organization. This money is then deposited in an activities fund account at the bank. The breakdown, by organization accounts, is shown on a separate set of books kept by this secretary at the high school. Her title is that of treasurer of the activities fund and she is covered by a blanket bond. To withdraw these funds a request for check order must be signed by the organization sponsor and the Principal and presented to the secretary so she may write a check. This check must be signed by the principal and the treasurer of this fund. This secretary must have a bill and a check number for each expenditure when this account is audited at the end of the school year by a private auditing firm. I believe this method of accounting and auditing is an efficient way of handling the activities fund. In talking with the Business Manager of the district, I learned we have a similar activities fund arrangement at the Jefferson Junior High School.

Tuesday      April 26, 1966

An Imprest Fund is set by the Superintendent's office to enable the High School office to handle miscellaneous expenditures. Mrs. Nickles, one of our high school secretaries, is advanced \$500 in August of each school year to be deposited in the bank under the heading of Charleston High School Imprest Fund. Mrs. Nickles may write checks on this account with the approval of the High School Principal or Assistant Principal or Business Manager of the School District. Every check written requires a request for check signed by the High School Principal and a receipt, invoice, or bill. When the level of the account reaches \$100, Mrs. Nickles submits a request for reimbursement to the Board of Education. This request must be accompanied by an itemized statement of expenditures with attached receipts and invoices.

Upon approval of these receipts and invoices the Board of Education will reimburse Mrs. Nickles to make the account balance \$500. This money is then deposited in the bank under the heading of Charleston High School Imprest Fund. Then the procedure starts all over.

Mrs. Nickles is limited to writing checks of more than \$25 unless approval is granted by the Business Manager of the School district for higher amounts. On June 15, of each year, this account must show a balance of \$500. Mrs. Nickles then writes a check for this amount, payable to Community Unit School District No. 1, to close the account until the next school year.

A partial examination of this account shows the following list of expenditures:

Athletic Officials

Illinois High School Association Dues

Athletic Scouting mileage

Incidental bills for plays and musicals

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Commencement Speaker

Athletic entry fees

Battery cells for physics department

Speech contest entry fees

Debate materials

Intramural officials and supervision

Stamps and cards for school use

P. E. publications, etc.

Wednesday      April 27, 1966

In our activity program at Charleston High School, we utilize our homeroom periods on Wednesday's as a club period. Some clubs meet every week, others every other week. Special meetings are held outside of school hours. The following is a list of clubs:

Actors	Majorettes
Library Club	National Honor Society
Amateur Radio Club	Press Club
Cheerleaders	Projection Club
Band Club	Recorder Club
Debate	Senior Girls Club
"C" Club	Student Council
Future Farmes of America	Trojets
Future Homemakers of America	Woodcarving Club
Camera Club	Radiological Defense Club
Future Nurses	Quill and Scroll
Future Teachers	Girls Athletic Association
Girls Crafts	

We try to encourage as many youngsters as possible to belong to a club. We as teachers are encouraged to sponsor a club. My

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only objection to this program is that not enough students participate in clubs.

Our intramural athletic program leaves something to be desired since it consists of only basketball. We need to expand this into other activities such as bowling, table tennis, softball, volleyball, etc. Inadequate staff and facilities seem to be the main stumbling blocks.

We have two dramatic productions each year and they are expertly done. We have very good band and chorus programs to meet the musical needs of our students. Recently, the music and drama staff has combined to produce some musical comedys which have been very well received.

Our newspaper staff works hard and produces a page in the local newspaper each week. The recorder staff works many long hours to prepare a yearbook each year to sell the student body.

Our athletic program presently consists of football, basketball, baseball, and track. We have good participation in this part of our program, however, we would like to expand this program to include cross country, wrestling and tennis. Inadequate facilities and staff are also holding this up.

Approximately six lyceum assemblies are provided for the student body during the school year and an excellent Christmas assembly. We have two school dances a month for our students and their guests during the year, three of these are semi-formal and the others informal. The activity program in our school, in my opinion, is well above average. We would need more staff and facilities to improve this part of the school program.

Thursday      April 28, 1966

The period was spent discussing our attendance policy with Mr. Smith, this policy seems to be very effective. The following statement is from the Charleston High School Faculty Handbook:

The relationship of regular attendance to the progress of pupils has been established by a number of careful studies as being both positive and significant. It is also important to know that the financial assistance each school district receives from the state is based upon the average daily attendance of the students; thus, it is possible for a district to lose several thousand dollars in a single year because of the absence of the boys and girls in the schools. It becomes necessary, therefore, that we do all in our power to encourage pupils to realize the necessity of their coming to school regularly.

One thing which must be done is to make the student realize that we are checking as to his whereabouts at all times.

After a student is absent, he must have an excuse to re-enter class. An excuse may be obtained by bringing a written statement from his parents or guardian to the attendance office before the time of his first class.

An excused absence (white permit) permits him to make up school work. These are issued only because of illness, sickness in family, death in family, and, in rare cases, work. "Shopping" or "to go on a trip" are not accepted as satisfactory excuses for being absent from school. In such cases, in which parents insist on taking their children out of school, previous arrangements must be made with the school administrator.

It is recognized that there are emergency situations in which it is necessary for a student to receive the immediate attention of a doctor or dentist. However, it is also believed

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that in most cases in which a student is in the care of a doctor or a dentist a few hours, or even days, delay will in no way cause harmful results. Therefore, it is emphatically recommended that parents permit their children to accept appointments with dentist or doctors only at times when it will not be necessary for them to miss school in order to fill those appointments.

If the statement from parents is forgotten, the student will be issued a pink permit. This will permit him to enter class for one day. Failure to bring this written statement the following day is an automatic unexcused absence and a blue slip will be issued.

Students may not enter any class after an absence without one of these permits. This should be presented to the teacher as soon as you come to his class.

If students know they are going to be absent for any reason, they should see the attendance officer before the absence occurs to arrange for a prearranged make-up slip. If the prearranged make-up is possible, a telephone call from parents will be accepted. When a student has been absent, regardless of the reason, he should be required to do whatever make-up is appropriate.

If a student is tardy, instead of reporting to the attendance officer, he should go directly to the class or study hall where he is supposed to be in attendance. Upon entering the room, he should fill out the proper tardy slip.

Tardiness is sometimes necessary and unavoidable. However, if a student is excessively or even frequently tardy, he should be required to make up time. Students who are unable to stay after school to make up tardiness should be referred to the noon-duty teacher for make-up during the noon hour. Teachers

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cannot expect students to be prompt to classes if the teachers themselves are not prompt. It is the responsibility of every teacher to be in the classroom, ready to begin the days activities immediately after the bell rings. Teachers should never loiter in the halls after the bell.

Teachers are requested to use the class record supplied for the recording of attendance. This record should be kept up to date, and used when grades are being recorded on the grade cards at the end of each report period.

The really important thing is to handle each situation in such a way that the student is made to realize that he always misses something every time he is absent from a class meeting; that his presence at every class is important to him.

Friday      April 29, 1966

Entered into a discussion on failing students in classes with Mr. Smith.

Our guidance staff calls in underclassmen who are failing subjects and endeavors to help them to help themselves. This sometimes helps to lower the number of failing students. They also conduct the following program to see if the student is improving.

The following statement on failing pupils is taken directly from the Faculty Handbook.

Failing a student, even for one week is to be regarded as a serious matter. There are three immediate sources of responsibility which should be considered when a student is doing unsatisfactory work: the school administration, the teacher, and the student. It is the duty of the administration to

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provide a situation which is conducive to effective teaching and learning. Given a satisfactory situation from this point of view, it is the responsibility of the teacher to plan work adapted to the needs and abilities of the students and to present it effectively, following up with whatever individual help may be necessary in order to enable the student to make the maximum progress of which he is capable. The student may then be expected to apply himself diligently and intelligently, making such adjustments in his routine of living as may be necessary in order that he may carry his school work successfully.

Each of these three factors should receive consideration whenever a student fails to do satisfactory work. The pupil should be studied as an individual with particular reference to his conditions, past school record, mental ability, interests, and other related factors. The teacher should reconsider her selection, organization, and presentation of subject matter to see if some change can be made which may result in more effective learning on the part of the student. Provision must be made for individual differences, taking into consideration both the bright student as well as the slow learner. Thought should also be given to the possibility of making administrative adjustments which may be beneficial.



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In brief, we are committed to the idea that it is possible for every child to do satisfactory school work, although on somewhat different levels, and that there is likely to be something the school can do about it when the student fails

In order to better serve the student and to keep in closer contact with those who are doing unsatisfactory work, and to encourage a careful study of such cases by the guidance department, teachers are requested to make periodic reports on individual cases of student failure. Special blanks are provided in each teacher's folder of materials for this purpose.

Parents should be notified immediately when a student's record indicates that he will not be graduated in the regular four years. Although it is not intended that any great amount of time will be spent in the actual preparation of these reports, it is expected that as much time as is necessary will be spent in studying the cause of failure for each individual student in order that the teacher may have a thorough understanding of the case. Effective treatment can be based only upon such knowledge and understanding of the student.

Mr. Smith asks all teachers who have seniors in their classes to list those who are failing and the reasons why. Next he calls in the students for a conference. The parents are also notified of the students problems and are welcome to come in for a conference. Next Mr. Smith conducts a follow up on the student to see if they are improving.

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Sometimes there seems to be a higher per centage of failures than at other times in our high school. I asked Mr. Smith for methods of attempting to help teachers to ascertain if they are failing too many students. The following suggestions came from this discussion:

1. The use of summary of marks sheets each semester by teachers. These could be used at the end of each six weeks period also.
2. Have teachers grade a sample distribution of test scores. Compile these statistics and discuss with the teachers in faculty meetings. A discussion of normal curves is also carried on in these faculty meetings.
3. Discuss with the individual teachers this problem. Sometimes it is advantageous to discuss this with an entire department of teachers.

Grading is a ticklish problem because many teachers feel this is their own private little world and nobody has the right to challenge them. However, the school administration must strive for some form of fairness and consistency among its teachers in order to meet the students needs in the educational program.

Monday            May 2, 1966

Mr. Smith and I discussed the position of High School Assistant Principal and his duties. In order to have a good situation the Principal and Assistant Principal must be compatible. This relationship does not mean that the Assistant Principal is just a "yes" man. Honest disagreements of opinion do happen but in order to resolve these differences a free exchange of ideas must be held in seeking a solution to the problem. The final decision still must rest with

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the Principal. It would be wise to think of these two positions as a team and a good team must work together. A difference in educational back-ground of these individuals could promote a better learning situation in the school. Normally speaking, after a person gains experience he receives more responsibility and authority. However, he should have something definite to work from. Therefore, we have a listing of duties for the Assistant Principal. This list appears in our faculty handbook as follows:

#### ASSISTANT PRINCIPAL--GENERAL DUTIES

The following list of responsibilities and duties is neither final nor all inclusive; it merely includes certain activities, formerly handled by the principal, which are being suggested for the assistant principal. The list may be added to or deleted at the discretion of the principal, the superintendent, or the board of education.

1. Responsibilities of principal during absence of principal.
2. Teacher absences and substitutes.
3. Student transportation to out-of-town activities.
4. Noon hour supervision.
5. Coordinate extra-curricular activities, including clubs.
6. School social functions, including scheduling.
7. Handle minor discipline problems.
8. Help with scheduling.
9. Assist the principal with athletic contests.
10. Discuss teachers problems with them when requested to do so or it seems desirable.

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11. Confer with principal on general school problems.
12. Review referrals made by teachers and act upon them or pass them on to the principal in case he feels they are outside his field of responsibility.
13. Assist with schedule changes.
14. Other duties for which he feels responsible or in which he may be interested.
15. Teach one or more classes.

NOTE: Teachers should feel free to submit their problems or complaints to the assistant principal. He will be glad to assist when he is able to do so, and he will confer with the principal relative to any situation he feels should be brought to the principal's attention.

I would like to suggest that once the Assistant Principal has proven himself, so to speak, that he should handle the majority of discipline problems. This would free the Principal to work more in the area of supervision of curriculum. In talking to some of our teachers at the high school it seems they would like to have more classroom visitation and other help in developing the best learning situation possible. Our present Assistant Principal has done an excellent job of fulfilling the duties listed above and has been given more responsibility and authority as time went on. I think this will better prepare him to assume his new position of High School Principal.

Tuesday

May 3, 1966

As stated on Wednesday, March 23, 1966 in this report, the following is a list of desirable characteristics a person should have for performance as High School Assistant Principal. This list was compiled by Mr. Smith and Mr. Borton of Charleston High School. I have participated in a full discussion of this with both Mr. Smith and Mr. Borton and concur with their feelings wholeheartedly. However, this list is not all inclusive, but in my opinion is an excellent attempt to describe what is needed to fulfill the position.

#### DESIRABLE CHARACTERISTICS OF ASSISTANT PRINCIPAL

1. Must be a willing worker. He should look upon this position as being an around the clock job.
2. Must be a well groomed individual and display a conscientiousness for appearance and actions at all times.
3. Must have a congenial personality that commands the respect of colleagues and students.
4. Should maintain active membership in professional organizations and be interested in taking part in local civic and professional organizations.
5. Should hold an All-Grade Supervisory Certificate or be working towards a similar type of certificate.
6. Should have a definite interest in school administration.
7. Be willing to travel and visit other schools as well as attending professional meetings.
8. Display a certain degree of maturity and be at least 25 years of age.
9. Must display a high degree of loyalty and esprit de corps toward Charleston High School, Community Unit No. 1 School, and the overall school community.

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10. Must display a high degree of integrity in the handling of school matters, especially confidential information.

Wednesday      May 4, 1966

The following report was gathered from information received from discussing the guidance program of Charleston High School with Mr. Smith, our principal, and Mr. Hankins of our guidance department.

Informal guidance is constantly going on with the students by teachers, guidance personnel, and administrators in Charleston High School. This takes the form of supplying information on an individual basis and in group discussion with the students. An example of this might be as follows:

A young lady asking a home economics teacher about proper dress at a high school dance or advice on proper procedure in dating the opposite sex. There are many other questions of this type where our teachers can help to guide our students.

Our formal guidance from the guidance counselors revolves around passing information on to the students. The main areas of this type of guidance revolves around occupational, vocational, educational and personal problems. In the occupational, vocational, and educational areas our counselors provide college catalogs, arrange college visitations, occupational outlook handbook, career meetings with specialists in various fields, films, and testing with individual counseling. They provide an occupational file in the library for the use of all students. In the area of personal problems our counselors are very capable listeners and provide the necessary follow-up whenever and wherever possible. This guidance program seems to function very well due to the excellent cooperation of counselors, teachers, and

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administrators. Our guidance program is moving rapidly toward the recommended ratio of 300 students to one counselor expected by the Office of the Superintendent of Public Instruction of the State of Illinois.

Our present guidance department is composed of three members. One is a full time counselor and the other two have one assignment each besides their counseling duties. There is one man and two women in the department. The tests they administer are as follows:

Ninth Grade---Iowa Test of Educational Development

Kuder Preference Records and Interest Surveys

S. R. A. Reading Records

Tenth Grade---Differential Aptitude Tests

Eleventh Grade---Iowa Test of Educational Development

The results of these tests are used in trying to show the amount of success a student may expect in different areas of study and vocations. This is done in individual counseling sessions held with each student at least once every year. Seniors are counseled in the fall and other students are counseled in the second semester. There are other special tests completely administered by an outside source and some of our students utilize this service.

The guidance staff hopes the guidance program at Charleston High School will be improved in the very near future, in the following ways:

1. All group tests will be machine scored at Eastern Illinois University. This will save at least half of one counselor's time, thereby, providing more time for student contact.
2. A group guidance course for all freshman. Two groups to meet two homeroom periods a week for vocational and educational information. This would include a unit on "How to Study" and a unit on "Use of the Library".

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3. Follow-up studies; specific graduating classes have not been designated. This information will be useful in interpreting the value of the school program in relation to the area in which the graduate is working.

Thursday      May 5, 1966

Discussed with Mr. Borton the summer driver education program.

Due to a change in school calendar, we have decided to go to a schedule of five classes a day with four students in each class for both Driver Education teachers. This will allow us to provide instruction for 80 students this summer instead of 76 as our previous plans indicated. This instruction is now scheduled to begin on May 31 instead of June 2. The first group will finish their instruction on June 30. The second group will begin on July 1 and finish on August 4 as was originally scheduled. By meeting on May 31, June 1, 2, and the afternoon of June 3 plus one and a half Saturdays we can fulfill the time requirements set up by the Office of Superintendent of Public Instruction of the State of Illinois and qualify for full reimbursement.

Mr. Van Bell and myself are to meet with these students Monday, May 9 to complete the class registration and give information for the permit tests. The permit tests involve a written, sign, and eye check to obtain a student driving permit so we can meet the law and instruct these individuals. Some students will already have a permit or license and these students will not have to take these tests. The class schedule shows Mr. Van Bell having classes at 8:00, 9:00, 10:00, 2:30, and 3:30. My schedule will be at 8:00, 9:00, 10:00, 11:00, and 1:00. Each class period is one hour in length and each student will receive credit for 15 minutes behind the wheel each day. The total amount of reimbursement to the school district should be \$2560.00.



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Total teachers salaries will be \$2160 with each teacher receiving \$1080.

Friday      May 6, 1966

Dr. Palmer Ewing, who has surveyed our school district during the past year, gave me a pamphlet entitled "The Junior High School We Need". This pamphlet was issued by the Association for Supervision and Curriculum Development of the National Education Association in 1961. Today's report comes from a chapter entitled "The Junior High School Today" from this pamphlet. There are eleven suggested elements needed to provide an adequate minimum education for early adolescents in a good junior high school program of today. They are as follows:

1. Be of moderate size - the suggested limits are between 500 and 800 students. Schools smaller in size than 500 students have difficulty in providing program, staff and facilities for satisfactory instruction. Schools larger than 800 students may promote in many students feelings of individual alienation and anonymity. The individual student must not become one of a shifting and rootless crowd.
2. Have a well stocked library staffed by a professional librarian-teacher. The library should be truly the center of a good school. Well selected, currently useful books at the ratio of 10 or more books per student can provide needed stimulus and opportunity for reading for young adolescents. The good library has adequate space, stock and personnel, including a clerk in addition to the librarian.
3. Provide ample guidance services - counseling and guidance are both crucial during the early adolescent years. There

should be ample time for teacher-counseling supplemented by guidance specialists. There should also be time and opportunity for staff members to consult with parents.

4. Offer block-of-time instruction each year for the three years so that one teacher will have a group of children for a substantial period. There are different kinds of block-of-time instruction, but the essential ingredient is that of continuity of association between the teacher and the student for more than one year.
5. Maintain flexibility of scheduling. There seems to be a need for multigrade classes which can help bridge the developmental range which marks this age group. Flexibility also allows for meeting the needs of talented individuals at all grade levels plus it helps to provide remedial programs.
6. Be staffed with teachers prepared for junior high school teaching and devoted to junior high school age students. There seems to be a need for trained staff for this particular level. Most of our present day teachers are trained for either elementary or secondary education programs. The young adolescent requires specially trained staff to meet their problems.
7. Provide help for teachers by principals, by supervisory staff, and by clerical personnel. The school needs to provide a wealth of instructional materials and devices, programs of in-service education, time for planning preparation, constructive supervision and consultation, and clerical and mechanical help in handling pupil accounting and other such organizational requirements for its teachers.

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8. Provide a modern instructional program in subject areas. The need to keep with subject matter change must be met. The problem of continuity and articulation of instruction must also be met. The junior high school must continue the skill development started in the elementary years and helps the early adolescent to gain competence in these skills necessary for lifetime learning. All tools of instruction must be utilized to meet the individual students needs.
9. Have adequate physical education programs. The good junior high school recognize and provide a sound physical education program in which all children are encouraged to participate. Boys and girls should also have a program which emphasis personal hygiene, nutrition, diet and other health matters. It is also suggested that a school doctor and nurse should be available to answer students questions about growth and physique.
10. Have ample laboratory and workshop facilities. The school should provide for and encourage exploration of vocational and avocational interests. Art, music, homemaking, industrial arts, crafts, etc. are needed in a good program. Speech and drama classes are also needed. Foreign language classes should be provided with laboratories to assist in the development of conversational skills in the good junior high school.
11. Have an established, reasonable teacher load. Each teacher should have a duty free lunch period and one other period for planning and preparation. In order to use the planning period properly, the schedule should be arranged so that the teacher can use, in his or her own room, the files and other

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materials which are available there. If this is impossible to accomplish then a large faculty room should be available, with ample desk and study space for teachers. A faculty lounge should also be provided for relaxation and for informal teachers meetings. The schedule should provide for professional meetings of teachers during the teaching day, with additional workshops and professional training programs arranged during paid for summer months.

Monday, May 9, 1966

I spent the period registering the June group of Summer Driver Education wheel students. It was relatively simple because Mr. Borton had already arranged the students in chronological order by date of birth on 3 by 5 cards. The oldest students being first in order of preference. Next we used an overhead projector with a transparency showing the various class times for both teachers. I then started thru the cards asking each student their preference and recorded it in the proper time slot. When the period was finished we had eight slots left open and eight cards left. Two of these youngsters were absent from school and the other six forgot to report for registration. I plan to contact these eight students tomorrow and finish the schedule for the month of June. I distributed "Rules of the Road" books to be used by these students in studying for the permit tests. There will be forty students enrolled in the June group.

The June schedule of summer driver education wheel students is as follows:

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SUMMER DRIVER EDUCATION CLASS SCHEDULE

JULY GROUP WILL START JULY 5, 1966, END AUGUST 5, 1966

KIMBALL

7:00 A.M.

1. Mary Jones
2. Connie Walden
3. Phyllis Butler
4. Jean Satterfield

9:30 A.M.

1. Betty Herman
2. Bill Fiscus
3. Rick Byrd

1:00 P.M.

1. Regina Butler
2. Debbie Huddleston
3. Shirley Hamner
4. Pam Johnson

2:00 P.M.

1. David Carrell
2. Christie Butler
3. Russell Letner
4. David File

3:00 P.M.

1. Judy Coartney
2. Christie Butler
3. Carol Donahoo
4. Darryl Nees

VAN BELLEHEM

8:00 A.M.

1. Sandy Sublette
2. Alan Story
3. Janet Allen
4. Susan Sonderman

9:00 A.M.

1. Robert Coon
2. Marsha Tankey
3. Tim Kelly
4. Cindy Bouknight

10:00 A.M.

1. Janelle Adcox
2. Becky Ingram
3. Carol Harwood
4. Beth Ballsrud

2:30 P.M.

1. Joe Rickleman
2. Daryl Christen
3. Jerry Rankin
4. Danny Cox

3:30 P.M.

1. Mike Garner
2. Tom Talbott
3. Rick Melton
4. Bob Stewart

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SUMMER DRIVER EDUCATION CLASS SCHEDULE

JUNE GROUP WILL START MAY 31, 1966, END JUNE 30, 1966

FOREMAN

8:00 A.M.

1. Barb Austin
2. Mike Bennett
3. Mike Inyart
4. Dede Brown

9:00 A.M.

1. Dave Durham
2. Ken Baker
3. Larry McDaniel
4. Joe Taylor

10:00 A.M.

1. Joe Millsap
2. Ron Seeley
3. Joe Stoner

11:00 A.M.

1. Dick Smyser
2. Gary Beavers
3. Barry Toothman
4. Barry Bell

1:00 P.M.

1. Bob Kincade
2. Carol Wilson
3. Barry Jobe
4. Steve Cloud

VAN BELLEHEM

8:00 A.M.

1. Karol Stevens
2. Cheri Rissler
3. Larry Hall
4. Sherry Johns

9:00 A.M.

1. Bob Hood
2. Jerry Ashby
3. Sandra Baldwin
4. Linda Warmouth

10:00 A.M.

1. Mari McCurren
2. Kathy Trotter
3. Debbie Ogden
4. Diane Rawls

2:30 P.M.

1. Dan Ensign
2. Noralie Edinger
3. Charles Middleton
4. Don Bezruki

3:30 P.M.

1. Gene Gordon
2. Mike Livingston
3. Jim Tylman
4. Rosemarie Mills

Tuesday

May 10, 1966

I began filling out application forms for instruction permits for the June group of summer Driver Education wheel students. It is necessary to print the information on these forms using a black pen. Such information as name, address, height, weight, sex, color of hair, and eyes, birthdate, name of high school, code number, type of applicant, physical deficiencies, occupation, etc., must be recorded in the proper manner and place.

The father or legal guardian must sign in two different places on the form. This signature matter must be explained thoroughly to the students. If the forms come back with an improper signature we must fill out another form and send it home with the student for signing. There is also a place for the Driver Education instructor to sign. The students return the properly signed form for a final check by the instructor and must pay a \$3.00 fee for obtaining the instruction permit. The forms and the money are then turned over to the State of Illinois Driver's License men who come to the school to administer the written, sign, and eye test. When the student has completed all tests satisfactorily he will receive a temporary instruction permit to use until his permanent instruction permit comes from the Secretary of State's Office in Springfield, Illinois. I was able to meet with 19 students today and hope to finish the remaining 21 students tomorrow.

Wednesday      May 11, 1966

I completed application blanks for the remainder of the June Driver Education wheel group. Six students had a valid instruction permit or operators license. Therefore, it was necessary to fill out only 15 more application forms. Mr. Van Bell is taking care of the July group in the same manner. Our permit tests are scheduled to be given by the License Examiners on Monday, May 16, 1966, in the High School cafeteria. If any students fail these tests, Mr. Van Bell or I will take them for another try at the local License Examining office on Monday, Tuesday, or Wednesday; May 23, 24, 25, 1966.

Thursday      May 12, 1966

Mr. Smith gave me a copy of a pamphlet entitled "The High School We Need." This pamphlet was compiled and issued in 1959 by the association for Supervision and Curriculum Development which is a department of the National Education Association.

The following statements were taken directly from the report under the chapter heading of "Basic Belief Concerning the Education of Adolescents." The American democratic commitments require that:

Universal education should be provided for all youth through the high school years.

The educational system should enable youth to secure the type of experiences which develop the personal, social and vocational competencies needed in our society.

Various community agencies should be available to serve the educational needs of youth.

A suitable program should be provided by the secondary school for all youth assigned to it through the legal authority of the community.

Each youth should be free to select his vocational goals and pursue an educational program leading to these



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goals.

To implement these democratic commitments:

The secondary school should be a comprehensive school.

A wide range of experiences should be provided through class and nonclass activities.

Certain types of growth should be promoted in all youth in the secondary school. The behavioral outcomes sought should include: society, commitment, to democratic values, economic understanding, political acumen, and ability to think.

Individual students should be expected to achieve deepening knowledge, skill and insight in each area, but the amount of growth will vary from student to student.

Programs for students within the school should be planned on an individual basis.

Each individual's program should contain general education and specialized education.

The distinction between general and specialized education should be made in terms of the degree of choice given students. General education experiences should be required for all students and specialized education should be selected by each student in terms of his purposes.

One-third to one-half of the students' program should be devoted to general education designed to help him develop the competencies needed as a citizen. Both class and nonclass activities should be used for this purpose.

The remainder of the students program should be used

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to develop the talents that further his personal goals within the framework of elective offerings the community is willing to support. Elective choices should be made through the cooperative planning of the student, his parents and the school staff.

Courses in general education phase of the students' program should be assigned to definite grade levels.

Courses in the specialization phase of a students program should be open to students at any grade level if they have sufficient purpose and a satisfactory level of achievement.

Students should be allowed to select the specialized phase of their programs from the total offering of the school instead of being restricted to one of three or more types of curricula.

Pupil choices among the various offerings of the curriculum should be made jointly by the pupil, his parents and the staff member of the school in terms of the pupils purposes and level of achievement.

Pupils with agreement of counselor and parents should be permitted to choose to work at varying levels of difficulty in different phases of the curriculum.

The testing and guidance program should help each pupil and his parents secure an accurate description of his abilities and achievement levels.

Students should be grouped in various ways throughout the different phases of the curriculum. Grouping of itself is meaningless unless the teaching utilizes the kind of group provided to fulfill the purposes of general or specialized education.

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In general education classes students should be grouped heterogeneously to provide experiences in working with persons of other socioeconomic backgrounds.

In classes designed to further a students specialization, grouping should be made on the basis of the students' purposes and level of achievement.

Each student should be a member of at least one group with which he has a continuing relationship.

Each student should have a continuing relationship with a staff member who knows him well.

The classroom teacher should provide the major portion of the guidance of students.

Flexibility in scheduling should permit the organization of different classes for varying amounts of time.

Each faculty should develop an organization which guarantees continuous evaluation and planning and coordination of the total program.

Teachers of adolescents should move from dominant to supplementary roles as necessary to encourage students to challenge and question, and emphasize the drawing of generalizations and the understanding of relationships of various fields of knowledge.

Teachers of adolescents should develop skill in working with small groups in the class and should use flexible grouping within the class to provide for individual differences

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in purpose and levels of achievement.

Teacher education should be a function of the total institution in which teachers are prepared and the teacher education programs provided in the institution should be jointly planned by the various divisions of the institution.

Preservice and in-service phases should be recognized as complementary divisions of teacher education in institutions planning the services they provide for teachers.

The experiences provided for secondary teachers should help them develop the special competencies needed for working with adolescents.

Friday      May 13, 1966

I spent the entire period today setting up and informing the participating teams in the Illinois High School Association District Baseball tournament of the final procedure in finishing the tournament. We have two games left to play to determine the winner which advances to the Danville Regional Tournament next week. Rain has forced us to postpone games until we couldn't determine a winner in time for the opening game in Danville which was originally scheduled for Monday, May 16, 1966.

Mr. Borton placed a phone call to the Illinois High School Association office in Chicago, Illinois. They instructed us to play single games on Saturday, May 14, 1966 and Monday, May 16, 1966, if at all possible. If not we were to play on Monday, May 16, and Tuesday, May 17. If this is not possible then the coaches of the remaining teams in the tournament were to confer and come up with a winner. They will have two alternatives in picking a winner. First, they are to determine a winner by a consensus of opinion on who is the best team to represent this tournament in the Regional Tournament. Secondly,

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if they cannot reach a consensus of opinion the winner is to be determined by drawing lots.

After receiving these instructions, I placed phone calls to the coaches of Paris High School and Cumberland High School to inform them of the association instructions. All coaches agreed that they would rather play the games than end up by determining a winner by consensus or drawing lots. It was agreed, by the coaches, that every effort would be made to play these two ball games. The Regional Tournament has been delayed and will not start until Wednesday, May 18, 1966.

Monday      May 16, 1966

Rain again forced postponement of the District Baseball Tournament. The sun has shown brightly today and we intend to finish this tournament by playing games today and tomorrow.

I spent part of the period today observing general office procedure. As we are nearing the end of the school year everybody is pretty busy. Mrs. Nickles was working on some bookkeeping for the Activities Fund. Mrs. Wilson was typing a set of instructions for teachers for the final week of school. These instructions are to be duplicated and placed in the teachers mailboxes tomorrow. Mr. Smith was measuring and fitting caps and gowns for some graduating seniors. Mr. Borton was out of town attending the E. I. Conference meeting in Marshall. Mrs. Crane and Mrs. Trank, two of our guidance counselors were in and out of the safe working on student files.

I left about 15 minutes before the end of the period to go to the baseball diamond to meet with the incoming teams, coaches, and umpires, in order to start the ball game at the proper time and in the proper manner.

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Cumberland beat Paris 8 to 3 in the ball game. Charleston will play Cumberland tomorrow at 4:00 to determine the winner of this tourney. In case of a rain-out, the winner will be determined by a flip of a coin.

Tuesday      May 17, 1966

I worked on a questionnaire from Illinois State Normal University. The questionnaire involved our high school speech program. Discussed the answers with Mr. Borton and Mr. Ozier, our speech teacher. The following is a copy of the completed questionnaire which I mailed late this afternoon.

Name of school Charleston High School

City Charleston

Total enrollment: 860

Organization of secondary schools:

- a. grades 7 thru 12
- b. grades 8 thru 12
- c. grades 9 thru 12
- d. grades 10 thru 12

SPEECH CURRICULUM DATA

1. At the present time, our faculty includes the following number of persons who teach curricular courses in speech:

- a. Full-time
- b. Part-time   1

2. Our curricular courses in speech are taught by teachers certified to teach speech:

- a. as a major field   X
- b. as a minor field
- c. other preparation (specify)

- 
3. If the speech teacher has a combination assignment, the courses which the teacher (other than those in speech) are most generally in the area of:
- a. English   X
  - b. Social studies \_\_\_\_\_
  - c. Foreign language \_\_\_\_\_
  - d. Others (specify)
- 

4. We expect persons whom we hire as speech teachers to be qualified to handle: (Check as many of the following as apply)
- a. classes in speech fundamentals   X
  - b. classes in public speaking   X
  - c. classes in oral interpretation   X
  - d. classes in drama and stagecraft   X
  - e. classes in radio and t.v. \_\_\_\_\_
  - f. direction of school plays   X
  - g. coaching of individual events   X

5. Our co-curricular speech program is directed by a teacher:
- a. who teaches curricular courses in speech   X
  - b. who has a speech major, but does not teach courses in speech \_\_\_\_\_
  - c. who has a speech minor, but does not teach courses in speech \_\_\_\_\_
  - d. others (specify curricular responsibility)
- 

(If the above program is directed by two or more teachers, please indicate the number of persons included in each category.)

6. Our high school teaches speech skills directly and as a part of planned instruction:

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- a. in a required speech course \_\_\_\_\_
- b. in an elective speech course   X
- c. as a planned sequence in English classes \_\_\_\_\_
- d. integrated with the social studies \_\_\_\_\_
- e. others (specify) \_\_\_\_\_

7. The planned instruction indicated in question #6 includes:

- a. Speech fundamentals   X
- b. Public speaking           X
- c. Dramatics           X
- d. Oral interpretation           X
- e. Stagecraft           X
- f. Advanced speech           X
- g. Debate           X
- h. Discussion           X
- i. Radio, t.v. \_\_\_\_\_
- j. Others (specify)

Voice Function and phonetic

8. Our co-curricular speech program includes:

- a. Dramatics           X
  - b. Debate           X
  - c. Discussion \_\_\_\_\_
  - d. Individual speech events           X
  - e. Others (specify)
- \_\_\_\_\_

9. Our high school participates in:

- a. invitational debate tournaments \_\_\_\_\_
- b. invitational speech tournaments \_\_\_\_\_
- c. National Forensic League tournaments \_\_\_\_\_
- d. IHSA District, Sectional, and State tournaments           X



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e. community service speaking activities \_\_\_\_\_

f. no tournament work \_\_\_\_\_

10. To meet the speech needs of our program and students, we would recommend that speech education students:

a. specialize in one area such as drama or public speaking \_\_\_\_\_

b. pursue a program which provides them with background in all areas \_\_\_\_\_

c. have an introductory course in all areas of speech, plus specialization in drama, public speaking, etc. X

Wednesday

May 18, 1966

I spent the period today discussing my summer assignment in Education 602 with Mr. Seitsinger in the Unit Superintendent's office.

The following is a partial listing of experiences to be undertaken:

I. Work on the development of an administrative handbook to supplement our Board of Education Policy Handbook.

A. Rules and Regulations to be followed in implementing board policy.

II. Updating of professional experience records of all certified employees in the district.

III. Student school records - planning the adoption of an updated system of keeping and filing these records for present and future use.

IV. The development of the procedure used in employing individuals in the district.

Mr. Seitsinger indicated that there were plenty of learning situations that could be provided in addition to the above list for my experience. Our present plans call for me to report at 2:00

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each afternoon, Monday through Friday, from approximately, June 13, 1966 to August 8, 1966. We may start one week earlier and end one week later. Mr. Seitsinger has been most cooperative in helping me to plan for this experience.

Thursday      May 19, 1966

Counted athletic letters for coaches. There were 27 boys who lettered in football and 2 managers. Basketball had 7 lettermen and 2 managers. Track had 12 lettermen plus 1 manager and baseball and 12 lettermen plus 2 managers. These letters were stacked individually and labeled for each sport. I then took them to Mr. Bakers office. They will be presented to the athletes at the all-sports banquet.

Entered into a discussion with Mr. Borton on the hiring policy of this school district. The following is a listing of the procedure:

1. Notify placement bureaus of vacancy and also newsletter to unit personnel listing the vacancy.
2. Allows time to elapse for applications to come in. This time period varies with the position. Cut off date is usually one week ahead of a board meeting.
3. Applications are then screened by building Principal and Superintendent. They attempt to narrow the list down to three people.
4. These people are then interviewed and a preference list is drawn up and presented to the board.
5. The Board of Education then approves the choice.
6. If they don't approve the entire process is repeated.

Friday

May 20, 1966

The remainder of this report will deal with course descriptions. These were written by the teachers in the high school.

### English I

English I is divided into two main areas of study: grammar and literature. Grammar reviews the basic eight parts of speech; the subject-verb, the subject-predicate pattern; the phrase-clause structure. Grammar also includes models of composition, standard English usage, and spelling and punctuation. Literature covers the major literary forms used today- the fiction and non-fiction, such as the short story, the novel, drama, poetry, essays, articles, biographies, autobiographies, and the epic. Both areas of English I stress written and verbal communication and understanding through "themes" and "oral reports".

### Practical English I

A review of parts of speech; review of parts of a sentence; recognizing kinds of sentences, run-on sentences, and sentence fragments; capitalization and punctuation; one-paragraph themes; letter-writing; and six book reports, both oral and written. We read A Call to Adventure and complete the workbook accompanying it.

### English II

#### 1st Semester--

Review of parts of speech and parts of a sentence.

Study of phrases and clauses.

Writing complete sentences.

Practice in agreement-subject with verb and pronoun with antecedent.

Correct use of verbs, pronouns, and modifiers.

Developing good paragraphs.

Rules of capitalization and punctuation.

Letter writing.

Vocabulary-learning and using new words.

## English II-(Con't)

Book reports (6 during year) - oral and written.

### 2nd Semester--

Short Stories

Poetry

Non-fiction

Drama-Julius Caesar

Novel-Silas Marner

## English III

The first six weeks of the first semester of Junior English begins with a review of all previously learned grammatical elements. At the same time, additional material is presented; such as, the participle, the gerund, the infinitive, case, compound-complex sentence, the semi-colon sentence, word order (especially the position of the modifier), voice, and mood. During the second and third six weeks of the semester students learn how to write sentences that are correct, clear, and smooth. Students continue their practice in writing and progress from sentences to paragraphs and then complete compositions. Along with learning to write compositions, the students learn how to select and limit their subjects and to assemble and organize materials (outlining). Finally, the students have the experience of writing a research paper. As a prelude to the project, a thorough study of the library is made so that the students know how to find information by using all available sources. A regular program in spelling is followed throughout the year with a vocabulary book.

The second semester is devoted primarily to the study of American literature, but the students have further opportunity to develop their writing skills through regularly assigned themes and through written discussions. The study of literature follows the chronological order as used in the adopted textbook.

### English III-(Con't)

While studying American literature the students continue to learn different literature types; such as, narrative and lyric poetry, epics, essays, short stories, novels, and plays. Their writing assignments include examples of each of these.

### Practical English III

Practical English III follows basically the same procedure outlined above. The difference is in the depth of study. All areas of Practical English III are treated on a more elementary basis.

### English IV

English IV emphasizes increasing the power and accuracy of expression through written composition throughout the year. During the first semester students concentrate on sentence structure and various types of exposition. Some opportunities for creative writing are offered. Vocabulary study is given some attention.

English literature and the ensuing opportunities for compositions constitute the second semester's work. Outside reading of essays and novels by English authors provide further opportunities for discussion and writing throughout the year.

### Speech

Speech involves finding, analyzing, and presenting speeches, discussions, debates, readings, and play cuttings. Critical evaluations are made. A study is made of the human voice as a communicative instrument.

### Journalism

Journalism is an elective course for sophomore who indicate a marked degree of writing proficiency. For admission to the course, the student's English grades are used as a guideline. It is not a creative writing course.

As a course, Journalism attempts to train newswriters in the

## Journalism-Con't

methods of producing a high school newspaper as well as using the professional newspaper as an example of excellency in journalism. The course is based on learning to write straight news, editorials, columns, interviews, features and interpretative news. Beginning writers learn the theor associated with each form. In addition, students learn how to headline stories and the techniques of makeup.

## French I

This course is the beginning of the study of the French language and provides the necessary background for further study. Using the language laboratory, the students learn to reproduce the sounds peculiar to the French language. They also practice without the laboratory equipment. They become familiar with elementary grammar patterns which they use both in translation and in conversation. By the end of the year, they have acquired a simple French vocabulary which they have the ability to use in conversational situations applying grammatical principles which they have learned. Also, during this first year the students begin learning about France as to its geography, its economic resources, its politics and its cultural heritage.

## French II

This year's work continues the program begun in French I going deeper into all phases of the study of French. Conversation becomes more important as the students develop a larger vocabulary and more knowledge of French grammar and idioms. Also, somewhat more emphasis is placed upon writing. This course is both a terminal and a continuing course, as some students do not enroll for the third year. Thus it is necessary that the students acquire a very broad knowledge of grammar. All tenses, with the exception of the two subjunctive literary tenses, are studied in French II. A student who has successfully completed this course is prepared for continuing his study of French

## French II-Con't

on the college level or for further study in the third year of high school French. The language laboratory is used as in French I with subject matter of greater difficulty than that used in the beginning course. Also the comprehensive study of France is continued.

## French III

This is an enrichment course. The language laboratory is used with still more difficult material than that used in French II. Conversation becomes still more important as the students continue to enlarge their vocabularies and to go deeper into the intricacies of grammar, which the student uses in his reading, writing, and speaking French. The study of France is continued, but the emphasis is on the best of French literature.

## Spanish I

The textbook for Spanish I is Eptender Y Hablar, and the emphasis is on the acquisition of correct habits of understanding and speaking Spanish. From the very first day we begin "performing" to build up habits of communicating in Spanish--speaking and understanding what other people are saying. Reading and writing come later.

Each chapter in the book uses five steps of language learning--Recognition, Imitation, Repetition, Variation, and Selection.

The book is divided into twenty chapters with a unit review following every fifth chapter. We use programmed tapes, and the material in the book is heard on the tapes. The first section of each chapter is a set of twenty Basic Dialogue Sentences in which all new vocabulary and structure are introduced. From them we go on to Question-Answer Practices which repeat the material introduced in the first twenty sentences. Next are the Pattern Practices, based upon the same sentences and expanding them with variations on the vocabulary. Then we have

## Spanish I-Con't

Conversations which present the vocabulary and sentence structure in a "wide and versatile variety of new combinations."

The last section of each chapter, beginning with Chapter Six, gives us Topics for Reports, and it is here that we unite simple paragraphs using the vocabulary already presented.

Sometimes we memorize short conversations to be presented as skits and sometimes, using all the vocabulary studied, we write our own skits.

There are films from time-to-time, and whenever possible, we bring in an outside speaker to tell of his experiences.

## Spanish II

In Spanish II we use the textbook Hablar y Leer, the follow-up text for Eptender y Hablar. There are programed tapes for this book, too, but there is less use made of them than in the first year. There is less emphasis placed on listening and repeating and more on the student's own performance.

In the first year we emphasize the aforementioned five steps of language learning. During the second year we stress Recognition and Selection. Imitation is restricted and is used to maintain pronunciation accuracy. Repetition and Variation come together into a question and answer practice, where the answer involves the repetition of some structure on vocabulary in the question. Selection occurs in writing or orally composing questions and statements based on subject in the text.

Work begins with an extensive review of first year material rearranged in the new format of the second year book. It is at this time we begin to change from "drill" to "use" of the Spanish language.



## Spanish II-Con't

During the second year we try to do the following:

1. Develop oral competence, reading skills and writing skills.
2. Begin some study of formal grammar.
3. Develop cultural awareness.

Here, again, we make use of films, and of any outside speakers who are available.

## Latin I

The first year Latin book, Using Latin, Book One, is divided into eighteen basic units. Each unit is centered about a single theme, and each one ends with a review unit. There are three to five chapters in a unit. A chapter consists of a story, a vocabulary list, some grammar with practice exercises, and a word study (derivation and related English and Latin words).

The focal point of each chapter is a Latin story on reading. Of necessity the first stories are extremely simple, and as soon as sufficient vocabulary and forms have been introduced, the stories increase in interest. The reading includes myths, stories from Roman history, Greek drama and a little Latin poetry.

Vocabulary words are listed immediately following the story, and the list varies in length from three to eighteen words. When it is possible, we discuss these lists and give English derivations and related Latin words with which the students are familiar. Sometimes we have a straight vocabulary test to check on whether or not the words are being learned. At other times we choose sides and have a "spelldown."

Most chapters have some grammar which is explained and developed with examples. Forms are explained by using English equivalents, so that they are more readily understood. Where we can, we compare

## Latin I-Con't

Latin grammar with English grammar. In this way English is strengthened while we are learning Latin.

Each chapter contains exercises which use the new words and forms taught in the lesson. It also reviews words and forms previously explained. The exercises, except for a few sentences to be translated, are different kinds of objective type exercises, such as completion, matching and multiple-choice.

At the end of each chapter is a section called "Latin Lives Today," and it stresses the relation of Latin and English as well as comparing Roman life with life today.

Under the heading of "Useful Latin" we have material such as, "Sing It in Latin," "What's in a Name," "A Roman Banquet," and the like.

Scattered throughout the book are accounts of Roman life and times which are intended to develop an understanding of the Romans and their contributions to our daily lives.

The review chapter which ends each unit covers vocabulary, forms and syntax of that section, including that which has been previously taught. Following each review, we have a unit test covering the material in the unit.

## Latin II

Using Latin, Book Two, is the text for second year Latin. Its format is very similar to Book One. There are eight basic units and two optional units to be covered during the year.

At the beginning of the year, we have an intensive review of the first year grammar and vocabulary. We use as much time as is necessary because this review is very important. However, this unit is in addition to the eight basic units.

## Latin II-Con't

In Unit One advanced grammar--the subjunctive verb forms and their uses--is taught. This is about all the "formal" grammar with explanations and exercises in the book. We do look for examples of this grammar in our reading throughout the year.

The main emphasis is on reading and accurate, but idiomatic, translation. The Review Unit has stories concerned with a family's journey to Pompeii and their adventures on the way. Unit One is the beginning of our study of the history of Rome, and the translation of one of the great Roman writers. Livy wrote an account of the Second Punic War. After a study of Rome and Carthage, we translate some of his selections about Hannibal's crossing of the Alps and his subsequent invasion of Italy.

Before we actually translate any of Caesar's writings, we study Roman life during his time, his life and his contributions to the Roman Empire, and what effect the Romans and Caesar have had on our lives today.

Unit Two begins our translation of Julius Caesar. The first meeting is concerned with "Life in Gaul and Germany," and these stories furnish a background for Caesar's invasion of Gaul.

Units Three through Eight are Caesar's own account of his military actions in Gaul, the invasions of Britain, and the civil war.

There are topical essays scattered throughout the book giving additional background materials for the Latin reading.

Much emphasis is placed on word mastery, a device meant to increase greatly the student's general English vocabulary by studying derivatives and related Latin words.

## General Science

In General Science, at the beginning of the year we start out by studying about the earth: the earth's rotation, gravity, and magnetism. Also the materials that make up the earth's crust and the atmosphere are studied. From there we go on to study the forces that change the face of the earth. Along with this we study the different methods by which mountains were formed. We study the different kinds of rocks and minerals, and make a rock collection.

The second six weeks is taken up with the study of the sun, the moon, and the remainder of the solar system. Next, we study the constellations, the different types of stars, and theories on the beginning of the solar system. About this time we usually discuss current events in space travel.

We next begin a study of machines, work, horsepower, types of steam engines, turbines, internal combustion engines and the four-stroke cycle. We also study types of rocket engines.

The third six weeks we begin a rather lengthy study of atoms: starting with defining and describing atoms and including studies of how we combine atoms; why atoms combine; how we write and read chemical formulas; and several commercial uses for chemicals. This material usually takes the better part of the fourth six weeks.

The fifth six weeks we take up the study of weather; how we measure weather; and how we can predict weather. We discuss practical uses for heat and cold.

Next we have a rather short study of electricity; what it is; and some practical uses of electricity. After electricity is a unit on light: the study of how we see with light; how mirrors work; refraction and reflection. We end up a study of the physical sciences with the study of cameras, lenses, and the spectrum.

The sixth six weeks is largely an introduction to the animal and

## General Science (Con't)

plant kingdom; taking up the phyla of animals and the divisions of plants.

## Biology

The great diversity of living things and how they are interrelated is the central theme of biology. An understanding of inheritance and development helps lay the foundation for understanding evolution and the continuously changing biological system on earth. Man should have an appreciation for the dynamic equilibrium of the living world and search for solutions to problems in medicine, public health, agriculture and conservation in light of biological knowledge. Scientific inquiry always seems to lead to more questions and present beliefs or knowledge may have to be changed when new evidence is presented. Many problems apparently cannot be dealt with scientifically. The historical development of biological concepts have depended upon the nature of society and technology. Man himself fits in as one of the living organisms and interrelates with all others on earth.

## Physics

Prerequisite: Preferably advanced algebra -- on occasion students may be admitted with one year of algebra.

Full year course

Text: Modern Physics by Dall, Metcalfe, and Williams

Publisher: Holt, Rinehart, and Winston

Although this is a conventional physics course, we feel that it has been considerably upgraded in the last 5 or 6 years.

The primary units covered in the course are mechanics, sound, light, electricity, electronics, and heat.

The students do about 25 individual experiments and as a group do about 20 experiments.

## Physics-Con't

Emphasis is placed on understanding through problem solving and laboratory experimentation.

## General Math

General Math is basically a course with work in the four fundamentals, working with whole numbers, common fractions, and decimal fractions.

Considerable time is spent on per cents. There is a review of areas, perimeters and volumes of plane and solid figures. Some time is also spent working on signed numbers and algebraic equations.

## Algebra I

The Algebra I course begins with a study of "Foundation Building in Algebra." It then proceeds to the study of signed numbers, operations with polynomials, equations, and relations, functions, and variation. Following the study of linear equations, time is spent in the study of systems of equations. Statistics, products and factors, fractions, and powers and roots follow. The course is concluded with a discussion of quadratic equations and a brief introduction to the elements of trigonometry and complex numbers.

## Algebra II

The Algebra II course begins with a study of the real number system. It follows with the study of polynomials, relations and functions (both linear and second degree), systems of equations and inequalities, exponents and radicals, and exponential and logarithmic functions. It then is concerned with a unit on trigonometric functions, complex numbers, vectors, and matrices and determinants. The course is concluded with a unit on sequences and series followed by a brief study of permutations combinations, and probability.

## Geometry

Geometry is a study of two and three dimensional figures, dealing with the measurement, properties and relationships of points, lines, surfaces, solids and angles. In much of the first semester work there is an emphasis on deductive reasoning and the development of a formal mathematical proof. Second semester there is a concentration on problems involving ratio, areas, volumes and the measurement of line segments of plane and solid figures.

## Senior Math Course

Prerequisite: Advanced algebra

Full year course.

Text: Advanced High School Mathematics by Vannatta, Carnahan, and Fawcett

Publisher: Merrill Publishing Co.

About  $1/3$  of the course is devoted to a study of trigonometry.

About  $1/3$  of the course is devoted to a study of analytical geometry.

About  $1/3$  of the course is devoted to a study of the number systems; sequences and series; permutations, combinations, and probability; descriptive statistics; and inequalities.

## Civics

The course of study includes an analysis of federal, state, and local government, and a unit dealing with modern political systems is also taught. The study of state and local government in the United States provides an opportunity for a closer look at the government in Illinois. Where possible, social problems relating to the individual and government are studied. Depending upon student interest and ability, additional reading activities are provided throughout the year.

## American History

American History at Charleston High School is offered in the junior year but may be taken in either the sophomore or the senior years, depending upon the individual student's scheduling or academic problems. The course is designed to cover the history of the United States from discovery to contemporary times but may vary with student or teacher interest. Special effort is made to relate American historical development to the events of world history and current affairs. Developing the process of critical analysis is also of major concern.

## Geography

A one year course. Open to juniors and seniors - elective.

The first semester - Economic Geography, dealing with natural elements and how they affect man - latitude, -climate - land forms - minerals - bodies of water etc, and their effect upon agriculture - housing - clothing - industry etc.

Second semester - place Geography - study of maps and all countries - capitals, major cities, river - mountains, etc. We generally cover North America, South America and Europe by end of school year.

## Economics

A one semester course - taught both semesters Elective - open to juniors and seniors - a study of how man makes a living and economic problems in society.

## World History

World history is a course which is designed to help high school students better understand important nations of the world today.

From the course, students should learn why various people think and react as they do today.



## World History - Con't

This is accomplished by studying them chronologically in their development, noting the influence of their achievements, their objectives in international affairs and world problems today.

The importance of geography is stressed. Present customs and reactions are frequently linked with the past. A paramount thought seems to be that man has been confronted with similar needs and similar problems in different places and at different times and has met these basic needs and problems in different ways. This not only makes present day life more interesting, but should create some anxiety and perhaps stimulate clearer thinking in solving present and future problems.

## General Business

General Business presents the commonplace functions of business that everyone will experience in his personal life, regardless of occupation. The student should develop an understanding of the nature of business and the importance of business activities in personal, social and national welfare; the functions of money and how to use the services of banks; the function of credit and how to use credit wisely; how insurance protects the individual from the risks of loss of property or earning power; the importance of developing the saving habit early in life, and the basic principles of investing money wisely; services available to the traveler, and how these services may be used for personal and business purposes; the importance of communication services in personal and business activities and how to use communication services properly; how transportation and shipping services contribute to our economic well-being; sources of useful information; the value of a systematic plan for filing useful information; and how to keep records of important business transactions.

## Personal Typewriting

Personal typewriting is a one-semester course designed to developed basic typing skill and apply this skill in typing to simple letters, manuscripts and tabulations. The student is expected to become familiar with the operation of the typewriter and develop correct typing techniques.

## Typewriting I

Typewriting I is a two-semester course designed to develop typing skill and apply it to the typing of business letters, manuscripts, tabulations, and business forms. The first semester is basically the same as Personal Typewriting. The second semester is used to develop a higher level of speed and accuracy and improve proficiency in application of this skill to more difficult problem situations.

## Typewriting II

Typewriting II is the third semester of typewriting. This is designed to develop typing speed and accuracy to a level acceptable for office employment. The ability to type difficult letters, manuscripts, rough drafts and tabulations is developed.

## Office Practice

Office Practice is a one-semester course, following Typewriting II designed to acquaint the students with business machines and develop the ability of the student to do office-type work on an independent job basis. The student performs jobs on adding and calculating machines, transcribing machines, direct process and mimeograph duplicators. Other activities include filing and office-style typing assignments. Attention is given to the study of the duties and responsibilities of secretarial positions.

## Bookkeeping

Bookkeeping is designed to meet the needs of those students who want a foundation for more advanced vocational skill and aptitude in accounting procedures as well as those students who wish to use their bookkeeping to get a job as a bookkeeper or some other allied job requiring some knowledge of bookkeeping. The fundamental bookkeeping principles and procedures are presented in a logical manner--proceeding from the easy simple records of an individual to the more difficult records of a partnership business. The student is given an opportunity to apply the principles in a variety of problem situations through the incorporation of workbooks and practice sets.

### Art I

Art I is a general course in art appreciation and studio work. It combines three major phases into one unified study, providing creative activity, appreciation, and functional use of art knowledge.

Design, study of color, commercial design, sculpture, painting, architecture, art history, etc. are incorporated.

### Art II

Art II is guided to increase the students knowledge of the principles of art. The program provides for instruction in basic techniques of manipulation of materials, media and tools. Areas covered: Container design, painting, jewelry, stain glass, sculpture, ceramics, architecture, life drawing, etc.

### Art III

Art III is designed more to the interest of the individual student. Twelve weeks is spent working in sculpture and ceramics. Architecture, commercial design, and sculpture are the main areas.

## Art IV

This class is usually very small and is guided to the individual student. They may spend what time they desire in their chosen field and media. This has been such media as: mosaics, ceramics, crafts, design, etc.

## Industrial Arts I

This years work is intended to be exploratory in nature. Nine weeks is spent on each of the following subject fields: Woodwork, metalwork, drafting, and electricity.

The emphasis is on acquiring knowledge of and gaining skill in use of hand tools.

## Industrial Arts II

One semester is spent on blueprint reading and drafting, and the second semester is machine woodworking. Use of power tools is emphasized.

## Industrial Arts III

Full years work in machine shop. This includes arc and gas welding, foundry as well as work with the shaper and lathe.

## Industrial Arts IV

Full years work in furniture making. Student designs and builds his own original project if he desires, or he may get plans elsewhere and work from them. This must be a major piece of furniture such as a desk, chest, etc.

## Home Ec I, II, and III

The subject matter in homemaking I, II, and III is planned to give students an opportunity to: acquire knowledge; develop skills and abilities; evaluate standards, values and attitudes in the following:

1. Clothing and related areas
2. Foods and related areas
3. Family and related areas
4. Management of time, energy, money and personal abilities
5. Household equipment: selection, use and care

## Home Ec I, II, and III (Con't)

The continuity and emphasis at all levels is to help the student develop attitudes of concern for individual needs and interests into attitudes that include the welfare of the entire family group.

### Family Living

In family living we discuss problems related to establishing a new home. This of course covers many areas which we have guest speakers to answer our many questions.

During the year we learn to understand ourselves and others, how to meet new problems and solve some of the old ones.

Dating, going steady, engagement, religion and marriage are important factors. So is the use of alcohol during the dating years.

When we marry we must meet customs and laws of our state. What does it mean to be married is a question we discuss. After marriage we need to understand quarreling, problems related to in-laws, management of the family income, and security for all members of the family unit.

Parenthood is discussed from the standpoint of approaching the adjustments of a new member to the family unit, emotional growth, discipline and guidance to all members.

To complete the course we plan a home with character.

### Driver's Education

Our objectives in the classroom phase of Driver's Education is to form a foundation of proper attitudes and ideas in relation to driving and automobile safety. History of the automobile, mechanics of the automobile, and rules of the road are all covered.

The driving phase of Driver's Education puts into practice techniques of handling the automobile in actual driving situations. Courtesy, respect for the automobile, and rules of the road are stressed. We teach young people to drive -- safely.

## Diversified Occupation Classroom Work

Each student studies the occupation at which he is working. This is done by means of study guides and reference materials. This is carried on as a supervised study class. Four periods a week are spent in this manner. One period a week is spent in class discussion on general related topics, such as labor laws, labor union, income and social security taxes, and relationships with employer and fellow employees.

### Agriculture Science I - (each year)

Orientation and guidance, careers in agriculture, agriculture experience programs, swine, dairy, soils and fertilizers, corn, home gardens and landscaping, agricultural machinery (introduction), farm building construction (introduction).

### Agriculture Science II - (each year)

Planning and revising agriculture experience program, beef cattle, poultry, beans, wheat, agricultural machinery and construction.

### Farm Management (alternate with Ag Industries)

Managing and operating the farm business based on units studied in Ag Science I and II.

### Agriculture Industries (alternate with Farm Management)

Study of agriculture businesses and occupation; employee, employer, and customer relationships; knowing, grading and selling agriculture products and services; promoting products and services; transportation and storing; records and inventories in agricultural business.

### Agriculture Machinery (alternate with Agriculture Construction)

Welding, small engines, farm machinery selection, maintenance and repair.

Agriculture Construction (alternate with Agriculture Machinery)

Choosing farm buildings, farm carpentry and building construction, masonry and concrete, farm electricity, surveying, paints and painting; using power tools, plumbing, rural water supplies.

I did not receive reports on the following subjects: Chemistry, Physical Education, Shorthand I and Shorthand II, Band, Chorus and Orchestra.

Monday      June 6, 1966

Worked with Mr. John Dively, Principal, and Mrs. McClanahan, Secretary, in discussing and compiling information concerning Jefferson Junior High School and Jefferson Grade School faculty. Statistics compiled included sex, age, educational degree and total years of service.

The following is a summary of information obtained from this survey.

There are 16 teachers in the Jefferson Elementary School, two men and 14 women with an average of 47.25 years. Among the 21 teachers on the Jefferson Junior High faculty seven are men and 14 are women with an average age of 43.63 years.

Two teachers are non-degree teachers, ten have their Bachelor's Degree and four have a Master's Degree in the Jefferson Elementary School. In the Jefferson Junior High School twelve teachers have their Bachelor's Degree and nine have their Master's Degree.

In regard to years of service the elementary school staff has served a combined total of 323 years. This ranged from one year of service to a high of 42 years of service with an average for the group of 20.13 years of service. The junior high staff has served a combined total of 274 years. This ranged from 1 year of service to 40 years of service with an average of 13.05 years.

Tuesday      June 7, 1966

This period was spent with Mr. Dively discussing problems concerning the 1966-67 schedule.

Next year the junior high school will have two additional sections of 7th grade which will require the hiring of two new teachers. However, the additional sections also affect physical education, home economics, music, shop, and art classes where there will be no change in staff. This will cause the science laboratories to be in use every period of the day, leaving the teachers no time to prepare in these rooms preceding classes.

The school will be running above capacity next year leaving no available rooms and crowding youngsters into an already overcrowded situation. The passage of a building bond issue in this district is imperative.

Wednesday      June 8, 1966

I sat in on a discussion between John Dively, Principal at the Jefferson Schools, and Clark Baker, City Engineer, regarding street conditions around the Jefferson Schools. It was decided to propose to the Board of Education that they request the City of Charleston to do the following things:

1. Close Adams Street from 8th Street to 9th Street.
2. Improve 9th Street from Jefferson Street to Adams Street.
3. Widen Jefferson Street from 7th Street to 9th Street.

Resurface Jefferson Street from 7th Street to 9th Street.

The south-west and north-west corners of 9th and Jefferson Streets are to be widened to allow more room for school buses to make their turns.

Clark Baker seemed very cooperative to do these things to improve traffic safety and the school youngsters safety.



Thursday      June 9, 1966

I spent part of the period discussing equipment needed for the Assistant Principal's office. It was decided to ask our Business Manager, Mr. Marble, for the following items:

1. 1 desk with lock, including one file drawer
2. 1 chair
3. 1-4 drawer filing cabinet with lock
4. 1 bookcase
5. 1 typewriter
6. 1 electric adding machine
7. 4 chairs for visitors
8. 1 small table
9. 1 extension phone
10. 1 window air-conditioner

With the completion of this list, I contacted Mr. Marble to obtain his approval. He gave approval on all items except the window air-conditioner. This item may be postponed for a year due to a lack of money. Mr. Marble will order the approved items for immediate delivery.

Friday      June 10, 1966

I spent the period today discussing a faculty handbook for the Jefferson Schools. I read over material compiled the past year by a committee of teachers at Jefferson and read copies of faculty handbooks used at Thomas Jefferson Junior High School in Champaign and East Junior High School in Alton, Illinois.

One of my first assignments starting July 1, 1966 will be to further develop a teachers handbook for the Jefferson Schools in Charleston, Illinois. The material in the handbook will be subject to Mr. Dively's final approval. We plan on this handbook being ready for distribution at the beginning of the school year.

Monday            June 13, 1966

Today I began work in the Superintendent's office. Discussed with Mr. Marble, Unit Business Manager, the remodeling of the auditorium and audio visual room at the Jefferson Junior High School. The total cost of this project is \$12,500, of which, \$9,500 will be used for new equipment. We look at the blueprints, showing arrangement, and furniture catalogs. There are 8 individual study carrels, 16 tables for study, a research area, plenty of stack areas, and a library work room. It is designed for 90 students plus 6 students in the lounge area. When this project is completed it will provide much better library facilities for the junior high school. The work is to be completed during this summer so it will be ready for use when school opens in the fall.

Helped to work up room utilization form for schools in the district with Mr. Seitsinger.

Tuesday-Monday            June 14-20, 1966

The entire periods were spent working in cooperation with Mr. Dively and Mr. Seitsinger on a room utilization report of Jefferson Junior High School. A copy of this report is attached.

At the present time, I was unable to figure pupil station utilization percentages for the two Science Laboratories, Home Ec, Shop and Physical Education areas because of a lack of a base recommended figure per student for square footage. I hope to be able to complete this later. For the school year 1966-67, I was unable to figure pupil station utilization because of the lack of sufficient data on number of students in each class. The final figures for this will not be available until after Labor Day 1966.

One copy of this report was given to Mr. Dively and one copy to Mr. Seitsinger.

1965-66 Room Use by Subject	Room No.	Square Footage			Total No. of Students in Rm per day	Pupil Station % of Utilization Based on 20 Sq. Ft. per pupil	#Periods in Use-Vacant	Rm. Utilization	1966-67 School Year In Use-Vacant		Utilization %		
Science Lab e	103	912			221		7	1	87.5	8	0	100.0%	
Science Lab	104	912			184		7	1	87.5	8	0	100.0%	
Social Studies	106	600	17	20	153	98.6%	5	3	62.5	6	2	75.0%	
Girls Health	107	600	17	20	199	124.4%	6	2	75.0	6	2	75.0%	
Math	108	399	11	13	33	31.7%	1	7	12.5	8	0	100.0%	New Rm.
Art	109	1045	30	35	144	51.4%	5	3	62.5	6	2	75.0%	Audio-Visual
Boys Health	202	380	11	13	206	198.1%	6	2	75.0	7	1	87.5%	
Lang. Arts & Math	203	513	15	17	157	115.4%	5	3	62.5	6	2	75.0%	
History	205	600	17	20	127	79.4%	5	3	62.5	5	3	62.5%	
Lang. Arts & History & Social Studies	206	600	17	20	147	91.9%	6	2	75.0	6	2	75.0%	
Lang. Arts	207	598	17	20	184	115.0%	6	2	75.0	7	1	87.5%	
Math & Social Studies	208	598	17	20	155	96.9%	5	3	62.5	7	1	87.5%	
Lang. Arts	301	522	15	17	172	126.5%	6	2	75.0	6	2	75.0%	
Audio Visual	303	437	13	15			8	0	100.0	8	0	100.0%	New Rm.
Lang. Arts & Math	304	570	16	19	188	117.1%	6	2	75.0	6	2	75.0%	Library Work Rm.
Lang. Arts	306	570	16	19	148	97.4%	6	2	75.0	6	2	75.0%	
Math	307	570	16	19	156	102.6%	6	2	75.0	6	2	75.0%	
Home Ec.		1536			52		4	4	50.0	6	2	75.0%	
Shop		1714			50		4	4	50.0	6	2	75.0%	
Physical Educ.	Gym	4548			206 Boys or 199 Girls		4	4	50.0	6	2	75.0	
Boys & Girls Health	Club Rm.	422					6	2	75.0	7	1	87.5%	(Possible use all 8)

Range-12.5% - 100%  
Average-68.75%  
Median - 75%

Range-62.5% To 100%  
Average-82.14%  
Median - 75%

Elementary Classroom-35 Sq. Ft. Per Pupil  
Minimum 900 sq. ft.  
Capacity based on 30 sq. ft. per pupil

Tuesday      June 21, 1966

Mr. Seitsinger, Mr. Dively and I discussed the room utilization report I prepared for Jefferson Junior High School. There is a need to find an additional sixth grade room, but it was agreed this is practically impossible at the present time. This report pointed out once again the need for additional building space in our district.

The next project Mr. Seitsinger asked me to do was work up a projection of student enrollment in this district for the next five years. Also, I was given the task of checking the total number of rooms needed in the district for grades one through six for the next five years. In this project I can assume, that grades seven through twelve will be taken care of with the building of a new junior high school for grades seven through nine.

Wednesday      June 22, 1966

This period was spent with Dr. Ewing going over figures he has gathered for a projection of student enrollment in this district, the final projection is not completed at present. I helped compile some necessary figures for Dr. Ewing's final report concerning his survey of footage in existing building sites in this district, this was taken from various blueprints in the Superintendent's office.

I also called Dr. Garner at Eastern Illinois University to obtain information concerning the following items:

1965 fall quarter enrollment at E. I. U. --- 5335

1966 spring quarter enrollment at E. I. U. --- 4774

Total net increase in civil service staff at E. I. U.

for the last five years. --- 135

Total net increase in faculty at E. I. U. for the last

five years. --- 162

Dr. Garner was most cooperative in securing this information from the

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University.

Thursday      June 23, 1966

Today the entire period was spent reading two reports Dr. Ewing made available to me. One report was a rather lengthy survey of three school districts in the State of New York done by part of the staff of the Department of Education of New York University. The other report dealt with the preparation of an accurate projection of student enrollments in school districts.

Both of these reports were interesting reading and helped me grasp the problems confronted in developing an accurate projection of student enrollment and also in preparing a school survey.

Predicting School Enrollments by Roscoe E. Brown Jr., Professor of Education, New York University, suggests the corrected promotion method is the most accurate way of predicting future school enrollment. The following is a list of information needed to use this method.

1. Pre-school census data.
2. Birth reports.
3. Past and present school enrollments.
4. Private, parochial and out of district school attendance.
5. Pupil drop-out rates.
6. Data on migration of children in and out of the school.

Using this information and the corrected promotion method

Professor Brown expects his predictions to be accurate within two per cent of the actual enrollments.

Friday

June 24, 1966

Dr. Ewing was attending an out of town meeting today, therefore, Mr. Seitsinger suggested I go to the Junior High School and work with Mr. Dively.

Mr. Dively and I discussed the proposed class schedule as it now stands. We also checked on the progress of the remodeling of the auditorium into a library and visited several classrooms to discuss their general condition.

Mr. Dively gave me correspondence in regard to a schedule of lyceum assemblies at the junior high school for next year. He had information regarding Melbourne High School in Florida. Part of this information involved a statement as to the reason and purpose for student homework. It was decided we would run off copies of this information and pass it on to the teachers next fall. Mr. Dively instructed me on how to use the console in regard to the P. A. system used in the junior high and elementary schools located at Jefferson. Next we visited the Home Ec, Music, Shop and Physical Education areas of the school in order to familiarize me with the building.

The junior high presently has a primary and intermediate group of E. M. H. students. At the request of Mr. Marble, Unit Business Manager, Mr. Dively and I compiled data showing total attendance by sex and group for these two classes. This information is entered monthly at the junior high school office and Mr. Marble uses these figures for his State Report.

Monday      June 27, 1966

Today's period was spent using a projection of enrollment to figure the number of rooms needed to meet this projection in terms of grades 1-6. The enrollment figures used are from an enrollment projection worked up by Mr. Dintelman, former superintendent, during the 1963-64 school year. They are based on a two per cent increase in population per year and an overall dropout rate of 20 per cent in our district. So far, the total enrollment figures are holding fairly accurate.

Attached is a report on the number of rooms needed in grades 1-6 according to our projected enrollment. After completing this report, Mr. Seitsinger and I spent some time discussing its accuracy and implications.

Mr. Dintelman's Projection  
Rms based on 30 in a Class

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total Enroll.	Total Rms.
1964-65	203-6.8	230-7.7	206-6.9	219-7.3	231-7.7	205-6.9	1294	43.3
1965-66	265-8.8	207-6.9	234-7.8	210-7.0	223-7.4	235-7.8	1374	45.7
1966-67	245-8.2	270-9.0	211-7.0	238-7.9	214-7.1	227-7.6	1405	46.8
1967-68	251-8.4	249-8.3	275-9.2	215-7.2	242-8.1	218-7.3	1450	48.5
1968-69	280-9.3	256-8.5	253-8.4	280-9.3	219-7.3	246-8.2	1534	51.0
1969-70	240-8.0	285-9.5	261-8.7	258-8.6	285-9.5	223-7.4	1532	51.7
1970-71	285-9.5	244-8.1	290-9.7	266-8.9	263-8.8	290-9.7	1638	54.7
1971-72	270-9.0	290-9.7	248-8.3	295-9.8	271-9.0	268-8.9	1642	54.7

Tuesday-Thursday

June 28-30, 1966

These periods were spent working on the unit staff's transcripts. My assignment was to bring up to date each teachers folder in regard to total semester hours of credit. Mr. Seitsinger had a list of the total number of semester hours each teacher was credited with for salary purposes. From the teacher's transcript, I counted total semester hours of credit, then added credit they had received for additional courses, such as; additional course work and teacher workshops. After double checking my figures, if they did not agree with his list, I made a notation on separate sheets of paper for Mr. Seitsinger's information.

There were files with the transcripts missing and other files needed the transcripts brought up to date, notations were made accordingly. Twenty-four separate files were completed in a total of  $4\frac{1}{2}$  hours, loss of time was due to the unavailability, at times, of an adding machine and the different ways colleges evaluate credits.

Mr. Seitsinger and I discussed the needs of the junior high school building.

Tuesday

July 5, 1966

Today I returned to the Junior High School. I contacted Mr. Dan Pilson at the telephone company and asked that he come to the school for a survey of the present phone service and location of phones in the building. Mr. Philson, Mr. Dively and myself toured the building and agreed to install a dial intercom system. A third telephone line will be added and a phone will be needed for the assistant principal's office.



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Mr. Dively and I discussed the possibility of obtaining a machine for making signs and posters. We like the appearance and durability of signs and posters made in the Regional Services Office at Eastern Illinois University. After talking with Mrs. Farrish, in the Regional Services Office, I prepared a letter to the Embosograph Corporation of America, 38 West 21st Street, New York, New York 10001, requesting a catalog, price list and any other available information.

Wednesday      July 6, 1966

A professional library is being planned for the use of the faculty at the Jefferson Schools. One-hundred dollars has been appropriated for the purchase of materials, however, if this library proves successful, we feel supplementary funds may be secured in the future.

Mr. Dively and I spent this period deliberating teacher requests and catalogs in preparation of this library. Following is a list of books included in our initial order:

1. LANGUAGE ARTS IN ELEMENTARY SCHOOL

William K. Trauger

McGraw Hill Book Company

2. DIAGNOSTIC TEACHING OF READING

Ruth Strang

McGraw Hill Book Company

3. CHILDRENS THINKING

D. H. Russell

Ginn and Company

4. MODERN ELEMENTARY MATHEMATICS

Ward, Magan, Hardgrove

Addison-Wesley Publishing Co.

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5. THE LIBRARY IN HIGH SCHOOL TEACHING  
Martin Rossoff  
H. W. Wilson, Co.
6. BASIC DESIGN: PRINCIPLES AND PRACTICES  
Bates  
Creative Hands Bookshop
7. TEACHING THE SOCIAL STUDIES, GUIDE TO BETTER CITIZENS  
Tiegs-Adams  
Ginn and Company
8. TEAM TEACHING IN ACTION  
Bair and Woodward  
Houghton Mifflin Company
9. ON THEIR OWN IN READING  
Gray  
Scott, Foresman and Company
10. THESE ARE YOUR CHILDREN THIRD EDITION  
Jenkins Shacter, Baurer  
Scott, Foresman and Company
11. ARTS AND CRAFTS FOR ELEMENTARY TEACHERS  
Wankleman  
Creative Hands Bookshop
12. CHILDREN LEARN TO READ SECOND EDITION  
D. H. Russell  
Ginn and Company
13. ADOLESCENCE AND DISCIPLINE  
Rudolph Wittenburg  
Association Press
14. UNDERSTANDING BOYS  
Clarence G. Moser  
Association Press

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15. UNDERSTANDING GIRLS

Clarence G. Moser

Association Press

Thursday      July 7, 1966

Mr. Daum, Junior High School band director, and I discussed the election of a book in the music field for our professional library. It was decided we would order the following book:

DESIGN FOR UNDERSTANDING MUSIC

A. Verne Wilson

Summy-Birchard Company

1834 Ridge Ave., Evanston, Illinois

Mr. Dively and I discussed a letter dated August 6, 1965 from the Office of the Superintendent of Public Instruction, State of Illinois. This letter contained information regarding the administration of the Elementary and Secondary Education Act of 1965 (Public Law 89-10). This discussion was precipitated because of a need for me to better understand generally this federal program. The letter listed the following estimated amounts to be allocated for use in the State of Illinois.

Title I	\$43,360,890.00
Title II	5,361,699.00
Title III	4,929,120.00
Title IV	Undetermined
Title V	875,000.00

The following list indicates the areas each Title covers:

Title I	Financial assistance to local educational agencies for the education of children of low
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Title II	School Library resources, textbooks, and other instructional materials.
Title III	Supplementary educational centers and services.
Title IV	Educational research and training.
Title V	Grants to strengthen State Departments of Education.

The remaining part of the letter dealt with instructions for school districts in regard to obtaining information in order to submit proposals for acceptance by the State.

Friday      July 8, 1966

Upon Mr. Dively's request, I worked up a statement of philosophy for use in the faculty handbook. The rough draft of this is as follows:

#### PHILOSOPHY OF JEFFERSON SCHOOLS

The basic philosophy of the Jefferson Schools is to provide the opportunity for each youngster to acquire the fundamental skills of learning involved in becoming an educated person. As the youngsters progress, they are encouraged to explore the various areas of knowledge in order to fulfill their own needs. This involves the mental, physical, social and emotional development of each youngster.

The staff of the Jefferson Schools is dedicated to help these youngsters acquire the knowledge and understanding needed in our modern, democratic, way of life. Toward this end, we hope to be able to help each youngster progress to the best of their individual capabilities. To meet the challenges in the complex world of today, the education of

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these youngsters must have top priority.

This rough draft will be discussed with Mr. Dively and possibly rewritten. We intend to follow the statement of philosophy, in the faculty handbook, with lists of objectives for both the elementary and junior high schools.

Monday      July 11, 1966

Mr. Dively and I discussed the use of fiberglass window panes in the office area to cut down heat and light. We could have our choice of color; blue, green or amber. After discussing this for some time, we decided to try a few panes in green. It would be impractical to change all of the panes since they are not transparent, however, it would help to replace a few glass panes.

Next we discussed the applications of two women and a man for the position of one-half time guidance and science or social studies. We would like to hire a young man to add to our staff. However, most young men seem to want a full time guidance position. Because of the man's previous record we are forced to reject his application. One of the women has been in the office for an interview and she seemed to be too shy and her credentials record this fact. The other woman has moved and we are unable to contact her at the present time. It is getting late in the year for hiring teachers and most experienced people are under contract, this leaves us somewhat up in the air.

I phoned the telephone company to have them add one additional telephone for a secretary in the office area.

Tuesday      July 12, 1966

Today's period was spent reading and making notes pertaining to the proposed faculty handbook at the junior high school. I, also, read a copy of the student handbook from Jefferson Junior High School in Aurora, Illinois. This was a publication for students, however, the policies covered pertained to our own situation in many cases.

Mr. Dively, Mr. Wright, Head of Maintenance for the school district, and I discussed locks and master key use throughout the building. At the present time, it takes too many keys to get around in this building, therefore, we plan to change some locks so any of the rooms may be opened by one of three master keys.

Wednesday      July 13, 1966

The period was spent working on a set of Jefferson Junior High School objectives for the proposed faculty handbook. The following list of objectives was taken from Bulletin A-1, Administration and Supervision Series, Illinois Curriculum Program.

1. The acquisition of attitudes, bodies of knowledge, and patterns of behavior that will insure better mental and physical health.
2. A set of moral and spiritual values that will insure a wholesome individual and a healthy society.
3. A concept of the importance of the family in our society.
4. A set of communication skills which will make use of the pupils intellect.

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5. A firm conviction, based upon knowledge, that a democracy is the best social organization for mankind.
6. An appreciation and understanding of the beauty in the surroundings and the art of the present and past.
7. An appreciation of the place of science in the world, both its wonders and its limitations.
8. A concept of our free economy and insight into the world of work.
9. A scientific approach to the solution of problems.

The following list of objectives was taken from the Thomas Jefferson Junior High School, Teachers Handbook in Champaign, Illinois.

1. To improve the students understanding and skills for further learning in the basic academic areas.
2. To help the student continue his exploration of our rich and varied heritage.
3. To instill in the student a respect for the customs of our community, nation and world, and show need for flexibility in this region.
4. To stimulate awareness of world problems and a desire to participate in their solution.
5. To promote the emotional, physical and social well-being of each student through individual counseling and group guidance, special services, and a well-planned physical and mental activity program.
6. To encourage aesthetic appreciation and to provide for creative expression.
7. To give experiences in living democratically through student government, clubs, class activities and utilization of school facilities resulting in a self-disciplined member of a free

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society which respects its members as individuals.

8. To cooperate with the other education agencies of our area.

I intend to discuss, with Mr. Dively, the objectives that have been listed above. I hope to use them as resource material in developing the objectives for the Jefferson Junior High.

Thursday July 14, 1966

I sat in on a discussion between Mr. Wilson, Architect, Mr. Marble and Mr. Seitsinger concerning a proposed alternate plan to the original plans for a new Junior High School in this school district. The original plan had allowed for one science laboratory and a gymnasium area of 60 by 90 feet. The new sketch shows room for four science laboratories and a room to convert very easily to the fifth science laboratory. It also has a gymnasium area of 80 by 100 feet. There was also an increase in the arts and crafts areas of approximately 20%.

The estimated cost is \$1,325,000.00 with \$100,000.00 being allowed for equipment. The estimated capacity of this building is 750 to 800 students. The additions seem to make the building much more advisable than the original proposed building.

Friday July 15, 1966

I spent the entire period today reading and studying part two of a book entitled "Elementary School Objectives" by Nolan C. Kearney. Part two deals with recommended goals for elementary school years. The following is a list of these recommended goals.



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1. Physical development, health, and body care.
2. Individual social and emotional development.
3. Ethical behavior, standards, values.
4. Social Relations.
5. The social world.
6. The physical world.
7. Esthetic development.
8. Communication.
9. Quantitative relationships.

Each of these recommended goals has a statement in regard to the following:

- A. Knowledge and understanding
- B. Skill and competence
- C. Attitude and interest
- D. Action patterns
- E. Determining conditions

Monday      July 18, 1966

I spent about 20 minutes today obtaining information from EMH students 2A Sheets for Mr. Marble. He needed the actual days of attendance and the number of days absent for 11 EMH students to complete a state report.

The rest of the period was spent in discussion with Mr. Dively on contents and arrangement for the proposed Jefferson Schools Faculty Handbook.

Tuesday      July 19, 1966

Today I discussed the area of Guidance with Mrs. McCabe, Junior High School Guidance Counselor. We discussed needs for a good guidance office and counseling area. It is practically impossible to allow for the proper area in the present Jefferson Schools. However, any future building plans should include an adequate guidance area.

We also discussed the guidance section in the Faculty Handbook and I asked for Mrs. McCabe's comments. She has rewritten this section and it seems to be very well done.

Next, I called Mrs. Farrish in the Regional Services Department at Eastern Illinois University. She was able to obtain from their Business Office, information in regard to ordering a sign to be placed in the hallway denoting the Principal's office at Jefferson. These signs cost \$12.95 each and are made by the Plastisign Company of America, 718 Cherry Street, Philadelphia, Pa., 19106.

Wednesday      July 20, 1966

I spent about 30 minutes of the period today looking for a room divider screen for use in the teachers lounge to provide privacy at the entrance of a small restroom. School catalogs did not have this item listed, it was found in the Sears and Roebuck catalog at a cost of \$21.00. The money is to come from the Junior High School Activity Fund.

The remainder of the period was spent familiarizing myself with the proposed 1966-67 class schedule of the Junior High School. It is not finalized, as we still need to employ a teacher qualified for guidance and social studies or language arts.

Thursday        July 21, 1966

Mr. Wright and I discussed the size of a proposed book case for the Assistant Principal's office. We decided to build a bookcase consisting of three shelves, five feet long. It will be constructed from 1" x 12" white pine. The top two shelves will be 10" in height and the bottom shelf will be 12" in height. The maintenance department is to build the bookcase and the custodians will apply gym seal as a finish.

The remainder of the period was spent in general discussion with Mr. Dively on a change in reading textbooks in grades one through six. The school district has adopted a new set of reading textbooks for these grades to be used throughout the school district in 1966-67. He gave me material to study to help my understanding of this program.

Friday        July 22, 1966

Today Mr. Dively and I discussed the Junior High School Guidance Program. The following tests are given to pupils in Junior High School:

California Mental Maturity - Short Form -- 7th Grade

California Achievement    -- 8th Grade

Differential Aptitude Test    -- 8th Grade

Teachers are encouraged to work with Guidance Counselors in using the information gained from the testing program to help individual students.

Counseling goes farther than just interpreting test scores, it includes occupation information, education information, 7th grade orientation, emotional and social adjustments problems, etc. The

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Guidance Department needs more room and staff to function at its best. Again, the problem of adequate space and staff faces the school district.

We also discussed who should fill out the enrollment cards, information cards and record requests for new students. It was decided to leave the enrollment card and information card responsibility with the Guidance Counselors and the office secretary will handle all record requests.

Functions of the guidance staff were discussed, however, no final conclusions were made in this area. The purpose of this discussion was to help me to understand the general picture of counseling at the Junior High School.

Monday            July 25, 1966

The entire period today was spent reading and studying a pamphlet entitled "Discipline for Today's Children and Youth." The publication is published by the Association for Supervision and Curriculum Development, a department of the National Education Association of the United States.

It stresses the importance of discipline having a goal, these goals differ with various age groups. The goals are also pursued differently in various circumstances.

The pamphlet outlines the different developmental periods of people. It went on to speak about the need for the people to learn and use self-discipline.

Next it discussed four democratic principles to guide people to self-discipline and self-direction.

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- I. Faith in the worth and dignity of every human being is the key value of a democratic society.
- II. As a nation we have confidence in the capacity of all to learn cooperation and mutual respect.
- III. We believe in the right of people to have a voice in plans and policies which directly affect them.
- IV. We have trust in the rational approach to human problems and in the ability of human intelligence to resolve conflicts.

The remaining part of the pamphlet dealt with discipline in daily application in the classroom.

Tuesday      July 26, 1966

Mr. Dively and I discussed student discipline during this period. It seems essential to use the positive approach as much as possible. Discipline and various types of punishment should be done primarily to benefit the student, however, there are times when discipline is necessary to deter undesirable behavior. Any punishment should be related to the offense. One underlying principal in all discipline matters is that one should be fair but firm.

Suggested approaches:

1. Talk to student - explore problem, appeal to student's better judgment.
2. Talk in terms of the future and the record being made.
3. Talk in terms of what is socially acceptable.
4. If need arises refer to counselor.
5. If of serious enough nature have parents in for a conference.

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All truancy should be reported to Mrs. Irma Young who is the Truant Officer of the district. Probation cases require information to be sent to Mrs. Elsie Barth, Probation Officer, whose office is located at 417 Broadway, Mattoon, Illinois. Her telephone number is AD 4-8485.

We intend to discuss the area of discipline further at a later date.

Wednesday      July 27, 1966

The entire period was spent today in a confidential discussion, of the Jefferson Schools staff, with Mr. Dively. This exchange of information, I feel, will help me to understand this situation better. The following is a list of areas discussed:

1. Personality
2. General Health
3. Cooperation
4. Ability to control classroom
5. General teaching effectiveness

Due to nature of the discussion, I feel it would not be wise to go into further detail.

Thursday      July 28, 1966

I spent the entire period today working on the proposed faculty handbook for the Jefferson Schools. In the original rough copy there was a list of general instructions for teachers which Mr. Dively and myself felt we could combine under general headings to make a better presentation of the material. The general headings worked on this

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morning were as follows:

1. Textbooks
2. Discipline
3. Supervision

Friday            July 29, 1966

The first part of the period was spent surveying Junior High School rooms to check the condition of teachers desks. I found five teachers desks that were new last year and there is an apparent need for ten more new desks.

The remainder of the period was spent reading and studying a report given to me by Mrs. McCabe, Guidance Counselor, from the Eastern Illinois Area Special Education office. The title of this report was "Psychopathology and Education of the Brain-Injured Child," by Strauss and Lehtinen. Its purpose is to help the classroom teachers to understand the problems and educational process of working with brain-injured children. I found this very difficult reading and wonder if there isn't a need of clarification of this report. I intend to discuss this thoroughly with Mr. Dively as soon as possible.