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~~Report of Field Experience in Administration~~

(TITLE)

BY

Arthur Leeth
B. S., Indiana State University
M. S., Indiana State University

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1968
YEAR

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

DATE

ADVISER

1968
DATE

L. M. Hamand, Dean
DEPARTMENT HEAD

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

REPORT OF FIELD EXPERIENCE IN
ADMINISTRATION

Prepared as partial requirement
for Education 601 and Education 602,
"The Field Experience in Administration"

Prepared by
Arthur Leeth

FORWARD

Newman High School is your school. As soon as you enroll you become a citizen of the school.

To be a useful citizen you will want to become a citizen of the school. To be a useful citizen you will want to become acquainted with Newman.

In order that you may have an opportunity to know your school, its customs, traditions, and special activities this handbook has been prepared. A study of its contents will help you find yourself as a student and will prepare you for greater participation in the life of the school, thereby enabling you to derive the most from and contribute the most to your school, Newman High.

*Rec'd and Recorded
7/25/67*

The Superintendent's Message

Greetings to the new Newmanite

This handbook should give you much valuable information that will help you in making the adjustment to your new life at Newman.

Many students have graduated from this school, and through their achievements, have distinguished themselves in many areas of work. Now you are following in their footsteps in a school which offers rewards to all who are willing to work, study and take advantage of the many opportunities that Newman offers.

Read this handbook carefully; plan your course with care; consult your parents. Get acquainted with your counselor and your sponsor. Learn to budget your time because the economical use of time is one of the important factors of success.

The faculty, students, and I extend to you a cordial welcome. We hope that your years in Newman will be both pleasant and profitable.

—Arthur W. Leeth

The Beginning and Growth of an Institution

The land which became the town site of Newman was a part of the Public Domain lands until Isaac Howard became the owner by reason of patents signed by President Willard Fillmore, dated February 10, 1851 and May 1, 1852. A Mr. Newman and his associates purchased the town site from Mr. Howard in 1857 and the survey establishing the "Original Town of Newman, Illinois" was filed for record on November 26, 1857. The first pupils who attended the school were children of the early settlers on the farms and clearings within walking distance.

The first school in Newman was a one-room building accommodating but a few pupils. This soon proving inadequate, a two story building was constructed in the center of the public square, later the city park, in 1858 at a cost of \$600.00. Only the first floor was used for school purposes, the Masonic Lodge occupying the upper story. John Stocton was a member of the first board of directors and Miss Hulda Howell, daughter of a pioneer settler, was the first teacher. Later other teachers were Thomas House and in 1872 John W. King, who resigned to become the superintendent of the Douglas County schools in 1875.

When the Civil War ended, the soldiers were mustered out and part of them established homes in Newman and farmed the adjoining land. Success in farming brought financial security, and

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many retired and moved to town. The number of children rapidly increased and in the early seventies it became evident that a new school building was imperative. The railroad was built through Newman and began running trains in 1873. Frame store buildings were torn down and new brick structures were erected; larger and better homes adorned the town.

In 1875, the school district was reorganized and the trustees were authorized to build a new "Two story four room brick-building" to accommodate 300 pupils, and a tax to provide money for the payment was authorized in an election held April 6, 1875. This building was completed in the summer of 1876 and cost \$11,000, and the site selected was where the grade school now stands.

An early catalogue of the school for the year 1881-1882 shows that there were 23 in the first year high school (only two years of high school work was given at that time), 89 in the three grammar school grades, 91 in the three year intermediate, and 112 in the three primary grades. The school teachers were Theodore H. Haney, principal, Miss Mary J. McCulloch, grammar, Miss Flora Powell, intermediate and Mrs. A. C. Bennett, primary. The school board consisted of J. A. McGee, T. D. Curd, and W. W. Skinner. James Gillogly was the school treasurer. His financial report showed that the district received in taxes \$3,372.51 and the expenses were:

principal, \$485.00; three teachers \$735.00, janitor \$180.00; for repairs and incidentals, \$391.77; for bonds and interest, \$2,000. Pupils living outside the district paid a \$2.00 tuition per month.

By 1888 the school had become so crowded that it became necessary to rent a large room for the primary grades. In 1889, a \$2,500.00 bond issue was sold to provide a two room addition to the brick building, thus increasing the capacity to 450 pupils. The school first became accredited in 1890. In 1893 a two-acre tract adjacent to the school grounds was purchased for a site for the primary children and also to have more play ground. A contributing factor to the need for more room was that pupils gradually stayed in school for the entire twelve years instead of dropping out before reaching high school age. The first graduating class in 1885 consisted of Samantha Anderson and Luther Hugley; in 1886, Sue Cash, Minnie Taylor, and Hattie Sutton; no graduates in 1887; in 1888 Henry A. Winn, Hattie Gillogly, and Maud Root; in 1889, Jennie House, Ed Roe, and Clark Randall.

In 1910 the state legislature passed a law which allowed school townships to form Township High School districts. In that year, the residents of the school township in which Newman was located organized District 150. Mr. and Mrs. Havens donated a ten acre tract as the site on North Broadway just

outside the city limits. A \$20,000 bond issue paid for the building but by the time the school home was completed an additional \$20,000 had to be raised. So the new Newman Township High School was ready for the students and for the principal, J. H. Trinkle, who served for 37 years, retiring in 1948.

The old brick school building, housing the first eight grades continued to function until 1933; but quite inadequate, so in that year it was razed and a new modern one story building and gymnasium were completed. In 1948 the Newman schools again united under laws providing for the formation of community school districts, and the Murdock school and 13 country districts came into Newman District 303. The Goodwill, Prairie Bell, Phoenix, Winkler, Pleasant Ridge, White Hall, McIntyre, Fonner, McCown and Dayton schools passed out of the picture. In 1963, since there were now adequate rooms and equipment in Newman, the Murdock school building was discontinued and the pupils from that section were brought to the Newman School.

On September 1, 1955, a bond issue for \$125,000.00 was authorized to provide money for the construction of additional class rooms at the grade school building, this work being completed for the opening of the school in September 1956.

This new addition provided equipment for preparing food for the school lunches. The following have served as principals

over the years: Theodore Haney, 1881-1884; E. S. Smith, 1884-1887; Mr. Holebeck 1887-1889; George O. Morre, 1889-1890; J. L. Hughes, 1890-1894; E. B. Brooks, 1894-1897; W. H. Miller, 1897-1900; Joseph Gale, 1900-1901; E. J. Vines, 1901-1904; Mr. Hedden, 1904-1906; Mr. Taylor, 1906-1907; O. C. Bailey, 1907-1911; J. H. Trinkle, 1911-1948; Harry Arkebauer, 1948-1954; F. W. McCarty, 1954-1959; Tim O'Brien, 1959-1961; Arthur, Leeth, 1961 to present.

Newman schools have been in existence for over eighty years and during that time many young people have won educational acclaim. There are several Phi Beta Kappas and a much larger number have had "With highest honors" attached to their college diplomas.

Realizing that a sound body should go with a sound mind, the school has given much attention to body development. A long line of coaches, especially trained, have directed this part of a well-rounded education. For the first decade, athletics did not rate with the formal subjects, so the coaches were local men who had attained success in college and had settled here. Much is still heard about the 1913 football team, coached by Harrison McCown and assisted by Brown Rutherford. These two men took time off from their business to meet with the players after school. The quality of this type of coaching is shown by the record of 1913: September, Newman 13-Oakland 0; September, Newman 32-Sidell 0; October, Newman 51-Charleston Normal

Reserve 0; Newman 13-Champaign 7; Newman 6-Mattoon 0; Newman 16-Tuscola 6; Newman 45-Bement 0; November, Newman 25-Sullivan 0; Newman 20-Lovington 0; Newman 7-Bloomington Academy 6; Newman 47-Chrisman 0.

Following the success of this season and also realizing the importance of directed athletics, teachers were hired who had special training, so we had Guy Collins, Ross Winkler, Cocky Rotz, Mr. McMullen, and E. O. May. By 1925 the Okaw Conference was organized, regular rules were established, trained referees were hired, and Newman played for the most part with the different towns in this conference. From 1925 to the present, the following coaches led their players to many victories: Millson, Parr, Dr. Wax, Edmunds, Bertilino, Joe Maze, Weir, Max Miller, Crosby, Willsie, Harold Hall, Bob Hemphill, Tony Innis, Don Vandersnick, Jack Hall, Ray Adams, Mike Taylor. For that long period of time many names stand out, but to mention a few, there was speedy Frank Ogden of 1913; Bill McClure, one of the few Newman alumni who was a member of the first team of the "Fighting Illini"; Paul Swickard, a standout in the Okaw; Felix Hance, the speedy and wily basketball player; the long line of Sollers, Suttons, Allens, Davises, Waxes, Kincaids and many others.

Thirty years ago football was played in Memorial Park when the fall was dry; when wet, in Pope Tharp's pasture or Mr.

Skinner's back field. The whole town was proud when a new field right next to the campus was bought, and dedicated to Mr. Trinkle. A huge boulder was placed at the south end of the newly acquired playing field and attached to it a bronze plate with these words inscribed: "Dedicated to John H. Trinkle for twenty-five years of faithful service as principal of the Newman Township High School. Given by the Kiwanis Club of Newman, October 17, 1936."

Thirty years ago, basketball games were held in the old gym in the basement of the high school, and whenever there was a heavy rain, puddles would form on the floor, and sawdust was thrown. Old timers remembered when Strawberry Dennis refereed a basketball game and the loud applause of the spectators when he slipped on a wet spot and fell. When the cars supplanted the horses, the barn was changed into a gymnasium. Basketball was played there until a fortunate fire removed forever the makeshift gym and games went to the grade school.

One of the most potent factors in the development of the Newman High School was the leader who served some 37 years as the principal. A student might say of him that he was stern when sternness was needed; that he made hundreds of talks, often small ones before the assembly or longer ones at a Junior-Senior reception, never was the talk poor and always he gave food for future thoughts. He often illustrated some point in

his classes by telling a story. His homely Hoosier philosophy made the students love him. The poet Goldsmith gave a description of an English school teacher which could well describe Mr. Trinkle.

"There in his mansion, skilled to rule,
 The village master taught his little school.
 A man severe he was, and stern to view;
 I knew him well, and every truant knew.
 Well had the boding tremblers learned to trace
 The Day's disaster in his morning face;
 Full well they laughed, with counterfeited glee,
 At all his jokes, for many a joke had he;
 Full well the busy whisper, circling round,
 Conveyed the dismal tidings when he frowned.
 Yet he was kind, or, if severe in aught;
 The love he bore to learning was in fault.
 The village all declared how much he knew;
 'Twas certain he could write and cipher too;
 Lands he could measure, terms and tides presage,
 And even the story ran that he could gauge;
 In arguing, too, the parson acknowledged his skill,
 For even though vanquished he could argue still;
 While words of learned length and thundering sound
 Amazed the rustics ranged around;
 And still they gazed, and still the wonder grew
 That one small head could carry all he knew."

North Central Association

Newman High School is a member of the North Central Association of Colleges and Secondary schools and has been approved continuously since becoming a member. The certificate will remain valid as long as the school meets the conditions for memberships and maintains standards of excellence as defined by the North Central Association of Colleges and Secondary Schools.

Philosophy and Objectives of Newman High School

Primary Objectives

1. To provide every child equal opportunities for developing and maintaining physical fitness, mental health, and habits of safety.
2. To develop the power to think clearly, logically, honestly, and critically, and to make decisions with courage after careful evaluation.
3. To help each child to acquire those attitudes, habits, controls, and qualities of character which develop his personality for harmonious living with himself and with others.
4. To encourage each individual to have and to hold sacred a deep religious conviction, to live in harmony with truth of God and in full obedience to His love, and to develop a desire to be of service to others.
5. To teach proper respect for law and order and to train for active work, to teach him usable and savable skills, and to train him to appreciate any worthy task well done.
6. To teach proper respect for law and order and to train for active citizenship to the end that all may live happily and cooperatively in a democratic world.
7. To teach all boys and girls to realize the significance of the family as the foundation of society.

8. To prepare every child for the proper use of leisure time through appreciation of beauty in literature, music, art, and nature through skill in various recreational activities.
9. To develop skill in observing, listening, speaking, reading, writing and interpreting and using mathematical relationships and to teach the main scientific truths about the universe and man, and the methods and influence of science.
10. To instill a sense of oneness with all humanity, a realization that our likenesses are more fundamental than our differences in our world, and of the necessity for tolerance, patience, cooperation and sharing.

A Philosophy of Education for Secondary Schools

The purpose of Education is the establishment of right practices of thinking and living, through self-discipline and service to others come the opportunity for full self-realization. The democratic way of life demands proper human relationships, based on moral rectitude, emotional balance, plus economic and political competence.

Goals for Newman

1. Respect for the individual is the standard for both students and teachers.
2. Opportunity for training fundamentals which will permit

each student to fit himself for economic competence, political awareness, and articulate citizenship in a changing world.

3. A program designed to function adequately in the fields of scholarship, physical education, social training, and mental hygiene.

4. Renewal emphasis upon the Seven Cardinal principles of Education...

- Health
- Command of Fundamental Processes
- Worthy home memberships
- Vocational preparation
- Citizenship
- Worthy use of leisure time
- Ethical character

The Newman Creed

I believe in Newman High School and the principles for which it stands.

As an individual in the student body I accept its privileges and share abundantly in its activities.

I believe therefore, it is my duty to study to the best of my ability; to be courteous, honest, and always to do nothing that will reflect discredit upon the institution; to obey its laws cheerfully, and to defend its fair name to the best of my ability.

Newman Code of Ethics

We, the students of Newman, pledge ourselves:

- To God, our nation, and our fellow man;
- To uphold the principles and traditions which have fostered the development of our school;
- To display mature conduct and intelligence at all times;
- To assume the responsibilities of our home and family relationships;
- To strive to attain the goals of our community;
- To maintain the ideals of a democratic society.

DAR and SAR Awards

Each year a good citizen award is presented to a Senior girl and a Senior boy by the Stephen A. Douglas Chapter of Daughters of the American Revolution. Qualities recognized for these awards are:

Dependability--Truthfulness, honesty, punctuality

Service--Cooperation, helpfulness, responsibility

Leadership--Personality, self-control, initiative

Patriotism--Unselfish loyalty to American ideals

Members of the senior class nominate three boys and three girls by secret ballot for these awards. The high school faculty votes the final selection from these candidates by secret ballot.

The boy and girl selected receive pins which are presented at a Douglas County DAR meeting honoring the winners and their parents. The girl becomes a competitor for the State of Illinois award. The state winner in turn becomes a candidate for the national Good Citizenship award.

Awards of Honor

Newman students may achieve many honors and receive awards in practically every field of activity in the school. Some of the honors and awards are listed below.

American Legion Awards--Each year the American Legion

presents to the outstanding boy and girl citizen in the graduating class a medal. Members of the class choose the boy and girls, who in their opinion possess the qualities of courage, service, leadership, scholarship and good citizenship.

DAR and SAR Salutatorian and Valedictorian Awards

Transfers

Any student who does not live in the Newman school district may not attend Newman schools until he arranges with the Superintendent to do so. A student who lives in the Newman district with persons other than his legal parents or guardians may not attend Newman schools until he arranges with the Superintendent's office.

A student who moves from one school district to another must secure written permission in the form of a transfer from his former Principal or Superintendent.

Tuition Students

A student who lives outside the Newman district must present a transfer from the district in which he lives at the beginning of the fall term with the Principal or Superintendent of the school he plans to attend. The tuition may be paid at one time or at the beginning of each semester. The tuition fee must equal the per capita cost of the district he plans to attend.

Fees and Rentals

Book--Rental fees on books will be collected two weeks before school and are based on the subjects the student will carry. The fees are based on prices of books in order to pay them out in a three year period.

Locker--Locker fee of 50 cents is charged each student at the beginning of year with a 25 cent refund at the end of the year if lock is returned to office.

Attendance

Regular attendance is one of the requisites of a good student. When a student is absent all day, he loses as a rule two days' work--recitation of the day of absence and the preparation for the day of return. Moreover, carelessness in attendance may indicate carelessness in other ways. Students who are regular in attendance make better grades, enjoy school to a higher degree, and are better aware of the entire school picture. Absences may be considered excused, permits unexcused, or truancy.

According to Illinois school law the only absences which may be considered "excused" absences are for: 1. The student's own personal illness; and 2. Death in the immediate family. A permit absence is an absence with the parents' permission for some reason other than personal illness or death. It may be the death of a dear friend or a relative not in the immediate

family or for other family reasons. Students who have "excused" or permit absences may be allowed to make up the work missed. An absence is considered "unexcused" if the students go out of town for pleasure or for other reasons left up to the decision of the Principal or Superintendent. For truancy and unexcused absences the student is not permitted credit for work made up.

School authorities have found that the greatest reason for failure in school subjects, poor grades, and failure to adjust in the school situation is irregular attendance. One of the first questions asked by employers seeking worker concerns absenteeism. If you wish to succeed in school and later at work, be regular in attendance and be punctual.

Permits and Admits

If it is necessary for you to be absent for one period, one day, or more, for reason other than personal illness or death, you should bring a written request from your parent to the Principal or Superintendent prior to the anticipated absence.

If you wish to work under the direction of a teacher during a study period you should secure a permit blank from that teacher and present it to the study hall teacher before the period begins.

Tardiness

You are counted tardy if you are not in your seat when the bell rings. For tardiness to other periods in the day an admit from the Principal or Superintendent or teacher who detained you is required.

Absences

If it is necessary for a student to be absent from school, upon his return he must take a written note from his parent or guardian stating the time of and specific reason for the absence. A blank checked properly as "excused", "permit", or "unexcused" must be signed by the teachers of the student and returned to the office.

Consent Blank

In the case of a class or group field trip sponsored and supervised by the school, the student must have his parents fill out in full a "Consent Blank" furnished by the school for that purpose. This blank when filled out must be returned to the teacher in charge prior to the trip. All blanks will then be filed with the Principal. Teachers should be notified of such trips and upon return the student must have an absence blank signed by the Principal for admission to the class.

Telephone

The school telephone is located in the main office and is for school business only. Students should not ask to use the phone except in case of an emergency or illness. In such case the student should ask permission of the teacher in charge.

Cars

Students driving cars to school will park their cars and leave them parked until after school is dismissed in the evening. Students will not be allowed to drive their cars, or be in their cars during school hours, unless permission has been approved by the Principal or Superintendent.

Pencil and Paper Machine

In the study hall is a pencil and paper machine which is maintained and operated by the office for the convenience of Newman students.

Main Office

The main office is open from 8 to 5 o'clock each school day. There is a member of the office staff or a teacher in charge at all times. The main office is the center of all official school business. A student should visit the office only if he has a matter of importance to discuss with the

Principal, Superintendent, or office Secretary. A student should not enter the inside office unless he is invited to do so. No part of the office equipment may be used or taken out without the permission of the Principal or Secretary. The use of the office phone must be limited to school business.

Bulletin Boards

Located about the school building are bulletin boards which are for official school bulletins, posters, and notices, only. Permission must be obtained to post notices on the bulletin board in the study hall and in the lower hall by the water fountain. The bulletin board by the water fountain in the main hall is for official office notices only.

Counseling Services

Newman High School offers special guidance to all students who need help with their personal, social, educational and vocational problems, through the teachers, counselor, principal and Superintendent. The Principal and Superintendent handle the discipline and attendance for the students, with the help of the faculty, and give personal and educational guidance to the students.

Every student is welcome to seek personal help, on any problem, from the Principal or Superintendent. It is wise to

make an appointment in advance for such a conference. All conferences are treated with confidence.

Parents are welcome to visit the school if they wish. The Principal or Superintendent will be happy to discuss with them their course plans in a joint conference.

General Information

Student Load

Five subjects are recommended for students capable of carrying the work and who plan to attend an institution of higher education. This will be with the consent of the Principal or Superintendent.

Dropping a Subject

A subject may not be dropped during a semester unless permission is granted by the principal or Superintendent after consultation with the teacher concerned. A student must bring a written note from the parent approving the change. The grade the student is making at the time of the change will be recorded on the permanent record.

Changing of Courses

A change from one course to another cannot be made without a written request from a parent and with the approval of the Principal or Superintendent.

Credits

Less than one credit in a required subject may not be counted toward graduation. Parts of credits from ten or more non-required subjects may be added together to make one credit. Sixteen units of credit are required to become eligible for graduation.

Testing

Students are given a number of tests during their four years at Newman. Some of the tests are required of all students and some are on a voluntary basis. All Juniors must take the Illinois Statewide test, and all Seniors who plan for higher education should take the P.S.A.T. and the A.C.T. or Superintendent college entrance test.

Each spring in cooperation with the Douglas County Tuberculosis Society, tuberculosis tests are given to students. A local doctor and nurse are in charge of the program. The results of the tests are sent to the students and parents.

All test results become a part of the student's cumulative record, to be used as a basis for graduation and recommendations.

Cumulative Record

The cumulative record is a picture of the individual student's activities during his entire school career in the Newman school. On this record may be found: Complete scholastic

and educational tests administered according to the testing program; the family background; a record of entrance and withdrawal for schools attended; a record of present and former addresses; a complete health record including health test results; a record of clubs and activities and honors received; and a rating of the student's personal and character traits.

Report Cards

Report cards are issued to the students at the end of each grading period. Students are required to take their cards home so that their parents may see them and sign them. Signed cards must be returned to the office by Friday after receiving the cards. It is well for parents and students to study the information on the back of the card.

Grading System

Psychologists and educators have agreed that achievement of students is best indicated as falling into five groups. We, therefore, believe the following grading system should be used:

"A" indicates unusual and exceptional accomplishments.

"B" indicates superior achievement.

"C" indicates average achievement to be expected of a great percentage of students.

"D" indicates less than average success due to lack of ability, failure to use ability efficiently, or insufficient study.

"F" indicates failure for one or more of the above reasons.

The report card, issued at the close of each six weeks period, carries on its reverse side some excellent advice as to need for home study on the part of the student, and also some suggestions as to conditions which should prevail in studying at home.

Lockers

Lockers are provided for all students. Assignments are made by the office. The locker assignments must be kept by the students unless a change is made by the office. Students are requested to keep their lockers locked and all items orderly inside. The locker is for the protection of the student's possessions. Articles should not be left outside the lockers. Students should go to their lockers during intermissions only. Forethought in this matter will eliminate tardiness, congestion, and confusion in the corridors.

Library

The library is open for the use of students and faculty from 8:00 a.m. to 4:00 p.m. Magazines, pamphlets, and pictures covering the interests of the various departments are on file and may be borrowed. History and references may be borrowed for collateral reading on a one hour or overnight basis. Other books are loaned for a fourteen day period as indicated on the

date due slip in each volume.

The occupation file is kept up-to-date and the librarian will help you to obtain materials on any occupation in which you are interested. The college catalogue help is very complete. Students may take the catalogues home so that they may study them with their parents. Students will find useful the many Science Research and Better Living booklets on topics of interest to teenagers. Ask the Librarian to help you find the material you need. The library is open during the noon period for reading and studying.

Study Hall Regulations

1. Students must be in their seats when the bell rings.
2. A student will not be admitted late to the Study Hall or library without an admit from the office, counselor or teacher.
3. Students should come prepared to study and should keep in mind that the Study Hall is provided as a place for study of class assignments, related work, and for no other purpose.
4. Students who wish to go to the library must get permission from the study hall teacher.
5. Students being excused from Study Hall should have an excuse on the hall teacher's desk prior to the ringing of the bell.
6. Students should study independently at all times.
7. A student may report to the Study Hall and then ask

permission to leave for a minute or so if the student can give satisfactory reason for doing so.

8. In case of need to sharpen a pencil or get another book from the locker, the student must first get the teacher's permission.

9. There will be no gum chewing or eating of candy in Study Hall.

10. In general, rules and regulations for Study Hall and library should follow the same practice as is followed in the class room.

Fire Drill

A fire drill is required by law. Fire drills must be kept serious and orderly. There must be no stopping for books, clothes, et cetera. You are not to run or walk too rapidly. There must be no pushing or blocking in the lines moving out of the building. A natural walking pace will clear the building in satisfactory time. Our fire drills are a part of our regular school procedure and they must be carried out as such. Please move toward the exits at the first sound of the fire bell.

Course of Study

There are five courses of study at Newman. They are General, College Preparatory, Business Education, Practical

Arts and Agriculture. One course should be selected when registering for the 9th grade and carried through. Every student should consider carefully the requirements of each course and confer with his parents and counselor before making a choice. For additional information concerning electives, course requirements, majors and minors, consult your counselor and administrators.

Requirements for Graduation--State Law

The laws of the State of Illinois set forth a list of the minimum requirements for graduation from any high school in the State. To fulfill these requirements a student must complete 16 units of credit.

English--3 years

American History--1 year

American Government--1 year and pass the following tests:

- A. Constitution of the United States
- B. The Constitution of Illinois
- C. The Declaration of Independence
- D. The History of the U. S. flag and courtesy to it.

Students who consider entering college after graduation from high school should consider well the following:

1. Make a decision early in the sophomore year if possible as to college choice. The college catalogue should be

secured so that the requirements may be known. The high school course should be planned so that these requirements are kept in mind. Check with the guidance counselor for catalogues.

2. Colleges admit those high school graduates who have the highest scholastic records. Therefore, it is wise for the students who plan to go to college to endeavor to achieve the highest grades possible.

3. Personality and character traits, attendance record, and student attitude are considered by college admissions boards. The superintendent and principal must always answer questions in regard to these items. Therefore, every prospective college student should do his best to maintain high standards of conduct while in school.

4. Participation in school activities is considered to be important by most colleges, because such participation indicates qualities of leadership and cooperation.

5. Early in the senior year, application should be made to the college. All blanks should be filled out neatly, carefully, and fully.

Practical Math

Practical Math is a course designed mainly for those students who do not wish to continue with higher mathematics. It is an extension of the principles studied in grade school

mathematics, extending the ideas and concepts into fields of most practical worth to the student.

Algebra I

Algebra I is actually generalized arithmetic and simplifies the transition into higher mathematics. Algebra I provides the basic foundation for all further studies in mathematics and leads to many new processes and operations which are only suggested by arithmetic. Positive and negative numbers, equations and inequalities, factoring, graphs ratios and proportion, and square roots and radicals are some of the topics studied during the first year mathematics course.

Plane Geometry

Plane Geometry is an orderly series of statements about points, lines and plane figures. Considerable attention is given to helping pupils understand the nature of deductive proof, the role of definitions and undefined terms, the meaning of and use of assumptions, the meaning of logical sequence, and the requirements of necessary and sufficient conditions. This course is primarily a course in logical thinking providing opportunities whereby pupils may practice deductive reasoning in problem situations similar to those they meet in everyday living. Lines and angles, triangles, parallel and perpendicular lines, circles, arcs, constructions and polygons are some of the topics

studied and developed in the course.

Algebra II

Algebra II is an advanced course in mathematics, using Algebra I as a base. It furthers and drills on basic conceptions in order to develop an understanding of principles as well as the mastery of the uses of formulas and equations. Various topics studied offer a hint of ideas to be developed in more advanced courses of mathematics. Among the new topics studied are imaginaries, logarithms, binary system, progressions, determinants, probability, statistics and polar coordinates.

Solid Geometry (Seniors)

Solid Geometry enlarges upon the work done in Plane Geometry, extending the ideas and statements developed in that course to a three-dimensional level. Proofs of formulas and applications of them through exercises extend the development of logical thinking. This is a basic course for those students who plan to become engineers, architects, machinists, etc., giving valuable training in space perception. The study of Solid Geometry also gives practice in thinking analytically and logically as well as practical applications of problems of arithmetic and algebra.

Trigonometry (Seniors)

Trigonometry is an advanced course primarily for the purpose of preparation to further study in mathematics. The course itself deals with the functions of acute angles, first in the right triangle, then the relationships between angles and sides of any triangle. Logarithms, graphs, line values, radian and mil measurements, inverse functions and hyperbolic functions are some of the topics covered. Trigonometry is essential in many occupations. It is necessary for anyone who wishes to make an extensive study of mechanics, heat, light, sound or electricity. It is necessary for the study of calculus, which may be said to be the groundwork of all higher mathematics.

English Department

The high school English program has two basic objectives: to give students consistent, practical training in communication skills, and to give them a sound, thorough understanding of the workings of their language.

English I, II~~4~~ and III are required courses in the high school curriculum. The unit plan is the most effective, correlating composition with the literature unit being studied at the time. Grammar and language usages taught through the study and interpretation of literature. McCormick-Mathers "English

in Practice" is the text used throughout the four years for language, the Scott Foresman series for literature.

English IV is designed for the college bound student.

Emphasis is placed on exposition writing, research work and term papers, and a unit of study on each of the following: mythology, the novel, Shakespeare, drama, and poetry. Warriner's "English Grammar and Composition" is the supplementary text with the additional use of many paperback classics now available.

Physics

Physics is a study of the fundamental relations existing between matter and energy involved in the subjects of (1) mechanics and the properties of matter, (2) heat, (3) wave motion and sound, (4) light, and (5) electricity. Electronics and nuclear physics are introduced but not stressed. It is the study of definition, laws and principles, formulas, and problems dealing with these subjects.

Physics is a profitable course for all students, whatever their interests. The fundamental principles learned are applicable to everyone's daily living as well as a basic preparation in science for college study.

This course is offered to seniors who have successfully completed at least one year of algebra.

Chemistry

High school chemistry, offered to juniors and seniors, is an introductory course which meets the basic requirements for students interested in nursing or college science. It introduces the basic concepts of inorganic and organic chemistry.

Students learn symbols, how elements combine through valence, equation solving in order to predict the outcome of certain combinations of elements and compounds, the techniques of handling chemical apparatus and materials, and through laboratory experiments the art of careful observation and recording of results.

Social Studies

The field of Social Studies deals with human relationships and the ways man has adapted himself to the world in which he lives. At Newman, the following courses are offered: World History, American History, Geography, and Civics. The objectives of Social Studies are:

1. To present knowledge of the various subjects adapted to the grade level and maturity of the student.
2. To develop the will and ability to act in responsible citizens who know how to carry out action programs in a democracy.
3. To develop basic skills related to the content and study

of Social Studies.

4. To develop a basic set of values that will guide the conduct of the individual as choices are made and action determined.

5. To develop individuals who are well adjusted to society--citizens who are able to adapt themselves to changing conditions.

History

History is the study of man's past thoughts and actions and how these have led to the making of today's world. It gives us a knowledge of the past which enables us to understand the problems of today and the hopes for tomorrow. History has great cultural value and teaches high ideals to guide us throughout life.

World History is an elective open to Sophomores, Juniors, and Seniors. It is a survey of the great civilizations of the world, with emphasis on their contributions to our lives today. The course attempts to get the written record straight--as to who, what, when, where, and which, as well as to establish attitudes for understanding how and why the present came to be. The student meets the heroic men and women who shaped our heritage and studies the causes for the rise and fall of nations. A basic knowledge of our old world background gives the student

perspective for a study of American History.

American History is required of all Junior students and deals with the historical facts of the discovery, settlement and development of our nation. It stresses economic, social, cultural and political developments in the story of America. This class attempts to discover ideas and principles the student can use in solving his own problems and to enable him to perform with integrity the responsibilities of democratic citizenship. A knowledge of our country's role in the world should force the student to insure that his own contributions to history are worthy of his heritage and make it possible for each prospective citizen to face the future with faith and confidence that the foundations of American freedom are secure.

Civics--Economics

Civics--This course is required of all seniors. In civics, a specific analysis is made of the form and functions of the government and the policies advanced for their solution.

Economics--This course is required of all seniors. It is a stimulating and vital source of appreciation of daily living, concerned with the departments of consumption, production, exchange, distribution and public finance. The questions involved are not only national and international, but extremely personal, so that the student finds a variety of interests in

the term's work.

General History

Sophomores are required to enroll in this course unless they are on other courses, to secure an appreciation of the current scene in relation to a long past.

Business Education

Typing, shorthand, bookkeeping, and office practice are full credit courses. High school credit may be included in electives for college requirements.

Typing I--Open to seniors, juniors, and sophomores who are approved by the principal. This course provides the basic fundamentals of typewriting, including principles for personal typing and preparation for clerical typing or stenography. One credit is given to those who pass a 27 word, 5-minute test with not more than 8 errors. A 35 word, 5-minute test with not more than 5 errors is recommended for further business training. The text is 20th Century Typing, South Western Publishing Co.

Typing II--Open to senior or junior students who have completed the Typing I course satisfactorily. This course includes advanced work in actual projects, duplicating, some office machines and form typing. The school news column, "Smoke

Signals," is prepared each week for publishing in the Newman Independent.

Shorthand--Open to seniors and juniors who have maintained a B average in English II or III and who have completed or are taking Typing I. Students must master the theory of shorthand and be able to take dictation at 60 words per minute. The texts are Gregg Shorthand Manual and Gregg Dictation.

Office Practice--Open to all senior or junior students who have passed their 60 word test in beginning shorthand and the 35 word test in typing. This course is designed to emphasize the practical application of Shorthand I and Typing I. The text is Gregg Transcription.

Bookkeeping I--Open to seniors and juniors who wish to learn the practices of double-entry bookkeeping for single proprietorship, partnership, and personal record keeping. The text is 20th Century Bookkeeping, South Western Publishing Co., including a workbook and a minimum of two practice sets. (When time permits, a special unit on income taxes is included using materials furnished by the Internal Revenue Service.)

Industrial Arts Objectives

The following objectives state the student changes or contributions of industrial arts to education at the various school levels. However, the emphasis that each objective is

given varies with the grade.

1. To provide experiences with tools and materials of industry so students may explore their interests and abilities in industrial work.

2. To develop ability to recognize quality, good design, and workmanship in the products of industry.

3. To develop desirable social attitudes, understanding, and practice in working with others.

4. To develop hand tool and machine skills that represent good current industrial practice.

5. To develop in each student desirable attitudes and practices with respect to health and safety.

6. To develop an understanding of drawings and to become skillful in making and reading drawings, charts, and graphs.

7. To provide opportunities for students to develop an interest and pride in their work and to develop worthy use of leisure time.

8. To develop in students the ability to measure, calculate and use scientific data.

Industrial Arts

Industrial Arts I consists of nine weeks each in the areas of technical drawing, woodwork, metalwork and electricity.

An exploratory type program offering experiences in these areas

gives the student a basis for later years in Industrial Arts, and is also complete within itself.

Industrial Arts II

Industrial Arts II consists of technical drawing for 18 weeks, and machine woodworking for 18 weeks. Second year technical drawing is a continuation of the first year. More advanced work is done in orthographic projection, isometric drawing, and oblique drawing. Projects for the second semester are also planned and drawn during the first semester. All woodworking machines are studied and the students acquire skill in their operation. Each student must pass a written test, and know the safety rules for each machine before he is allowed to operate it. A larger project selected jointly by the student and instructor is constructed.

Industrial Arts III

Third year Industrial Arts consists of metal working. One six weeks period is spent in drawing of sheetmetal developments and stretchouts. The remainder of the year's work is spent in welding, use of the metal lathe, hand tools and machines to form sheet metal and general metal projects.

Industrial Arts IV

The fourth year of Industrial Arts consists of advanced

drawing of both architectural and machine. A unit of housing or the study of house construction and design is offered first. This is followed by machine drawing, perspective drawing, assembly and detail drawings, and advanced blueprinting. The last part of the year's work is a unit in advanced electricity.

French

French in Newman High School constitutes a basic two year course. The aim of language learning is to acquaint the student with the patterns of the foreign language to the fullest extent possible at his level. We wish to train the student to understand French when it is spoken (aural skills); to speak it himself (oral skill); and within reasonable limits to read it and write it. We like for the teaching and the learning to be done orally as much as possible. We have very modern, up-to-date equipment, including new record player, tape recorder, earphones, film strips, etc. We feel that French is a most necessary language since it is spoken throughout most of Europe and Canada as a second language and of course in Switzerland, Luxembourg, Belgium, and France as a first language. The entire continent of Africa speaks French. No matter where one travels French would be the basic language to know.

Speech Courses

High among all of the arts is the art of speech. Training

in speech is an excellent way to develop personality. In our speech classes the following objects are kept in mind: To eradicate undesirable mannerisms; to discover, select and arrange ideas; to express effectively before a group of people; to learn correct social conduct in speech situations; and to develop self-confidence in public and private situations.

Agricultural Department

I. Credits:

One credit is given toward high school graduation for each year of vocational agriculture completed. Each credit in vocational agriculture counts as an elective unit towards college entrance requirements.

II. Courses Offered:

Four years of vocational agriculture are offered. Agriculture I, II, III and IV with I and III alternated and II and IV alternated. Each year Agr. I and III or Agr. II or IV are offered. With more interest being shown in Vocational Agriculture it is our hope that Agr. I and IV will be offered every year with Agr. I and III alternated.

III. Objectives of Vocational Agriculture Program:

1. to provide incentive for boys to enter college in the field of Agriculture.
2. to build leaders with strong personalities that can

fit into any situation.

3. to convince the community that farming is only a minor part of agriculture as far as numbers involved are concerned.

4. to give boys a basic understanding of agriculture which would include the following areas:

A. Farm Production

B. Farm Production Supply and Service

C. Processing of Agriculture Product

D. Wholesaling of Agriculture Product

E. Retailing of Agriculture Products

5. to make it possible for the boys in the program and the community to know that Agriculture is the largest industry in the world.

6. earn money for the future.

IV. Who may enroll in Vocational Agriculture:

Any student may enroll in Vocational Agriculture that has suitable facilities for an acceptable farming program, or farm placement or by earning \$50 in a job related to Agriculture. The latter two alternatives are for those students who do not have or cannot find facilities for crops or livestock enterprises. It is a requirement by the Smith Hughes Act that each student meet the requirements listed above. A portion of the grade is based on work done and or advancement in the farming program.

V. Course of Instruction: All areas are studied as close as can be arranged to the times that the skills will or can be done on the farm.

A. Crops

The course of instruction is designed to meet the needs of the community and the individual members of each class. Since this is primarily a cash grain area, the course of instruction is designed to study those crops mainly grown in this community. The following problem areas are studied for each crop:

1. Selecting and purchasing seed
2. Fertilizing
3. Planting
4. Pesticides
5. Herbicides
6. Harvesting and storing
7. Marketing
8. New developments in crop production.

B. Livestock

Livestock projects offer additional means of expanding the farming program. Once again, it is expected that your livestock program grow in size and scope as you advance in agriculture. The course of study begins with the more elementary fundamentals and goes into the more difficult problem

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areas in later years. The course of instruction is organized to follow the kinds of projects the students in each class have. A few other areas are included to create interest and to give the student a broader scope of agriculture. Some of the following problem areas are studied for each type of livestock:

1. selecting and buying
2. feeding
3. caring for stock at different stages of maturity and development.

4. controlling diseases and parasites
 5. marketing
 6. providing housing and equipment
 7. improving the breeding program
 8. new development in livestock production
- C. Farm Management or Agriculture Economics

Soil Fertilizers and water and Planning and Operating the farm business are enterprises included in farm management. A few areas which these include are:

1. providing drainage on the home farm
2. selecting and buying fertilizer
3. constructing and maintaining farm ponds
4. planning construction and maintaining grass waterways
5. planning cropping systems
6. selecting and keeping farm records

7. leases and business agreements
8. planning livestock programs
9. agriculture law
10. financing
11. determining building needs
12. planning marketing programs
13. labor efficiency

D. Shop

About one fourth of the time is spent on shop work the freshman year graduating to about one half the time the senior year.

Shop work is included in the Ag. program. The easiest jobs are performed during the first years of Ag. and are followed by more difficult skills. Each student planned his work in the classroom before going in the shop to do the work. A wide variety of skills may be learned in the shop. Some of the areas associated with the farm shop in Vocational Agriculture are:

1. shop safety
2. proper use of tools and equipment
3. tool identification
4. shop arrangement
5. home shop development
6. shop procedure
7. small wood projects

8. large wood projects
 9. concrete construction work
 10. repairing and reconditioning tools
 11. repairing farm equipment and machinery
 12. repairing and maintaining gasoline motors
 13. electric wiring
 14. electric motors
 15. acetylene welding
 16. electric welding
 17. painting
 18. hot and cold metal work
 19. plumbing
 20. machinery adjustment
 21. using the carpenters square
 22. fencing
 23. farm tiling
 24. planting trees
 25. some project of use to the community
 26. surveying
 - A. contour lines (set up of)
 - B. terrace (set up)
 - C. lay out farm ponds
 27. grain and feed handling equipment
- E. Orientation and guidance

1. to high school
2. to methods, procedures and content of Vo-Ag
3. to getting along with others
4. to getting the most out of school
5. to farming and related occupations
6. to educational opportunities after H. S.

F. Leadership and personality development.

1. meet many boys through the Future Farmers of America.
2. parliamentary procedure contest
3. FFA Program of Work Committees
4. Junior Officers and Officers of Future Farmers of

America

5. Officer training school
6. others listed under Orientation and Guidance

Homemaking

Home Economics I, II, and III and Family Living are offered to all girls.

Home Economics I offers courses of study that stress the theme of Developing Personally and Socially. Some of the areas include:

1. Personality development
2. good grooming
3. clothing selection

4. wardrobe management
5. introduction to nutrition
6. proper care and preparation of foods (concentration on breakfast)
7. introduction to clothing construction
8. home improvement
9. laundry
10. home safety

Home Economics II offers courses of study that stress the theme of Improving Personal and Family Living. Several of the same large areas are covered as in Home Economics I but in greater detail and at a more advanced level of study. Some of the areas of concentration include:

1. conservation of foods
2. dating and personal etiquette
3. family relations
4. clothing construction
5. textile study
6. care and preparation of foods (emphasizing luncheons)
7. home furnishings
8. care of the sick
9. kitchen and home safety
10. child care and development

Home Economics III offers courses that stress the theme

of Home and Community Living. Areas include those covered in Home Economics I and II as a starting point and advance in difficulty. Some of the areas include:

1. child development and training
2. money management
3. advanced nutrition
4. proper care, storage and preparation of foods (emphasizing dinners)
5. home entertainment
6. advanced clothing construction (emphasizing tailoring)
7. consumer education
8. food preservation
9. home safety
10. special problems in family relations
11. health of the individual

The main objective of Family Living is Preparation for Mature Living. This course covers several areas not covered in any previous home economics courses. Some of the areas include:

1. housing
2. interior decorating
3. the families' place in society
4. the development of the family
5. dating, engagement, mate selection and marriage

6. establishing a home
7. personal and family finances
8. advanced nutrition and food (emphasizing unusual foods and methods)
9. family food problems
10. time and energy management
11. equipment for the home
12. consumer education (emphasizing the family's problems)
13. home entertainment
14. health of the family members
15. living with all ages
16. each family member's place in society
17. finding "our place" in the outside world
18. personal appearance
19. parenthood and child care

Physical Education

In the physical education classes for girls and boys, the entire program has, as its purpose, the development of the whole personality--physical, social, and mental. It is concerned with the emotional responses, personal relationships, mental learning, and other social, emotional, and esthetic aspects of individual growth.

Children should have experience in all phases of the phy-

sical education program--quiet and active games, individual and team games, tumbling, folk dancing, rhythmical games, apparatus activities and exercise.

The objections are:

1. To increase health, strength and beauty of body.
2. Mind and body are dependent on each other to give body and all round harmonious development.
3. To increase suppleness, general agility and to increase strength.

If a student cannot participate in physical education for a health reason, in order to be excused from the requirement he must have the proper blank from the office, have it properly filled out by a licensed doctor, (not a chiropractor or osteopath) and return it to the office. The teacher is then notified by the principal and the blank is filed in the cumulative record of the student.

Future Teachers Association

F.T.A. is an organization developed to promote an interest in teaching as a profession among students at the high school level. The main objective is to acquaint high school students with the preparation necessary, the work involved, and the actual experiences of teaching. It is a self-governing organization with two faculty advisors. Student helpers are

assigned, and reassigned throughout the year, to individual faculty members so that each student may become acquainted with subject matter taught, duties involved and necessary preparation in the various departments of the school. Both high school and grade school teachers cooperate in giving students this insight into the teaching profession. All juniors and seniors are eligible for membership and also sophomores who have been on the honor roll at least three times during their freshman year. Once a year this organization joins with the other FTA groups of Douglas County in a county-wide banquet for all FTA members. A program is arranged by the host school.

Future Homemakers of America

The Future Homemakers of America is an organization for all students enrolled in homemaking courses who have had at least one semester of homemaking instruction in high school.

The main purposes of the club are to further interest in home economics and to provide wholesome individual and group activities.

The FHA program is paralleled with the homemaking units of instruction.

The club meets once a month for a program meeting and sponsors one social or educational activity each month. Committee and business meetings are held twice a month. The junior

homemaking degrees and chapter homemaking degrees are awarded each year to the members who have earned the degrees by participating in club, school, home and community activities. The club participates in the section meetings each year and sponsors a delegate to state leadership conference every summer.

The FHA Council is composed of twelve mothers of the homemaking students. These members volunteer their services. The mothers of the senior students are the Chapter mothers with the other nine members assisting during the year.

Future Farmers of America

The FFA is a national organization for boys studying vocational agriculture. It is a self governing organization advised by the Ag teacher and the Ag Department Advisory Council. One member of the FFA is selected each year by the FFA to be their representative at the regular advisory council meeting. The advisory council advises and assists the FFA in planning and implementing the FFA program.

The foundation upon which the FFA organization is built includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

The FFA is a non-profit, non-political organization for boys enrolled in vocational agriculture. The Future Farmers

of America is an Intra-Curricular Activity.

Ag Department Advisory Council

The purpose of the advisory council is to advise and aid the ag teacher and school board in implementing the agriculture department program.

The council members are selected at random throughout the school district and approved by the school board. Five members live on farms and the sixth is a business man from town. Besides these voting members, a school board member, an FFA member, the high school superintendent, and the ag teacher are ex-official members.

Girls' Athletic Association

The aims of this association are to promote interest and participation in girls' athletic activities and the development of desirable practices in health and of good sportsmanship. Membership is open to all girls who earn 24 points according to the point system who have had a heart examination by a physician during the school year. Awards are granted to students who meet the requirements of the point system. There are four awards--two local and two state. A girl earns points by participation in the extra-curricular meetings of the group.

Activity meetings are held the second and fourth Monday

nights of the month. Meetings are held after school during warm weather and in the evenings during winter months. The girls play soccer, volley ball, basketball, or other sports which are being presented in physical education classes. Business meetings are held once a month as necessary by either the Executive Board or the club as a whole.

Social activities of the group include a party for the Freshman girls in the fall, a date night in the winter, and a parents' night in the spring. As a group our GAA is invited to play days at other member schools; one in the fall and one in the spring. At these play days, the girls have a chance to meet GAA members from other schools and to participate in activities on mixed teams.

The club sends one representative to the GAA summer camp each year. This camp is held at Bloomington and the local president usually attends. All money which the club is able to make is used for this purpose.

Pep Club

Membership in the Pep Club is open to any student in school who is not participating in competitive athletics. The purpose of the club is to stimulate interest in sports, generate enthusiasm for the game, promote good sportsmanship, and to provide a cheering section for athletic events of the school.

The Pep Club sponsors a student bus to all away games and presents awards to those students who do not miss more than three regularly scheduled games during the sports season. These awards are presented at the end of the year and are purchased with the money which is collected for dues. Roll is checked at the games and members must be a part of the cheering section at the games in order to qualify for any award.

The club also has the responsibility of providing programs and ushers for the basketball games and conducts money-making projects to secure funds for the student bus. The student pep band is headed by a member of the Pep Club and the band performs at the away football games and at home basketball games when the regular band does not play.

The Chorus Classes

We try to create a love and appreciation for the better class of music to provide an outlet for our feelings, and to express our emotions through the content of the various types of music, which we sing in three or four parts.

The group participation, the belonging to the group, and the individual contribution helps in personality development. We strive for perfection in reaching a certain standard of performance and achievement.

We also try to develop and encourage individual talent, for those desirous of opportunities of this art.

Tryouts are performed at the beginning of the year to find out the student's voice range and pick the ones best suited for the chorus.

Each year, student gets a one-fourth credit for being in chorus and one credit at the end of the four years that can help make his sixteen points required for graduating.

The Student Council

Acting together as representatives of the student body through powers granted by the principal, the student council provides opportunity for student cooperation and participation in the management of school affairs. Their services are extended in many ways to promote the general welfare of the school and the highest standards of moral character, scholarship, and leadership are maintained.

The council consists of the presidents from each class, plus two elected members from each class. Also every organization or club is represented by one member from their group. Election for all of these positions is usually held at the beginning of each school year. Organization of the student council for each school year is immediately after opening class meeting.

Practical Study Aids

A. Budget your time.

1. Plan your day around your time for study.
2. Make the schedule work.
3. Plan your play hours as carefully as your work hours.
4. Give yourself a reward when you finish work on time.
5. Plan your day everyday.

B. Improve reading efficiency.

1. Have in mind something definite for which you are looking.
2. Outline briefly in your own words.
3. Underline key sentences.
4. Read summaries of chapters or articles first. Look for the point emphasized in the summary.
5. Note carefully paragraph headings.
6. Recite to yourself. State the main ideas in your own words.
7. Don't skip technical terms. Use the dictionary.
8. Pay particular attention to charts, maps, tables, and graphs.
9. Determine to increase your speed and accuracy in reading.
10. Try to read phrases and sentences as wholes. Look for meanings.
11. Try to get thoughts without regard for every sentence and word.
12. Think thoughts only. Avoid all vocal or inner speech.

13. Practice reading under a time limit.

14. Begin practicing rapid reading on easy material such as a novel or magazine article. Keep up your effort to improve reading rates for six or eight weeks.

15. Adapt your rate of reading to the difficulty of the material.

16. It is essential to ~~over~~-learn.

17. Well-spaced reviews aid overlearning.

18. You can judge a well prepared text assignment by a feeling of confidence; the ability to distinguish main points from minor; ability to tell how and why; and the ability to say it in a few words.

C. Increase ability to concentrate.

1. Develop regular work habits.

2. Have a definite purpose or goal in mind.

3. Recite to yourself as you study.

4. Increase speed of reading.

5. Assume an active attitude. Take responsibilities for an accurate account of all that you are studying.

6. Criticize the material you have read.

7. Work under pressure.

8. Develop habits of positive attack upon your studies.

Effort precedes interest in many subjects.

9. Overcome petty annoyances or distractions.

10. Observe proper length and distribution of study period.
11. Be in good physical condition.

Vocal and Instrumental Contestants

Each student is limited to four events, two instrumental and two vocal events. Each high school is allowed only two contestants in each event.

Anyone in band may enter in an instrument number. If more than two want to play in an event in band, then they would select the two who are to go to the contest at the preliminary contest held each year with the vocal contestants.

Band members can enter in solos, duets, and ensembles; trios, quartets, triple trios, and sextettes.

Each year the ones who are to go to contest in vocal, are chosen at the preliminary contest. Any one can go out for vocal who is in chorus. The quartets and sextettes are picked by the music teacher after they have tried out for these choruses.

Band Curriculum

The band curriculum contains three graded organizations:

- A. Beginning Band
- B. Grade School Band
- C. Concert Band (Marching Band)

Each member of these three organizations pursues the 5 point course of study which follows:

- 1. full band experience
- 2. sectional practice and instruction
- 3. technical instruction
- 4. solo and ensemble playing
- 5. listening and appreciation of music (music history)

1. Since full band is the essential element of the grade school band fair instrumentation and balance can offer the players worthwhile musical results. In this pursuit simple music forms may be taught that increases the significance of the composition of the course. Playing interesting literature results in interest and enthusiasm. The high school group is the "show" band and the goal of every individual student. This band studies literature of intermediate and advanced difficulties and these people strive for an attainment equal to the best professional organization. The High School band meets the need of introducing the best music for children through this full band experience. Students starting with the simplest band composition and working themselves step by step through more difficult music, will acquire a vocabulary of performance techniques which will ultimately allow them to play music of a fine quality. Each organization is a performance group in its own fashion. Marching band, parades, concerts, contests, festivals, etc. all have much intrinsic and extrinsic values for the students.

2. Sectional Practice

Difficulties, common among like instruments, can be best corrected in special rehearsal held for this purpose. As students reach the higher organization (beginning, grade school, and high school

levels) the literature demands much more intensive practice and instruction with still smaller groups of like instruments. Minor instruments repair and meeting the individual musician's needs may best be accomplished here.

3. Technique Instruction

Beginning fundamentals are the goal of the beginning band. These fundamentals consist of: breath control, articulation, scales, chords, and musical terms. When these fundamentals are conquered the student has the technical abilities to enter grade school band. Members become acquainted with the seven keys and begin more advanced work in tone control techniques: intonation, tonguing, phrasing and style of their training is successful the grade school group, when reaching the H. S. organization, should have enough background to be classified as well-rounded musicians. In H. S. the student begins work in progressively graded method books as Klose for clarinet, Arban for brass, Haskell Harr for drums. The result of technique instruction will be better musicians. This will enhance the appreciation and enjoyment of better music which is the ultimate goal of the entire curriculum.

4. Solo and Ensemble Playing

Solo and ensemble playing is essential for good full ensemble. Solo playing, of course, is another means to grow musically. Practicing solo literature enables a child to develop more individual facility pertinent to his instrument; expression of oneself musically may be done best through a solo.

Ensemble playing is the student's first step toward realizing the significance of full band experience. Through ensemble practice all voice parts can be clearly heard and studied. Articulation, phrasing, and style become more outstanding in smaller chamber ensembles.

5. Listening and Music History

Hearing good music is essential if a musician is to comprehend what goal he is trying to attain. Music of all types from Jazz to Beethoven will be covered through the course of study. Music history often adds meaning to solid subjects other than music.

Rewards

School band letters are given each spring to those students who have met the music departments standards. The highest reward a band member may receive, however, is attaining the highest musical standards possible for himself.

In summary the bands on all levels (beginning, grade and H. S.) are educational and worthwhile, both musically and non-musically. The band should be pursued by only those who are willing to put forth the time and effort necessary to better themselves and the organization.