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1940

## Fifty Years of Curriculum Development in High School "Z"

Walter H. Harmon

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FIFTY YEARS OF CURRICULUM DEVELOPMENT  
IN HIGH SCHOOL "Z"

By  
Walter H. Harmon

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Master of Science

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19

COLLEGE OF EDUCATION  
BUTLER UNIVERSITY

1940

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PREFACE

The most pleasant part of this study was the opportunity to work out a problem aided by the efficiency and carefulness of officials of the past in filing the necessary information in a safe and sane manner. For this opportunity, I am deeply indebted to the early principals and trustees who have so carefully collected, recorded and safely filed those records.

I am deeply indebted to Mr. Adron B. Sluder, a former principal, for a short historical sketch of the school.

Acknowledgment is gratefully extended to the Graduate Committee of the School of Education, Butler University, for directing this study.

Acknowledgment is especially due to Dr. Albert Mock who gave his fine direction, encouragement and timely suggestions concerning the organization of this study.

W.H.H.

Zionsville, 1940

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FIFTY YEARS OF CURRICULUM DEVELOPMENT  
IN HIGH SCHOOL "Z"

CHAPTER I

INTRODUCTION

High school "Z" was first organized as a high school in 1888. It was a three year high school with ten classes daily and under the supervision of one teacher. The school was controlled by a town school board of three members and was known as a town school system.

The trends in the curriculum of the last fifty years have afforded some very interesting research for administrators and supervisors of curriculum construction. In order to build a well rounded curriculum to fit the present day needs it is fitting and proper to know just what has been included in the curriculum of the past. The purpose of this disquisition is to report the curriculum of a particular school and show some of the trends of the last half century.

The Problem Involved. -- The problem involved in this dissertation is to answer the following questions:

I What have been the changes in the curriculum relative to:

- A Types of curricula offered?
- B Number of subjects offered?
- C Required and elective subjects?
- D Time devoted to each subject?
- E Number of pupils taking each subject?

II What were the causes for the changes that have taken place?

III To what extent has curriculum guidance been provided?

Terms Defined. -- "Curriculum Guidance" - guiding the pupil into the desired curriculum or curricula.

Guidance is an all inclusive term that embraces the various types of school service known as 'Educational Guidance', 'Vocational Guidance', or 'Personal Guidance'. Any kind of guidance that is toward 'intellectual growth' is educational guidance. The term, educational guidance, however, has been used with such variety of meanings that guidance is preferred as the inclusive term.<sup>1</sup>

"Academic" is pertaining to an academy or higher institution of learning; literary or classical, rather than technical or scientific. In this dissertation, it pertains to those subjects required for college entrance.

"Elective" is a study or course of study which a student may choose from several alternatives.

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<sup>1</sup>Roy P. Wisehart, Administrative Handbook for Indiana Schools, Bulletin No. 100, State Department of Public Instruction, 1930, p.67.

"Unit" is one subject per day for entire year or two semesters five days per week. One unit equals two credits.

"Credit" is one half unit or one subject per day for one semester five days per week.

"Class period" is the number of minutes per day a regular class meets. (40 minutes, 55 minutes, or 60 minutes.)

"Semester is a half school year. In this school it was eighty days or four school months of twenty days each.

Sources of Data. -- Data presented in this study were obtained from the following sources:

I The school records and reports on file in the school office and the county superintendent's office.

II Authoritative publications from the State Department of Public Instruction.

III Biennial report of the State Superintendent of Public Instruction.

IV Written instructions to the students.

Methods of Attack Employed. -- The methods of attack used in this study are: historical and statistical.

I Historical method used:

A Examination of the records and reports regarding the curriculum.

B Written discussion of data found.

II Statistical method used;

A Analysis and tabulation of data.



- B. Compiled tables of the subjects given each year in the various groups.
- C. Compilation of tables showing what per cent of the entire curriculum each curricula occupied during specified years.

Summary. -- It has been the purpose of this chapter to state (1) the purpose of the study; (2) the problem involved; (3) the sources from which the data for the study were secured, and (4) the methods of attack employed in the investigation.

The first part of the study was devoted to the general survey of the class room conditions in the various schools.

The second part of the study was devoted to the detailed study of the class room conditions in the various schools.

The third part of the study was devoted to the study of the class room conditions in the various schools.

The fourth part of the study was devoted to the study of the class room conditions in the various schools.

The fifth part of the study was devoted to the study of the class room conditions in the various schools.

## CHAPTER II

### THE SCHOOL AND THE COMMUNITY

#### An Historical Account of High School "Z"

The School Plant. -- The school plant in the year 1888 consisted of a two-story brick building with four rooms on the first floor and three rooms on the second floor. The high school was conducted in the rooms on the second floor. The class rooms were heated by stoves.

The town abandoned the management and control of the school in 1910 and sold the plant to the school township which has maintained the school since.

The year 1911 a new plant was constructed for high school purposes. It consisted of seven class rooms, a large auditorium and assembly combined and a basket ball gymnasium of adequate proportions and an efficient steam heating system.

The original building was condemned, abandoned and torn down in 1922 so all the grades and the high school were housed in the same building after that time.

The year 1924 there was an addition constructed which more than doubled the class room facilities and afforded a combination gymnasium and auditorium of some repute.



Classification. -- The school was a three year high school from 1888 to 1896 as shown in table I of General Information.

The school was commissioned as a four year high school in the year 1896 and remained so until 1925 when the classification was changed to a (6-6, 8-4) continuous commission which moved the seventh and eighth grades onto the same floor with the high school.

Types of Curriculum. -- The curriculum at the beginning of this school was purely academic and existed for the purpose of preparing pupils for college entrance. The curriculum at that time consisted of ten subjects given thirty minutes per day except Latin I, which was allowed thirty-five minutes per day and Caesar, which was allotted forty minutes per day.

Subjects elective to the students did not appear until 1913.

A vocational home economics curriculum for girls was added in 1926.

The commercial curriculum was organized in 1930.

A vocational curriculum for boys was added in 1938.

The school year 1938-1939 found this school with four well organized curricula: (1) academic, (2) commercial, (3) vocational for girls, and (4) vocational for boys.

Length of School Term. -- The length of the school

term has been one hundred sixty days per year each of the fifty years of its existence.

Subject Groups Offered. -- The subject groups offered were as follows:

I Foreign Language

A Latin

B German

C Spanish

II Mathematics

A Algebra

B Geometry (plane and solid)

C Intellectual Arithmetic

D Commercial Arithmetic

E Business Arithmetic

F Trigonometry

III Science

A Physics

B Geology

C Physical Geography

D Botany

E General Science

F Biology

IV English

A English Grammar

B Literary Exercises

C American Literature

D English Literature

E Rhetoric

F Composition

G Public Speaking

H Dramatics

V. Social Studies

A Civil Government

B General History

C English History

D American History

E American Politics

F Ancient History

G Medieval History

H Commercial Geography

I Civics

J Sociology

K Economics

L Economic Geography

M World History

VI Music and Art

A Music

B Drawing

C Orchestra

D Glee Club

- E Chorus
- F Band

VII Commercial

- A Bookkeeping
- B Business Arithmetic
- C Commercial Geography
- D Commercial Arithmetic
- E Economic Geography
- F Economics
- G Typing
- H Shorthand
- I Business English

VIII Physical Education

- A Physical Training
- B Health
- C Safety

IX Vocational

- A Agriculture
- B Manual Training
- C Domestic Science
- D Mechanical Drawing
- E Occupations
- F Foods and Clothing
- G Home Nursing
- H Home Management

School Year	Subject	Level	Length of Period in Min.	Percentage per Year	Total Credits		Total Credits
					Per Year	Per Term	
1927-28	D Mechanical Drawing	1	30	11	1	11	1
28-29	E Occupations	1	30	11	1	11	1
29-30	F Foods and Clothing	1	30	11	1	11	1
30-31	G Home Nursing	1	30	11	1	11	1
31-32	H Home Management	1	30	11	1	11	1

I Family Relations

J Leisure Time Projects

K Vocational Shop

L Vocational Agriculture

M Allied Arts

N Nutrition

General Information. -- The following pages present a table of general statistical information. It shows the number of pupils enrolled each year, the number of graduates from the high school year by year, the number of subjects offered each year, the number of teachers employed each year, the length of the class period in minutes per day, the number of periods per day, the number of graduates from each class that has entered college, the per cent of graduates of each class that have entered college, and the classification year by year.

TABLE I. GENERAL INFORMATION

School year	No. of pupils enrol'd	No. of grad.	No. of subj. offered	No. of tchrs.	Length period in Min.	Periods per day	Grad. entering college		Classification by No. of yrs.
							No.	Per cent	
1887-88		6	10	1	30	11	2	33	3
88-89	33	4	10	1	30	11	1	25	3
89-90	27	5	10	1	30	11	3	60	3
90-91	29	8	11	1	30	11	3	39	3
91-92	34	4	11	1	30	11	0	0	3

TABLE I. GENERAL INFORMATION (CONT'D)

School year	No. of pupils enrol'd	No. of grad.	No. of subj. offered	No. of tchrs.	Length period in Min.	Periods per day	Grad. entering college		Classification by No. of yrs.
							No.	Per cent	
1892-93	29	2	12	1	30	11	0	0	3
93-94	30	3	14	1	30	11	3	100	3
94-95	38	9	14	1	30	11	2	22	3
95-96	32	7	12	1	30	11	0	0	3
96-97	49	7	17	2	40	8	4	57	4
97-98	57	8	24	2	40	8	2	25	4
98-99	47	7	23	2	35	9	2	28	4
99-00	51	7	22	2	35	9	2	29	4
1900-01	44	8	19	2	40	8	5	63	4
01-02	45	9	19	2	40	8	3	33	4
02-03	52	5	16	3	40	8	0	0	4
03-04	58	5		2			2	40	4
04-05	63	9		3			7	78	4
05-06	45	12	24	3	40	8	6	50	4
06-07	44	4	17	3	40	8	2	50	4
07-08	62	14	21	4	40	8	9	64	4
08-09	60	7	20	3	40	8	6	90	4
09-10	62	9	26	3	40	8	5	56	4
10-11	65	19	26	3	40	9	8	47	4
11-12	72	12	28	3	40	9	9	75	4
12-13	78	10	28	3	40	9	4	40	4

TABLE I. GENERAL INFORMATION (CONT'D)

School year	No. of pupils enrol'd	No. of grad.	No. of subj. offered	No. of tchrs.	Length of period in Min.	Periods per day	Grad. entering college		Classification by No. of yrs.
							No.	Per cent	
1915-14	77	11	28	4	40	8	5	45	4
14-15	89	17	28	4	40	8	13	76	4
15-16	99	13	28	4	40	8	8	62	4
16-17	83	16	28	4	40	8	11	69	4
17-18	82	15	29	4	40	8	8	53	4
18-19	88	18	28	4	40	8	5	28	4
19-20	88	12	23	4	40	8	5	42	4
20-21	114	19	23	5	40	8	10	53	4
21-22	132	22	22	6	40	8	8	38	4
22-23	127	24	23	5	40	8	6	25	4
23-24	139	28	22	6	45	8	7	25	4
24-25	136	36	24	8	45	8	8	22	6-6 8-4
25-26	134	24	31	8	45	8	6	25	8-4 "
26-27	140	30	28	8	45	8	6	20	8-4 "
27-28	153	29	26	9	45	8	7	24	8-4 "
28-29	167	33	24	9	45	8	8	24	8-4 "
29-30	182	29	30	10	45	8	13	45	8-4 "
30-31	179	37	29	10	45	8	10	27	8-4 "
31-32	188	38	31	10	45	8	7	19	8-4 "
32-33	171	37	35	10	60	6	8	22	8-4 "
33-34	163	40	31	10	60	6	9	23	8-4 "



TABLE I. GENERAL INFORMATION (CONT'D)

School year	No. of pupils enrol'd	No. of grad.	No. of subj. offered	No. of tchrs.	Length of period in Min.	Periods per day	Grad. entering college		Classification by No. of yrs
							No.	Per cent	
1934-35	155	39	34	11	55	7	5	13	" 8-4
35-36	161	35	34	11	55	7	5	14	" 8-4
36-37	152	33	34	11	55	7	8	24	" 8-4
37-38	155	30	37	11	55	7	4	13	" 8-4
38-39	151	38	37	11	55	7			8-4

Growth of Enrollment by Decades. -- The above table shows the following:

- 1 Year 1888-89 there were 33 enrolled.
- 2 Year 1898-99 there were 47 enrolled.
- 3 Year 1908-09 there were 60 enrolled.
- 4 Year 1918-19 there were 88 enrolled.
- 5 Year 1928-29 there were 167 enrolled.
- 6 Year 1938-39 there were 151 enrolled.

It is evident from the above table that enrollment increased very rapidly up until 1931-32 and then began to decline. This seems to follow the trend of the whole nation. The per cent of increase the first decade was 42.4; the second decade 27.7; the third decade 46.7; the fourth decade 89.8; while there was a decrease of 9.5 per cent the fifth decade.



The probable cause for the rapid increase during the third decade was the attendance law that raised the compulsory school age to sixteen years.

The very rapid stride during the fourth decade was due to several factors such as: free transportation for all high school pupils, better building facilities, school subjects, such as vocational, which drew pupils from surrounding school units, transfer of pupils from non-high school districts, and the effects of unemployment due to the business depression.

The causes for the decrease since may be attributed to sociological and biological laws such as a decrease in immigration, a decrease in the increase of population of the nation as a whole, smaller families, and a lower birth rate among the native peoples.

Number of Graduates. -- The per cent and number of graduates have kept a fairly close pace with the growth of enrollment. The average per cent of graduates based upon the enrollment was 12.8 the first decade, 15.2 the second decade, 17.4 the third decade, 19.3 the fourth, and 21.5 the fifth. The total number of graduates was 899.

Graduates Entering College. -- From Table I, it is evident that a large per cent of the school's graduates have entered the college course. The average per cent is 38.6 which is well above the national average of seventeen. The causes for the large percentage were the nearness to and

available transportation to and from the various schools.

There seems to be a definite relation of the depression years to the per cent of graduates entering college. The years of the World War show a similar relation.

The last two decades show a very material decrease in the per cent of graduates entering the liberal arts college. Further examination of the records reveal that a larger per cent have entered the trades and commercial colleges. The average per cent entering college the last decade was 22.3 as compared to 38.6 for the entire fifty years. This change undoubtedly called for an altered high school curriculum.

There were four classes from which no member entered college.

The total number of graduates entering college from this school was two hundred eighty.

Number of Subjects Offered. -- The number of subjects offered varied according to the number of pupils enrolled, the number of teachers available and the demand of the pupils. Of course, in the earlier period of the school's history under one teacher, the state dictated the subjects to be offered and the pupils conformed to the subjects.

Table I shows that the number of subjects has ranged from ten in the beginning to a peak of thirty-seven. The setting up of electives and different curricula have furnished a more diversified list of subjects for an eventually decreasing

number of pupils.

Number of Teachers. -- The number of teachers has increased in proportion to the increase in enrollment and subjects offered. There was an increase in the number of teachers after 1933 in spite of the decrease in enrollment for the ensuing years. This increase was for the purpose of lightening the pupil-load of each teacher and permitting a more diversified program. While many schools decreased the number of teachers during the depression, this school added two.

Number of Periods Per Day. -- The number of periods per day has varied from eleven in the beginning, which was the greatest number, to six which was the least number.

On first examination of Table I, one would surmise that there would be need for only as many periods per day as there were number of subjects offered, but that is not true.

The first year there were ten subjects offered and eleven periods per day. On further examination of the daily program there was found a period for opening exercises. Other years with one teacher, there were twelve and fourteen subjects offered with eleven periods per day. This can be accounted for by the fact that some subjects were one-half year subjects. In some years there was a type of alternating program in use to accommodate the number of subjects offered.

Length of the Class Period. -- The length of the class period has ranged from thirty minutes in the beginning to sixty minutes in 1933. The lengthened period has been used since 1933 to provide for supervised study and to eliminate the extra laboratory periods in science.

Miscellaneous. -- The complete records for the years 1903-04 and 1904-05 were not found as will be evidenced in all tables of the following chapters. This study will be confined to the curriculum of the four years of the senior high school.

#### The Community

Type and Location of Community. -- The type of the community may have some direct bearing upon the content subjects of the curriculum; therefore, it may not be amiss to include a description of the school community as a basis for the cause of certain subject matter and types of curricula being offered. The changes in community life will in all probability have a predominant influence on curricular changes of the future.

The community of school "Z" is located within a radius of thirty miles of the state capitol. The town where the plant is located is about sixteen miles from the state metropolis. It was formerly connected to the city by electric railway and steam line. Since 1931 the electric system has been supplanted by a motor bus route.

Community Enterprises. -- At the time of the beginning of the high school, the town was the center of a prosperous farming region specializing in beef cattle and hog raising. The hamlet maintained its several small handicraft shops and few people were employed in the industries of the city.

With the growth of the metropolis, the town lost its handicrafts and more people, both in the town and surrounding community, have been employed in the large industries which have developed the last quarter of a century.

The farming region has turned to a more diversified agriculture consisting chiefly of dairying, poultry raising and vegetable gardening.

There has been a biological laboratory located in the community for the last twenty-eight years and has made additional improvements in the last few years that have increased the employment nearly four fold. It employs mostly girls and young women.

There is one large greenhouse specializing in floriculture which employs several men. It has been in existence for fifteen years during which time it has added more units and increased employment.

Within the period of the last two years a natural gas transmission corporation has constructed a large booster station employing many men. In the same period of time an oil corporation has added a pipe line and a large loading



station which has given added employment. But, in spite of the employment furnished by the local concerns, the majority of the wage earners of the town and adjacent community have been employed in the metropolis.

The geographical location of the community with its beautiful streams, rolling hills, and natural woodlands has in the last decade attracted business and professional men of the city who have purchased estates and improved them with country homes and riding stables to the extent that many people of the community have been employed as tenants, flower gardeners and landscape artists.

Summary. -- It has been the purpose of this chapter to present the history and development of the school and the type and character of the community.

#### A The School

- 1 The school plant
- 2 Classification
- 3 Types of curricula
- 4 School term
- 5 Subject groups offered
- 6 Table of general information
  - a Growth of enrollment
  - b Number of graduates
  - c Graduates entering college
  - d Number of subjects offered
  - e Number of teachers

f Periods per day

g Length of class period

7 Miscellaneous

B The Community

1 Type and location of community

2 Community enterprises

There will be reported in connection with the curriculum, the nature and scope of the curriculum, the number of periods per week devoted to each subject, the grade of the subject, and the reasons for the selection of the curriculum.

The curriculum at the beginning of school '11 must have been set up for college entrance. It seems to have been purely academic, consisting mostly of Latin, mathematics and sciences.

Foreign Language

In all probability, the presence of such a large per cent of foreign language in the curriculum of the early high school was due to college entrance requirements. The particular language offered seems to have been determined by the preparation and qualifications of the teacher in charge.

Latin was the original foreign language offered in the school. There was a period from 1893 to 1911 when German was the only foreign language offered. During two periods of time, it is evident that there were two foreign languages being in the program of studies. The following Table II

### CHAPTER III

#### THE CURRICULUM

There will be reported in chapter three the various subject groups, the number and name of subjects year by year in each group, the number of pupils served by each subject, the trends of the subject, and the reasons for the subjects in the curriculum.

The curriculum at the beginning of school "Z" must have been set up for college entrance. It seems to have been purely academic, consisting mostly of Latin, mathematics and science.

#### Foreign Languages

In all probability, the presence of such a large per cent of foreign language in the curriculum of the early high school was due to college entrance requirements. The particular language offered seems to have been determined by the preparation and qualification of the teacher in charge.

Latin was the original foreign language offered in the school. There was a period from 1903 to 1911 when German was the only foreign language offered. During two periods of time, it is evident that there were two foreign languages sharing in the program of studies. The following Table II



shows the number of Latin subjects offered each year, the names of the subjects and the number of pupils served by each subject.

TABLE II. LATIN SUBJECTS OFFERED EACH YEAR AND THE NUMBER OF PUPILS TAKING EACH SUBJECT

	Freshman	Sophomore	Junior	Senior
1889	Latin I-12	Caesar -10		
90	Latin I- 6	Caesar - 8		
91	Latin I- 2	Caesar - 5		
92	Latin I- 8	Caesar - 5		
93		Latin I-11	Caesar - 4	
94		Latin I-11	Caesar - 5	
95		Latin I-10	Caesar -11	
96	Latin I-14	Caesar -10	Cicero - 7	
97	Latin I-18	Caesar -11	Cicero - 9	Vergil - 7
98	Latin I-23	Caesar -13	Cicero - 9	Vergil - 9
99	Latin I-17	Caesar -14	Cicero -10	Vergil - 7
1900	Latin I-15	Caesar -16	Cicero -14	Vergil - 7
01	Latin I-15	Caesar -12		
02	Latin I-19	Caesar - 6		
...	.....	.....	.....	.....
1912	Latin I-21			
13	Latin I-14	Latin II-21		
14	Latin I-15	Latin II-12	Cicero - 5	
15	Latin I-09	Caesar -17	Cicero - 9	Vergil -15
16	Latin I-10	Caesar -14	Cicero -10	Vergil - 3
17	Latin I-13	Caesar - 9	Cicero -24	

TABLE II. LATIN SUBJECTS OFFERED EACH YEAR AND THE NUMBER OF PUPILS TAKING EACH SUBJECT (CONT'D)

	Freshman	Sophomore	Junior	Senior
1918	Latin I-29	Latin II-8	Cicero - 14	
19	Latin I-33	Latin II-25	Cicero - 7	
20	Latin I-28	Latin II-28	Cicero - 14	
21	Latin I-42	Latin II-28	Cicero - 11	
22	Latin I-48	Latin II-33	Latin - 17	
23	Latin I-37	Latin II-34	Latin III-12	
24		Latin -34		
25		Latin -37	Cicero - 9	
26		Latin I-38	Latin II-32	
27		Latin I-39	Latin II-29	
28		Latin I-32	Latin II-29	
29		Latin I-47	Latin II-18	
30		Latin I-63	Latin II-30	
31		Latin I-51	Latin II-18	
32		Latin I-53	Latin II-17	
33		Latin I-40	Latin II-30	
34		Latin I-42	Latin II-12	
35		Latin I-39	Latin II-22	
36		Latin I-36	Latin II-20	
37		Latin I-46	Latin II-18	
38		Latin grammar & translation-32	Reading, vocabulary, Caesar -19	
39		Latin grammar & translation-42	Reading, vocabulary, Caesar -18	

Latin. -- Latin appears to have been one of the most important subjects given in the early high school. The above Table II shows that two years of Latin were given the first eight years of the school's existence. Latin accounted for one fifth of the daily program and served on the average 49 per cent of the pupils enrolled. Latin I and Caesar have been shifted from the freshman and sophomore years two different times, first, from 1893 to 1895 inclusive and second, from 1924 to 1939. They were shifted to the sophomore and junior years respectively. There was no Latin given from 1903 to 1911. The only apparent reason for no Latin during that period was the qualification of the teacher.

There were four years of Latin offered for the period of 1897 to 1900 inclusive, serving 97.5 per cent of the pupils enrolled and for the period 1915 to 1916 serving 46 per cent of the pupils enrolled.

There was only one year of Latin offered in 1912 and again in 1924.

There were two years of Latin offered twenty-five of the fifty years, one year of Latin offered two years of the fifty, three years of Latin given nine of the fifty years, and four years of Latin given six of the fifty years.

Per cent of Pupils Enrolled Taking Latin. -- In 1889 there were  $66 \frac{2}{3}$  per cent of the pupils enrolled taking Latin. The first decade 70 per cent of the pupils enrolled

took Latin, the second decade 74.3 per cent the three years offered, the third decade 50 per cent, the fourth decade 54.4 per cent, and the fifth decade 39.7 per cent.

Trends. -- The trend has been away from such a large per cent of Latin in the curriculum. The causes may be allotted to the fact that many colleges have thrown down the bars on college entrance requirements concerning foreign language and that there is a less selective group of students in high school, many of whom do not have the intelligence to master Latin or do not care to master it.

Present Status of Latin. -- Latin has been the lone foreign language the last decade in the school. It has become an elective to a majority of the pupils graduating from the various curricula of this school. Latin in 1938-1939 was yet a required subject for those electing an academic curricula as shown by the guidance chart page 73.

German. -- German made its first appearance in the program the school year 1896-1897. From 1903 to 1911 inclusive, German was the only foreign language offered. It shared with Latin from 1912 to 1918 when the World War seems to have put a definite end to its appearance in the program of the school. There was a law prohibiting it at that time. There is no evidence of any pet prejudices that has prevented its reentrance into the curriculum. The following table shows the German subjects given each year and the number of students taking each subject.

TABLE III. GERMAN SUBJECTS OFFERED EACH YEAR AND  
THE NUMBER OF PUPILS TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1897				German - 7
98			German - 9	German - 9
99			German -10	German - 7
1900			German -28	German - 7
01		German I -12	German -22	
02		First Year - 7	Second Year-7	German Composition-11
03	German -23	German - 8	German - 4	German - 7
04				
05				
06	German -12	German -15	German - 6	German -12
07	First Year-18	Second Year- 7	Third Year-13	Fourth Year- 4
08	First Year-24	Second Year-17	Third Year-10	Fourth Year-12
09	First Year-22	Second Year-19	Third Year-12	Fourth Year- 7
10	First Year-15	Second Year-20	Third Year-17	Fourth Year-10
11	First Year-23	Second Year-14	Third Year-11	Fourth Year-17
12	First Year-31	Second Year-17	Third Year-11	Fourth Year- 6
13	First Year-10	Second Year-10	Third Year-17	
14	First Year-14	Second Year- 8	Third Year-14	
15	First Year-20	Second Year- 8	Third Year- 7	
16	First Year-14	Second Year-14	Third Year-14	
17	First Year-22	Second Year-15	Third Year-8	
18		Second Year- 9		



Per Cent of Pupils Enrolled Taking German. -- The first year German was offered only 14 per cent of the pupils enrolled took German. The first decade German was given 57.4 per cent of the pupils enrolled took it, the second decade, 71.6 per cent, and the last year German was permitted 54 per cent responded.

Place in Program. -- German was first introduced in the senior year of high school. The three following years it was given in the junior and senior years. There was only one year of German offered the first and last years given. There were two years offered four of the twenty-two years given, three years offered six of the twenty-two years, and four years offered ten of the twenty-two years.

Spanish. -- Spanish seems to have been given one year 1927-1928. It appears to have been the pet subject of the principal who taught it probably with the idea of establishing it as a second foreign language, but both vanished before the following year.

The following Table IV shows that foreign language has become of less importance during the last two decades as an academic subject. The trend seems to be away from so much foreign language and some colleges are not requiring foreign language as an entrance requirement. The first year of the school's existence foreign language occupied 20 per cent of the curriculum, in 1899-1900 it occupied 32 per cent

of the curriculum, and in 1938-1939 it occupied only 5 per cent of the curriculum.

TABLE IV. SHOWING THE NUMBER OF EACH FOREIGN LANGUAGE GIVEN AND WHAT PER CENT OF ENTIRE CURRICULUM FOREIGN LANGUAGE OCCUPIED AT VARIOUS INTERVALS.

	Total No. subj. offered	Number of subjects offered in			Total	Per cent of entire curriculum
		Latin	German	Spanish		
1889						
1890	10	2			2	20
1896						
1897	17	4	2		6	35
1897						
1898	24	1	1		2	8
1899						
1900	22	4	3		7	32
1901						
1902	19	2	4		6	32
1905						
1906	24		4		4	17
1908						
1909	20		4		4	20
1916						
1917	28	3	3		6	21
1918						
1919	28	3			3	13
1927						
1928	26	2		1	3	12
1934						
1935	34	2			2	6
1938						
1939	37	2			2	5





TABLE V. MATHEMATICS SUBJECTS OFFERED EACH YEAR  
AND NUMBER OF PUPILS TAKING EACH.

	Freshman	Sophomore	Junior	Senior
1888				
1889	Algebra -12	Adv. Algebra-10	Geometry - 8	
90	Algebra - 6	Adv. Algebra- 8	Intellectual Geometry - 5	Arithmetic - 5
91	Algebra - 9	Geometry -10		
92	Algebra -18	Adv. Algebra- 2	Arithmetic- 8 Geometry - 6	
93	Algebra -13	Geometry $\frac{1}{2}$ -11 Algebra $\frac{1}{2}$ -11	Geometry -3	
94	Mental Ar.-10 Algebra -14	Geometry $\frac{1}{2}$ - 7 Algebra $\frac{1}{2}$ - 6	Geometry - 7	
95	Algebra -17	Geometry $\frac{1}{2}$ -10 Algebra $\frac{1}{2}$ -10	Geometry -11	
96	Algebra -14	Geometry $\frac{1}{2}$ -10 Algebra $\frac{1}{2}$ -10	Geometry -10	
97	Algebra -18	Geometry $\frac{1}{2}$ -11 Algebra $\frac{1}{2}$ -11	Geometry - 9	
98	Algebra -23	Geometry $\frac{1}{2}$ -13 Algebra $\frac{1}{2}$ -13	Geometry -18	
99	Algebra -17	Algebra -14	Geometry -10	Geometry - 7
1900	Algebra -15	Geometry $\frac{1}{2}$ -16 Algebra $\frac{1}{2}$ -16	Geometry -13	
01	Algebra -14	Geometry $\frac{1}{2}$ -11 Algebra $\frac{1}{2}$ -11	Geometry -10	
02	Algebra -19	Geometry $\frac{1}{2}$ - 7 Algebra $\frac{1}{2}$ - 7	Geometry - 7	
03	Algebra -22	Geometry $\frac{1}{2}$ - 8 Algebra $\frac{1}{2}$ - 8	Geometry - 5	
04				
05				
06	Algebra -12	Geometry $\frac{1}{2}$ -15 Algebra $\frac{1}{2}$ -15	Geometry - 6	Arithmetic $\frac{1}{2}$ - 5
07	Algebra -18	Plane Geom. - 7	Algebra -13	Solid Geometry -17
08	Algebra -24	Geometry $\frac{1}{2}$ -17 Algebra $\frac{1}{2}$ -17	Geometry - 8	Business Arithmetic $\frac{1}{2}$ -14

TABLE V. MATHEMATICS SUBJECTS OFFERED EACH YEAR  
AND NO. OF PUPILS TAKING EACH. (CONT'D)

	Freshman	Sophomore	Junior	Senior
1909	Algebra -22	Geometry $\frac{1}{2}$ -19 Algebra $\frac{1}{2}$ -19	Geometry -12	
10	Algebra -15	Geometry $\frac{1}{2}$ -20 Algebra $\frac{1}{2}$ -20	Geometry -17	Commercial Arithmetic $\frac{1}{2}$ -11
11	Algebra -23	Geometry $\frac{1}{2}$ -14 Algebra $\frac{1}{2}$ -14	Geometry -15	Commercial Arithmetic $\frac{1}{2}$ -15
12	Algebra -31	Geometry $\frac{1}{2}$ -17 Algebra $\frac{1}{2}$ -17	Geometry -11	Business Arithmetic $\frac{1}{2}$ - 7
13	Algebra -31	Geometry -23	Algebra $\frac{1}{2}$ -16 Solid Geom. $\frac{1}{2}$ -16	Business Arithmetic $\frac{1}{2}$ -12
14	Algebra -29	Geometry -14	Algebra $\frac{1}{2}$ -20 Solid Geom. $\frac{1}{2}$ -20	Commercial Arithmetic $\frac{1}{2}$ -17
15	Algebra -32	Geometry -26	Algebra $\frac{1}{2}$ -15 Solid Geom. $\frac{1}{2}$ -15	Commercial Arithmetic $\frac{1}{2}$ -14
16	Algebra -23	Geometry -23	Algebra $\frac{1}{2}$ -22 Solid Geom. $\frac{1}{2}$ -18	
17	Algebra -35	Geometry -15	Solid Geom. $\frac{1}{2}$ -25 Algebra $\frac{1}{2}$ -25	
18	Algebra -29	Geometry -17	Algebra $\frac{1}{2}$ -22 Solid Geom. $\frac{1}{2}$ -22	Business Arithmetic $\frac{1}{2}$ -14
19	Algebra -33	Geometry -25	Algebra $\frac{1}{2}$ -10 Solid Geom. $\frac{1}{2}$ -10	Commercial Arithmetic $\frac{1}{2}$ -15
20	Algebra -28	Geometry -29	Algebra $\frac{1}{2}$ -16 Solid Geom. $\frac{1}{2}$ -16	Trigonometry $\frac{1}{2}$ - 8 Arithmetic $\frac{1}{2}$ -29
21	Algebra -42	Geometry -28	Algebra $\frac{1}{2}$ -19 Solid Geom. $\frac{1}{2}$ -16	Business Arithmetic $\frac{1}{2}$ -14
22	Algebra -48	Geometry -34	Algebra $\frac{1}{2}$ -20 Solid Geom. $\frac{1}{2}$ -17	Trigonometry $\frac{1}{2}$ -15 C.Arithmetic $\frac{1}{2}$ -15
23	Algebra -35	Geometry -43	Algebra $\frac{1}{2}$ -14 Solid Geom. $\frac{1}{2}$ -26	Trigonometry $\frac{1}{2}$ -10 B.Arithmetic $\frac{1}{2}$ -12
24	Algebra -41	Geometry -29	Algebra $\frac{1}{2}$ -42 Solid Geom. $\frac{1}{2}$ -42	Trigonometry $\frac{1}{2}$ -18 B.Arithmetic $\frac{1}{2}$ -23
25	Algebra -48	Geometry -33	Algebra $\frac{1}{2}$ -20 Solid Geom. $\frac{1}{2}$ -23	Business Arithmetic $\frac{1}{2}$ -21
26	Algebra -38	Geometry -41	Algebra $\frac{1}{2}$ -18 Solid Geom. $\frac{1}{2}$ -19	Trigonometry $\frac{1}{2}$ -10 B.Arithmetic $\frac{1}{2}$ -19
27	Algebra -42	Geometry -35	Algebra $\frac{1}{2}$ -28 Solid Geom. $\frac{1}{2}$ -14	Trigonometry $\frac{1}{2}$ -16 B.Arithmetic $\frac{1}{2}$ -21
28	Algebra -53	Geometry -30	Algebra $\frac{1}{2}$ -16 Solid Geom. $\frac{1}{2}$ -16	Trigonometry $\frac{1}{2}$ -18 B.Arithmetic $\frac{1}{2}$ -18
29	Algebra -60	Geometry -49	Algebra $\frac{1}{2}$ -17 Solid Geom. $\frac{1}{2}$ -21	Trigonometry $\frac{1}{2}$ -18 B.Arithmetic $\frac{1}{2}$ -22
30	Algebra -59	Geometry -53	Algebra $\frac{1}{2}$ -18 Solid Geom. $\frac{1}{2}$ - 9	Trigonometry $\frac{1}{2}$ -12 C.Arithmetic $\frac{1}{2}$ -13

TABLE V. MATHEMATICS SUBJECTS OFFERED EACH YEAR AND NUMBER OF PUPILS TAKING EACH (CONT'D).

	Freshman	Sophomore	Junior	Senior
1931	Algebra -64	Geometry -43	Algebra $\frac{1}{2}$ -14 Solid Geom. $\frac{1}{2}$ -17	Trigonometry $\frac{1}{2}$ -11 C.Arithmetic -43
32	Algebra -54	Geometry -60	Algebra $\frac{1}{2}$ - 7 Solid Geom. $\frac{1}{2}$ -14	Trigonometry $\frac{1}{2}$ - 6 C.Arithmetic -26
33	Algebra -55	Geometry -25	Algebra $\frac{1}{2}$ -11 Solid Geom. $\frac{1}{2}$ -12	Trigonometry $\frac{1}{2}$ -10 B.Arithmetic -15
34	Algebra -42	Geometry -41	Algebra $\frac{1}{2}$ -12 Solid Geom. $\frac{1}{2}$ -30	Business Arithmetic -11
35	Algebra -45	Geometry -22	Algebra $\frac{1}{2}$ -14 Solid Geom. $\frac{1}{2}$ -20	Commercial Arithmetic $\frac{1}{2}$ - 5
36	Algebra -46	Geometry -26	Algebra $\frac{1}{2}$ -13 Trigonometry -11	Commercial Arithmetic $\frac{1}{2}$ -17
37	Algebra -45	Geometry -32	Algebra $\frac{1}{2}$ -13 Trigonometry $\frac{1}{2}$ -14	
38	Algebra -49	Geometry -25	Algebra $\frac{1}{2}$ -12 Solid Geom. $\frac{1}{2}$ -17	Commercial Arithmetic -12
39	General M.15 Algebra -27	Geometry -29	Algebra - 9 Trigonometry $\frac{1}{2}$ -16	

Place in the Program. -- At least three years of mathematics have been given each year with the exception of school year 1890-91 when there were only two years offered. Three years of mathematics were given sixteen of the fifty years. Four years of mathematics were given fifteen of the fifty years. Three and one half years of mathematics were offered thirteen of the fifty years.

Algebra has been given in the freshman year each of the fifty years. Geometry has been offered in the sophomore class each year except three. Geometry has been offered in the junior class each year except four. Intellectual arithmetic was offered to juniors 1889-90. Mental arithmetic was offered in the freshman year 1893-94. Business arithmetic

made its appearance 1907-08. Commercial arithmetic first appeared 1909-10. Trigonometry made its appearance 1919-20 as a senior subject. General mathematics appeared in the program as a freshman subject 1938-39 as an elective - to those who did not choose an academic program and did not care to master algebra.

Shifting Place in Program. -- Mathematics subjects seem to have shifted very little. Third term algebra and plane geometry interchanged places in 1912-13. Since then all plane geometry has been given in the sophomore year and third term algebra and solid geometry have been given in the junior year. Trigonometry has shifted from the senior to the junior year, and solid geometry and trigonometry given alternate years.

Per Cent of Pupils Enrolled Taking Mathematics. -- The first decade 90.5 per cent of the pupils enrolled were taking mathematics. The second decade 86 per cent of the pupils enrolled were taking mathematics. The third decade 93 per cent of the pupils enrolled were taking mathematics. The fourth decade 88.5 per cent of the pupils enrolled were taking mathematics. The fifth decade 74.3 per cent of the pupils enrolled were taking mathematics. The year 1938-39 63.6 per cent of the pupils enrolled were taking mathematics.

Trends. -- With the increased enrollment in the high school and the less selective group there has been a tendency toward a general course for those of a lower intelligence.



There has also been a trend toward a less amount of mathematics requirement for graduation from the high school. In spite of the lesser requirement there has been an increase in the number of mathematics subjects offered.

### Science

TABLE VI. SCIENCE SUBJECTS OFFERED THE VARIOUS YEARS WITH THE NO. OF PUPILS TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1888				
1889	Geology -14		Physics - 6	
90	Geology - 6		Physics - 5	
91		Geology -7	Physics - 8	
92			Physics -17	
93	Physical Geography -12	Physics -18	Geology -11	
94	Physical Geography -14	Physics -21		
95	Physical Geography -17			
96	Physical Geography -14		Physics - 7	
97			Physics - 9	Botany -7
98		Physical Geography -36	Physics - 9	Botany -9
99			Physics -17	Botany -7
1900			Physics -22	Botany -7
01			Physics -23	Botany -8
02			Physics - 7	Botany -11
03			Physics - 7	Botany -12
04				

TABLE VI. SCIENCE SUBJECTS OFFERED THE VARIOUS YEARS  
WITH THE NO. OF PUPILS TAKING EACH SUBJECT.  
(CONT'D)

	Freshman	Sophomore	Junior	Senior
1905				
06			Physics -18	
07				Botany -17
08				Physics-21
09				Botany -16
10	Botany -15		Botany -27	Physics-17
11	Botany -23		Botany -27	
12	Botany -42			Physics-13
13	Botany -27			Physics-12
14	Botany -29			Physics-17
15	Botany -9 Agriculture-16			Physics-17
16	General Sc.-23			Physics-16
17				Physics-13
18	General Science -29			Physics-17
19	General Sc.-33		Botany -10	Physics-17
20	General Sc.-29			Physics-10
21	General Sc.-42			Physics-18
22	General Sc.-47			Botany -31 Physics-10
23	General Sc.-34		Botany -18	Physics-22
24	Botany -41			Physics-17
25	Botany- -59			Physics-17



TABLE VI. SCIENCE SUBJECTS OFFERED THE VARIOUS YEARS WITH THE NO. OF PUPILS TAKING EACH SUBJECT. (CONT'D)

	Freshman	Sophomore	Junior	Senior
1926	Botany -51		Physical Geography-13	Physics -12
27	Physical Geography-37			Physics -23
28	Biology -56			Physics -15
29	Biology -64			Physics -15
30	Biology -57			Physics - 8
31	Biology -55			Physics -13
32	Biology -55			Physics - 9
33	Biology -54			Physics -11
34	Biology -44			Physics -14
35	Biology -45			Physics - 6
36	Biology -46			Physics - 5
37	Biology -47			Physics - 2
38	Biology -49			Physics - 5
39	Biology -40			Physics -13

Place in the Program. -- From the beginning of this school, science has occupied an important part in the academic curriculum. College entrance and state graduation requirements seem to account for its continual appearance.

According to Table VI, there seems to have been at least one science subject offered each year. The freshman and senior years appear to have shared the honor most of the time.

Only one laboratory science was required for graduation in 1938-39. The guidance chart, page 73, shows that biology was required and that physics had become an elective.

Geology, physics, physical geography, botany, general science, and biology were the various sciences offered throughout the school's history.

Science made up 20 per cent of the program the first year but had declined to 5 per cent by 1938-39.

Shifting Place in the Program. -- The earlier years of the school science courses were offered in the freshman and junior years. From 1896 to 1910, science subjects had been shifted to the junior and senior years. From 1910 to 1939, there was a freshman and a senior science given with an occasional science subject offered in the junior year.

The freshman sciences have been geology, physical geography, botany, agriculture, general science and biology. The senior sciences have been botany and physics. A physics class was given forty-six of the fifty years. Botany was given twenty-one of the fifty years. Botany was first introduced in the senior year and was offered at various times in every class except the sophomore. Physical geography was offered in every class except the senior.

Per Cent of Pupils Enrolled Taking Science. -- The first decade 61.5 per cent of the pupils enrolled each year took science, the third decade 49.3 per cent, the fourth decade

53 per cent, and the fifth decade 36.1 per cent. The year 1938-39, 35 per cent of the pupils enrolled took science.

Trends. -- The trend has been to offer two sciences, one to the freshman and one to the seniors, and to require one laboratory science for graduation.

### English

Although one would surmise that English would undoubtedly be a required part of any curriculum in an English speaking country, it is evident that no such subject was offered the first three years this high school was in operation. There is no assigned reason unless one could assume that the 'doctrine of mental discipline' would carry over from Latin and supplement English.

TABLE VII. ENGLISH SUBJECTS OFFERED SHOWING THE NUMBER OF PUPILS TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1891				
1892	Grammar -20	English Lit. $\frac{1}{2}$ -12		
93	Literary Exercises -30	Rhetoric -18	English Grammar -14	
94	Literary Exercises -30	American Literature-16	English Literature-11	
95	Grammar -17	Rhetoric -10	American Lit.-11 Rhetoric -11	
96	Grammar -14	Rhetoric -10	American Literature - 7	
97	Grammar -18	Rhetoric -11	American Literature - 9	English Literature -7
98	Literature $\frac{1}{2}$ -23 Rhetoric $\frac{1}{2}$ -23	Literature $\frac{1}{2}$ -13 Composition $\frac{1}{2}$ -13	Literature $\frac{1}{2}$ - 9 Rhetoric $\frac{1}{2}$ - 9	Literature $\frac{1}{2}$ - 9 Composition $\frac{1}{2}$ -9
99	Literature and Rhetoric -17	Literature and Composition-14	Literature and Rhetoric -10	Literature and Composition - 7

TABLE VII. ENGLISH SUBJECTS OFFERED SHOWING THE  
NO. OF PUPILS TAKING EACH SUBJECT (CONT'D)

	Freshman	Sophomore	Junior	Senior
1900	Literature and Rhetoric -15	Literature and Rhetoric -16	Literature and Composition-12	Literature and Composition - 8
01	Literature and Rhetoric -14	Literature and Rhetoric -11	Literature and Composition-11	Literature and Composition - 8
02	Literature and Rhetoric -19	Literature and Rhetoric - 6	English Lit. and Rhetoric -7	English Lit. and Rhetoric-11
03	Literature and Rhetoric -22	Literature and Rhetoric -18	Literature and Rhetoric - 5	Literature and Rhetoric - 7
04				
05				
06	Literature and Composition-12	Literature and Composition-15	Literature and Rhetoric - 6	Literature and Rhetoric -12
07	Literature and Composition-18	Literature and Composition- 7	English Literature-13	American Literature- 4
08	Literature and Composition-24	Rhetoric and Composition-17	Eng. and Am. Literature- 7	
09	Literature and Composition-22	Rhetoric and Composition-19	Literature- 7	
10	Literature and Composition-15	Literature and Rhetoric -20	Literature-17	
11	Literature and Composition-23	Rhetoric and Composition-14	Literature-11	
12	Literature and Composition-31	Rhetoric and Composition-17	English Literature-11	American Literature-13
13	Rhetoric and Composition-24	Rhetoric and Composition-29	English Literature-15	American Literature-12
14	Rhetoric and Composition-29	Rhetoric and Composition-26	English Literature-16	American Literature-16
15	Rhetoric and Composition-30	Rhetoric and Composition-20	English Literature-20	American Literature-17
16	Rhetoric and Composition-23	Rhetoric and Composition-23	English Literature-20	American Literature-17
17	Rhetoric and Composition-35	Rhetoric and Composition-23	English Literature-26	American Literature-15
18	Rhetoric and Composition-29	Rhetoric and Composition-17	English Literature-19	American Literature-17
19	Rhetoric and Composition-33	Rhetoric and Composition-25	English Literature-12	American Literature-17
20	Rhetoric and Composition-28	Rhetoric and Composition-28	English Literature-19	American Literature-12



TABLE VII. ENGLISH SUBJECTS OFFERED SHOWING THE NO. OF PUPILS TAKING EACH SUBJECT (CONT'D)

	Freshman	Sophomore	Junior	Senior
1921	Rhetoric and Composition-42	Rhetoric and Composition-18	English Literature-19	American Literature -16
1922	Rhetoric and Composition-48	Rhetoric and Composition-35	English Literature-26	American Literature -23
23	Rhetoric and Composition-35	Rhetoric and Composition-44	English Literature-24	American Literature -26
24	Rhetoric and Composition-38	Rhetoric and Composition-32	English Literature-41	American Literature -27
25	Rhetoric and Composition-39	Rhetoric and Composition-38	English Literature-23	American Literature -35
26	Rhetoric and Composition-43	Rhetoric and Composition-38	English Literature-32	American Literature -24
27	English -46	English -31	English Literature-34	American Literature -32
28	English -59	English -44	American Literature-35	English Literature -30
29	Literature and Grammar -56	Literature and Rhetoric -48	American Literature-30	English Literature -35
30	Literature and Grammar -53	Literature and Rhetoric -56	American Literature-46	English Literature -27
31	Literature and Grammar -56	Literature and Rhetoric -48	American Literature-37	English Literature -42
32	Grammar and Literature -54	Literature and Rhetoric -50	American Literature-41	Eng. Lit. -39 Bus.English -20
33	Literature and Grammar -52	Literature and Rhetoric -40	American Literature-46	Eng.Lit. -36 Grammar -10 Bus.English--25
34	Literature and Grammar -44	Literature and Rhetoric -40	American Literature-38	Eng. Lit. -41 Adv. Grammar -19
35	Literature and Grammar -44	Literature and Rhetoric -40	American Literature-36	Eng. Lit. -38 Adv. Grammar-30 Pub. Speaking-11
36	Literature and Grammar -48	Literature and Rhetoric -36	American Literature-37	English Lit.-34 Adv. Grammar $\frac{1}{2}$ - 8
37	Literature and Grammar -47	Literature and Rhetoric -41	American Literature-34	English Lit.-32 Pub. Speaking-23 Grammar $\frac{1}{2}$ -17
38	Literature and Grammar -47	Literature and Rhetoric -39	American Lit.41 English Lit. -31	Adv. Grammar -11 Pub. Speaking-13
39	Literature and Grammar -40	Literature and Rhetoric -48	American Literature $\frac{1}{2}$ -38 English Literature $\frac{1}{2}$ -38	Pub. Speaking-11 Adv. Grammar -13 Dramatics $\frac{1}{2}$ -10

Place in the Program. -- The types of English subjects offered have changed but little during the last half century. The more specialized English subjects, such as advanced English and advanced grammar, that have been made elective for juniors and seniors recently, seem to have been organized and recommended for those intending to enter college. This is probably a result of the colleges' criticism regarding the poor English found among the students entering college.

The various subjects offered in English were grammar, literary exercises, English literature, American literature, rhetoric, composition, public speaking and dramatics.

English subjects accounted for 36 per cent of the program the school year 1893-94 but had decreased to only 19 per cent of the program in 1938-39.

Shifting Place in the Program. -- The earlier years of this school grammar was given in the freshman year, rhetoric the sophomore year, and literature the junior year. From 1898 to 1906, there was literature given one half year in each of the classes and one half year rhetoric and composition. From 1907 to 1928, literature and composition or rhetoric and composition were given in the freshman and sophomore years, English literature in the junior year and American literature in the senior year. From 1929 to 1939, literature and grammar were given in the freshman year, literature and rhetoric in the sophomore year, American literature in the junior year



and English literature in the senior year.

Per Cent of Pupils Enrolled Taking English. -- The first decade 73 per cent of the pupils enrolled were taking English, the second decade 96.4 per cent, the third decade 92.6 per cent, the fourth decade 98 per cent, and the fifth decade all students enrolled were taking English subjects.

Trends. -- The trend has been toward more English in the school under study. There has been a trend toward an intensive course in English grammar for those seniors intending to enter college. There has also been a trend toward English expression through public speaking and dramatics.

#### Social Studies

It can be assumed that social studies would probably occupy an important part in the curriculum of any school. It is apparent from a study of Table IX, page 48, that the percentage of social studies in relation to the entire curriculum, has been more constant than any of the other subjects. There seems to have been a demand for more social studies as is evidenced by the variety offered the last two decades.

TABLE VIII. SOCIAL STUDIES SUBJECTS OFFERED THROUGHOUT THE VARIOUS YEARS AND THE NUMBER OF PUPILS TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1888	Civil		General	
1889	Government -14		History -18	
90	Civil Government - 6		General History -13	
91	English Hist.-8 Civil Gov't. -7	General History -11	U.S. History -11 Philosophy - 6	
92	English Hist.-8 Civil Gov't. -8	General History -11	Ancient History $\frac{1}{2}$ -22	
93	American Politics -14	General History $\frac{1}{2}$ -11	Government $\frac{1}{2}$ -10	
94	Civil Gov't.-17 Am.Politics-17	General History -16		
95	Civil Gov't and Am.Politics-17	General History $\frac{1}{3}$ -10		
96	Civil Government -14	General History -10		
97	Civil Government -18	General History -11		
98	Civil Government -36	General History - 9		
99	History -17	Gen.Hist.and Government-14		Modern History - 7
1900	History -15	History -16		Modern History - 8
01	General History -14			Modern History - 8
02	History -19	History - 8		Modern History - 7
03	History -22			Modern History -11
04				
05				
06	Ancient History -12	General History -15		Civics and U.S. History -12
07	Ancient History -18	Modern History - 7		Civics and U.S. History - 4
08	Ancient History -24	Modern History -17		Commercial Geography $\frac{1}{2}$ -14 Civics and U.S. History -13

TABLE VIII. SOCIAL STUDIES SUBJECTS OFFERED THROUGHOUT THE VARIOUS YEARS AND THE NUMBER OF PUPILS TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1909	Ancient History-22	General History-10	Commercial and U.S. History-7	Commercial Geography $\frac{1}{2}$ -7 Civics and U.S. History-7
10		General History-20	Commercial Geography $\frac{1}{2}$ -16	Civics and U.S. History-10
11		General History-13		Civics and U.S. History-17
12		Ancient History-17	Modern and Medieval History -11	Commercial Geography $\frac{1}{2}$ -11 Civics and U.S. History -13
13		Ancient History-28	Medieval History -15	Commercial Geography $\frac{1}{2}$ -12 Civics and U.S. History -12
14		Ancient History-20	Medieval History-20	Commercial Geography $\frac{1}{2}$ -17 Civics and U.S. History -17
15		Ancient History-25	Medieval History-16	Commercial Geography $\frac{1}{2}$ -11 Civics and U.S. History-15
16		Ancient History-23	Medieval and Modern History-20	Commercial Geography -17 Civics and U.S. History-17
17		Ancient History-23	Medieval and Modern History-26	Commercial Geography $\frac{1}{2}$ -14 Civics and U.S. History-15
18		Ancient History-17	Medieval and Modern History -19	Commercial Geography $\frac{1}{2}$ -25 Civics and U.S. History -17
19		Ancient History-25	Medieval and Modern History -12	Commercial Geography $\frac{1}{2}$ -18 Civics and U.S. History -17
20		Ancient History -28	Medieval History -19	Civics and U.S. History -16

TABLE VIII. SOCIAL STUDIES SUBJECTS OFFERED THROUGHOUT THE VARIOUS YEARS AND THE NUMBER OF PUPILS TAKING EACH SUBJECT. (CONT'D)

	Freshman	Sophomore	Junior	Senior
1921		Ancient History -25	Medieval and Modern History -20	Civics and U.S. History -17
22		Ancient History -35	Medieval History -26	Civics and U.S. History -23
23		Ancient History -45	Medieval History -24	Civics and U.S. History -26
24		Ancient History -32	Commercial Geography -30 Medieval History -39	Sociology $\frac{1}{2}$ -29 Civics $\frac{1}{2}$ -28 United States History $\frac{1}{2}$ -31
25		Ancient History -38	Modern History -23	Civics $\frac{1}{2}$ -33 Occupations $\frac{1}{2}$ -40 Sociology $\frac{1}{2}$ -26 U.S. History $\frac{1}{2}$ -32
26		World History -37	American History -31	Economics $\frac{1}{2}$ -13 Civics $\frac{1}{2}$ -19 Sociology $\frac{1}{2}$ -16
27		World History -35	American History -35 Economics $\frac{1}{2}$ -38 Ex.Geog. $\frac{1}{2}$ -38	Sociology $\frac{1}{2}$ -22 Civics $\frac{1}{2}$ -20
28		World History -34	American History -33 Economics $\frac{1}{2}$ -17 Economic Geography $\frac{1}{2}$ -19	Sociology $\frac{1}{2}$ -24 Civics $\frac{1}{2}$ -36
29		World History -51	Economics $\frac{1}{2}$ -21 American History -32 Commercial Geography $\frac{1}{2}$ -26	Sociology $\frac{1}{2}$ -29 Civics $\frac{1}{2}$ -38
30		World History -53	Commercial Geography $\frac{1}{2}$ -29 American History $\frac{1}{2}$ -45	Economics $\frac{1}{2}$ -29 Civics $\frac{1}{2}$ -23 Sociology $\frac{1}{2}$ -24
31		World History -50	Economic Geography $\frac{1}{2}$ -24 American History -38	Economics $\frac{1}{2}$ -30 Civics $\frac{1}{2}$ -42 Sociology $\frac{1}{2}$ -37
32		World Hist.-52	Commercial Geography $\frac{1}{2}$ -28 American	Sociology $\frac{1}{2}$ -31 Economics $\frac{1}{2}$ -36 Civics $\frac{1}{2}$ -37

TABLE VIII. SOCIAL STUDIES SUBJECTS OFFERED THROUGHOUT THE VARIOUS YEARS AND THE NUMBER OF PUPILS TAKING EACH SUBJECT. (CONT'D)

	Freshman	Sophomore	Junior	Senior
1933			Commercial Geography $\frac{1}{2}$ -26	Economics $\frac{1}{2}$ -24
1933		World History -44	American History -48	Civics $\frac{1}{2}$ -39 Sociology $\frac{1}{2}$ -30
34		World History -41	Commercial Geography $\frac{1}{2}$ -26 American History -39	Economics $\frac{1}{2}$ -33 Civics $\frac{1}{2}$ -43 Sociology $\frac{1}{2}$ -30
35		World History -40	Commercial Geography $\frac{1}{2}$ -16 American H.-39	Economics $\frac{1}{2}$ -24 Civics $\frac{1}{2}$ -38 Sociology $\frac{1}{2}$ -20
36		World History -39	Commercial Geography $\frac{1}{2}$ -14 American History -39	Economics $\frac{1}{2}$ -21 Civics $\frac{1}{2}$ -34 Sociology $\frac{1}{2}$ -27
37		World History -46	Physical Geography $\frac{1}{2}$ -11 American History -35	Economics $\frac{1}{2}$ -17 Civics $\frac{1}{2}$ -33 Sociology $\frac{1}{2}$ -15
38		World History -40	Commercial Geography $\frac{1}{2}$ -11 American History -37	Economics $\frac{1}{2}$ -12 Civics $\frac{1}{2}$ -29 Sociology $\frac{1}{2}$ -12
39		World History -49	Economics $\frac{1}{2}$ -17 American History -34	1939. Econ- Civics $\frac{1}{2}$ -41 Sociology $\frac{1}{2}$ -31

Place of Social Studies in the Program. -- The variety of types of subjects offered seemed to be preparing pupils to participate in a social-economic existence.

The above table shows that the following subjects have been offered, civil government, English history, general history, United States history, philosophy, ancient history, American politics, medieval and modern history, civics, commercial geography, economics, economic geography, world



history, and sociology.

Social studies made up 20 per cent of the program the first year of the school's history and 14 per cent of the program the school year 1938-1939.

Shifting Place in the Program. -- The first decade civics was given in the freshman year, general history the sophomore year and various others the junior year. From 1899 to 1903, general history was given in the freshman and sophomore years and modern history in the senior year. From 1906 to 1909, ancient history was given in the freshman year, general history the sophomore year, and United States history and civics in the senior year. From 1912 to 1925, ancient history was given in the sophomore year, modern and medieval history the junior year and United States history and civics the senior year. Commercial geography was offered in the senior year from 1908 to 1919 and in the junior year from 1929 to 1938. Sociology has been given in the senior year from 1924 to 1939. Economics has been given in the junior and senior years since 1926. In 1926, American or United States history was shifted to the junior year.

Trends. -- One remarkable trend that is evident by scanning Table VIII is that the citizenship subjects have been moved from the beginning of the high school career to the latter part. This was due to the fact that in the early years a large majority would not complete high school but a larger



per cent in recent years are expected to complete high school; therefore, their citizenship training can be deferred until later in the program.

TABLE IX. SHOWING WHAT PER CENT EACH SUBJECT GROUP OF ACADEMIC CURRICULUM, EXCEPT FOREIGN LANGUAGE, WAS OF THE ENTIRE CURRICULUM AT STATED INTERVALS.

	Total No. Subj. in Curriculum	Number and Per Cent of Subjects Offered in							
		Mathematics		Soc. Studies		English		Science	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1889									
1890	10	4	40	2	20	0	0	2	20
1894	14	3	21	3	21	5	36	1	7
97	17	3	18	2	12	4	23	2	18
99	18	4	22	2	11	4	22	3	17
1906	24	4	17	3	13	6	25	1	4
09	20	3	15	4	20	3	15	2	10
13	28	4	14	4	14	4	14	2	7
17	28	3	11	4	14	4	14	1	4
18	29	4	14	4	14	4	14	2	7
21	23	4	17	4	17	4	17	2	9
23	29	4	14	4	14	4	14	3	10
29	24	5	21	6	25	4	17	2	8
33	35	6	17	6	17	5	14	2	6
34	31	5	16	6	19	5	16	2	6
35	34	5	15	6	18	7	21	2	6
39	37	5	14	5	14	7	19	2	5

Table IX shows that in spite of the material increase of the number of subjects in each group, the group did not maintain its percentage in the curriculum. The addition of more curricula accounts for the change.

Mathematics. -- In 1890 mathematics made up 40 per cent of the curriculum; in 1899, 22 per cent; 1909, 15 per cent; 1918, 14 per cent; 1929, 21 per cent; and 1939, 14 per cent.

Social Studies. -- In 1890 social studies composed 20 per cent of the curriculum; 1899, 11 per cent; 1909, 20 per cent; 1918, 14 per cent; 1929, 25 per cent; and 1939, 14 per cent.

English. -- In 1890 there were no English subjects in the curriculum of the school under study. In 1899 English made up 22 per cent of the curriculum; 1909, 15 per cent; 1918, 14 per cent; 1929, 17 per cent; and 1939, 19 per cent.

Science. -- In 1890 science accounted for 20 per cent of the curriculum; 1899, 17 per cent; 1909, 10 per cent; 1918, 7 per cent; 1929, 8 per cent; and 1939, 5 per cent.

#### Music and Art

Music and art, it is obvious, never occupied a very important place in the curriculum of this school during the earlier years. There is no evidence of music and drawing as a school subject until the year 1907-1908. According to the program of studies for the year 1908-1909, there was a concluding period of the day when all pupils were required to

take music or drawing. It is supposed that they were offered alternately and whichever was offered, all were required to respond. It would stand to reason that opening exercises as shown on the program previous to 1908 would have been somewhat musical.

TABLE X. MUSIC AND ART SUBJECTS OFFERED DURING VARIOUS YEARS SHOWING THE NO. OF PUPILS PARTICIPATING.

	Freshman	Sophomore	Junior	Senior
1907	Music -24	Music -17	Music - 7	Music -14
1908	Drawing-24	Drawing-17	Drawing - 7	Drawing-14
	Music	Music	Music - 7	Music
09	Drawing-22	Drawing-19	Drawing -12	Drawing- 7
	Music	Music	Music	Music
10	Drawing-15	Drawing-20	Drawing -17	Drawing-10
	Music	Music	Music	Music
11	Drawing-23	Drawing-14	Drawing- 11	Drawing-17
	Music	Music	Music	Music
12	Drawing-31	Drawing-17	Drawing -11	Drawing-13
	Music	Music	Music	Music
13	Drawing-24	Drawing-29	Drawing -15	Drawing-12
	Music	Music	Music	Music
14	Drawing-29	Drawing-20	Drawing -20	Drawing-17
	Chorus			
15	Music -30			Drawing-12
	Music	Music -20	Music -23	Music -23
16	Drawing-17	Drawing- 5	Drawing - 4	Drawing-21
	Drawing-27			
17	Music -27	Music -23	Music -26	Music -15
	Music and			
18	Drawing-29	Music -18	Music -19	Music -17
	Music and			
19	Drawing	Music	Music	Music
20	Drawing-28	Drawing-27		
21	Music -10	Music	Orchestra-7	Art - 8
			Orchestra-11	Art - 7
22	Music	Music	Music	Music
23	Music	Music	Music	Music

TABLE X. MUSIC AND ART SUBJECTS OFFERED DURING VARIOUS YEARS SHOWING THE NUMBER OF PUPILS PARTICIPATING. (CONT'D)

	Freshman	Sophomore	Junior	Senior
1924	Music			Drawing-16
1925	Music Art -38			
26	Art -36	Chorus -52	Orchestra -15	
27	Music -28 Art -19	Music -28	Music -33	Music -28
28	Music Art			
29		Glee Club 1/5-25		
30	Music -52	Glee Club-17	Orchestra-18	
31		Glee Club-20		Orchestra-31
32	Art -14 Music -52			
33	Chorus-50		Orchestra	Art -8
34	Chorus		Orchestra	
35	Music		Orchestra	
36	Chorus	Vocal Music-22	Orchestra	
37	Music	Music	Orchestra	
38	Band -50	Chorus -19	Orchestra -18	
39	Band -55	Chorus -10	Orchestra -19	

Place in the Program. -- The kind of music and art subjects offered seem to be very indefinite in certain years as well as the number participating. There were no credit points given until the last few years therefore it is indefinite as to who or how many participated at times and just how much time was allotted to each music and art subject per week. The early music was evidently choral or group singing. The law in force April 10, 1907 required music and drawing be taught in all high schools. The ruling in 1912 required 'one period a week or the equivalent throughout the course.'

The year 1920-1921 lists a music subject under the term of orchestra. The purpose seems to have been to create a school orchestra. The same year the subject art appeared in the program of studies. Art has been an intermittent subject.

The school year 1937-1938 a full time music instructor was added to the faculty to serve both grade and high school. That year a band of fifty instruments was organized in the school in addition to an orchestra as instrumental music. There were also a boys' chorus and a girls' chorus in vocal music organized. The listing of music credits the last few years made it possible for a more definite listing of music subjects and the number of pupils participating. The choruses met one day a week. The orchestra met two days a week. The band met five days a week.

Shifting Place in the Program. -- Music and art subjects



have not shifted much as is evident in Table X. There has been a tendency to keep them well scattered among the four high school grades.

Per Cent of Pupils Enrolled Taking Music and Art. --

There were no music and drawing subjects offered the first and second decades. The third decade 90 per cent took music and art, the fourth decade 54 per cent and the fifth decade 38 per cent. The school year 1938-1939, 55 per cent were taking music.

Trends. -- There seems to have been a trend toward a separate fine arts curriculum.

Physical Education

The revealing facts of the physical condition of the general populace that was presented by the draft during the World War seems to have had a vast influence on the demand for physical training as a subject in the curriculum of the high school.

TABLE XI. PHYSICAL EDUCATION SUBJECTS OFFERED EACH YEAR AND THE NUMBER TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1924	Physical			
1925	Education 3/5-39			
26	Physical			
	Education 3/5-40			
27	Physical			
	Education 3/5-39			



TABLE XI. PHYSICAL EDUCATION SUBJECTS OFFERED EACH YEAR AND THE NO. TAKING EACH SUBJECT. (CONT'D)

	Freshman	Sophomore	Junior	Senior
1928	Physical Ed. Health-48			
29	Physical Ed. and Health-55			
30	Physical Ed. and Health-54			
31	Physical Ed. and Health-30			
32	Physical Education 3/5-57			Health 2/5- 9
33	Physical Education 1/5-51	Physical Education 2/5-37		Health 2/5-17
34	Physical Education 1/5-42	Physical Education 2/5-42		Phys. Ed. -15 Health 2/5-16
35	Physical Education 1/5-42	Physical Education 2/5-36		Health 2/5-31
36	Physical Education 1/5-44	Physical Education 2/5-37		Health 2/5-41
37	Physical Education 1/5-42	Physical Education 2/5-41		Health 2/5-26
38	Physical Education 1/5-47	Physical Education 2/5-34		Safety 1/5-34 Health 2/5-30
39	Physical Education 1/5-37	Physical Education 2/5-48		Health 2/5-30

The fractions such as 1/5, 2/5, and 3/5 indicate the number of periods per week a subject was given. One-fifth indicates one day per week for an entire year, two-fifths indicates two periods per week for an entire year and three-fifths indicates three periods per week. The fraction one-half ( $\frac{1}{2}$ ) following a subject indicates that the subject was given one-half year five periods per week.

Place in the Program. -- Physical training seems to have made its first appearance in the program of this school as a required subject the school year 1924-1925 as a freshman subject.

The subject health appears to have made its debut the year 1927 as a freshman subject.

Safety appeared in the program the school year 1937-1938 in the senior year as a required subject for graduation from high school.

A great amount of physical training, as suggested by state bulletin No. 36, issued 1918, seems to have been calisthenics, marching and rhythmic steps, but the later trend seems to have been away from formality to a competitive or cooperative form of play.

Shifting Place in the Program. -- Table XI shows physical education to have been given in all but the junior year and has finally been allotted to the freshman and sophomore years. Health and safety have been assigned to the senior year as required subjects for graduation from high school.

Per Cent of Pupils Enrolled Taking Physical Training. -- The first four years offered 30 per cent were taking physical education. The next ten years 52.6 per cent were taking physical training. The school year 1938-1939, 76 per cent of the students were taking physical education.

Trends. -- The trend has been toward a physical education program for each and every pupil enrolled.

## Commercial

TABLE XII. COMMERCIAL SUBJECTS OFFERED DURING THE VARIOUS YEARS AND THE NO. TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1897				
1898				Bookkeeping- 9
.....	.....	.....	.....	.....
1905				Bus. Arith. - 5
1906				Bookkeeping- 5
07				
08				Com. Arith. -14 Bookkeeping- 3
09				
10				Commercial Arithmetic -11 Commercial Geography -11
11				Bus. Arith. -15 Com. Geog. -16
12				Bus. Arith. -13 Com. Geog. -11
13				Com. Arith. -12 Com. Geog. -12
14				Com. Arith. -17 Com. Geog. -17
15				Com. Arith. -14 Com. Geog. -11
16				Bus. Arith. -17 Com. Geog. -17
17				Commercial Geography -14
18				Bus. Arith. -14 Com. Geog. -25
19				Com. Arith. -15 Com. Geog. -18
20			Bookkeeping -17	Com. Arith. $\frac{1}{2}$ -29
21			Bus. Arith. $\frac{1}{2}$ -14	Bookkeeping $\frac{1}{2}$ -15 Bookkeeping $\frac{1}{2}$ -11
22				Col. Arith. $\frac{1}{2}$ -11
23				Bus. Arith. $\frac{1}{2}$ -15

TABLE XII. COMMERCIAL SUBJECTS OFFERED DURING THE VARIOUS YEARS AND THE NO. TAKING EACH SUBJECT. (CONT'D)

	Freshmen	Sophomore	Junior	Senior
1923			Commercial	Business
1924			Geography $\frac{1}{2}$ -30	Arithmetic $\frac{1}{2}$ -23
25				Business Arithmetic $\frac{1}{2}$ -21
26				Bus. Arith. $\frac{1}{2}$ -19 Economic $\frac{1}{2}$ -13
27			Economics $\frac{1}{2}$ -39 Ec. Geog. $\frac{1}{2}$ -38	Bus. Arith. $\frac{1}{2}$ -21
28			Economics $\frac{1}{2}$ -17 Ec. Geog. $\frac{1}{2}$ -19	Commercial Arithmetic $\frac{1}{2}$ -18
29			Economics $\frac{1}{2}$ -21 Ec. Geog. $\frac{1}{2}$ -26	Bus. Arith. $\frac{1}{2}$ -22
30			Economics $\frac{1}{2}$ -29 Com. Geog. $\frac{1}{2}$ -29	Com. Arith. $\frac{1}{2}$ -13
31			Economics $\frac{1}{2}$ -30 Ec. Geog. $\frac{1}{2}$ -24 Com. Arith. $\frac{1}{2}$ -43 Typing -14	Shorthand -10 Typing -14 Com. Arith. -25
32			Economics $\frac{1}{2}$ -36 Com. Geog. $\frac{1}{2}$ -28 Typing -22	Bus. Eng. -20 Shorthand - 7 Typing $\frac{1}{2}$ -16
33			Economics $\frac{1}{2}$ -24 Com. Geog. $\frac{1}{2}$ -26 Bus. Arith. -15 Typing -27	Bus. Eng. -25 Shorthand - 3 Typing -18
34			Economics $\frac{1}{2}$ -33 Com. Geog. $\frac{1}{2}$ -16 Typing -18	Bus. Arith. -11 Shorthand - 9 Typing -15
35			Economics $\frac{1}{2}$ -24 Com. Geog. $\frac{1}{2}$ -16 Typing -29	Com. Arith. $\frac{1}{2}$ -5 Shorthand - 4 Bookkeeping -18 Typing -18
36			Economics $\frac{1}{2}$ -21 Com. Geog. $\frac{1}{2}$ -14 Typing -27	Bus. Arith. $\frac{1}{2}$ -17 Shorthand - 6 Bookkeeping -17 Typing - 9
37			Economics $\frac{1}{2}$ -17 Com. Geog. $\frac{1}{2}$ -16 Typing -20	Shorthand -11 Bookkeeping -11 Typing -13
38			Economics $\frac{1}{2}$ -12 Com. Arith. $\frac{1}{2}$ -12 Typing -26	Shorthand -13 Bookkeeping -12 Typing -12
39		Typing I -55	Economics $\frac{1}{2}$ -17 Typing II -15	Shorthand -14 Bookkeeping - 4

Place in the Program. -- There has been a semblance of commercial subjects in the curriculum since 1898. Some of the earlier commercial subjects were bookkeeping, business arithmetic, and commercial geography. The nearness to the metropolis and the prospective employment of the graduates in the industries of the city accounted for the demand for those subjects.

A distinct commercial curriculum was organized the school year 1930-1931 with the following subjects offered: typing, shorthand, business arithmetic, economics and economic geography. Business English was added a year later and bookkeeping the year 1934-1935.

Table XIV shows that approximately 11 per cent of the curriculum was commercial 1918-1919. The year 1938-1939 the commercial curriculum occupied 13 per cent of the program of studies.

Shifting Place in the Program. -- The first commercial subject, bookkeeping, was given in the senior year 1897-1898. There were no commercial subjects given from 1898 to 1905. The commercial subjects were given in the senior year from 1898 to 1920. Commercial subjects were given in both the senior and junior years from 1920 to 1938. Typing I was given in the sophomore class 1939 when commercial subjects were given in the sophomore, junior and senior years.

Per Cent of Pupils Enrolled Taking Commercial Subjects. -- The year 1890, 16 per cent of the pupils enrolled



were taking commercial subjects; the second decade for years 1906 and 1908, 25 per cent; the third decade 19.7 per cent; the fourth decade 23.5 per cent; and the fifth decade 50 per cent. The school year 1938-1939, 51.7 per cent of the pupils were taking commercial subjects.

Trends. -- The trend in commercial subjects has been to extend the commercial subjects to the sophomore, junior and senior years of the high school and establish a distinct commercial curriculum.

#### Vocational

The vocational subjects began to make their appearance in the curriculum of the school the year 1913-1914 in the form of agriculture and domestic science.

TABLE XIII. VOCATIONAL SUBJECTS OFFERED AND THE NUMBER OF PUPILS TAKING EACH SUBJECT.

	Freshman	Sophomore	Junior	Senior
1913			Domestic Science	
1914		Agriculture-10	-17	
15	Agriculture-16			Household Arts -12
16				
17	Manual Tr. 6 Agriculture-10			Domestic Science -22
18				Domestic Science -31
19				
20				
21				Manual Tr. $\frac{1}{2}$ - 8 Domestic Sc.- 9
22				Mech. Draw. -12 Domestic Sc.-13

TABLE XIII. VOCATIONAL SUBJECTS OFFERED AND THE NUMBER OF PUPILS TAKING EACH SUBJECT. (CONT'D)

	Freshmen	Sophomore	Junior	Senior
1922				Domestic Sc.-12
1923				Mech.Draw. -15
24	Occupations $\frac{1}{2}$ -38			Domestic Science -11
25	Occupations $\frac{1}{2}$ -40			Domestic Science -15
26	Occupations $\frac{1}{2}$ -40			Mech.Draw. - 4
26	Domestic Sc. -17	Manual Tr.-23		Home Ec. -12
	Manual Tr. -18			
27	Home Ec. -21			Home Ec. -10
	Manual Tr. -21			Allied Arts and Home Ec. -15
28	Home Ec. -27			
	Manual Tr. -25			Home Nursing Dietetics -16
29	Home Ec. -33			
	Manual Tr. -29			
30	Home Ec. -23			
	Manual Tr. -33			Home Nursing- 9
31	Home Ec. -26		Home Nursing- 9	Foods - 9
				Foods and Dietetics - 9
	Manual Tr. -28			Clothing and Home Nursing- 8
32	Home Ec. -30			
		Home Nursing-20		
	Agriculture -10			
	Manual Tr. -28	Foods and Clothing -21		
33	Home Ec. -17			
	Agriculture -14			Home Management and Home Nursing-14
	Manual Tr. - 9	Foods and Clothing - 9		
34	Home Ec. -25			
	Agriculture - 5	Home Nursing-17		
	Manual Tr. -15	Foods and Clothing -13		
35	Home Ec. -20			
	Agriculture -12	Home Nursing Home Management-16		
	Manual Tr. -13	Foods and Clothing -13		
36	Home Ec. -18			
	Agriculture -14	Home Nursing-10		
	Home Ec. -21	Foods and Clothing -11		
37	Manual Tr. - 5			
	Manual Tr. - 7	Home Nursing-11		
38	Home Ec. -25	Foods and Cl-11		
	Clothing I and Home Nursing - 7	Clothing II and Home Nursing-11	Family Relations and Leisure Time Projects-12	Vocational Agric. II- 7
39	Shop - 9	Agriculture I-7		

Place in the Program. -- Manual training appeared for the first time the school year 1916-1917 as a freshman subject.

A Vocational Home Economics course was instituted the school year 1926-1927. as a separate curriculum. There were twenty-nine girls taking vocational home economics the school year 1938-1939 out of the total of eighty girls enrolled.

Some of the various subjects offered were: domestic science, household arts, allied arts, advanced foods, dietetics, foods, clothing, home nursing, home management, family relations and leisure time projects.

A Vocational Curriculum for boys was organized the school year 1938-1939. One class in vocational shop and two classes in agriculture were offered serving twenty-three out of the seventy-one boys enrolled. This was not made a complete agriculture course for the reason that a majority of the boys enrolled were town boys.

A peculiar situation has existed in that a vocational home economics course for girls was established twelve years earlier than a vocational curriculum for boys. This was explained by further research showing agriculture was the earliest of vocational subjects offered. The county in which the school under study is located was one of the first to employ a county agriculture agent but through some misunderstanding he fell into difficulty with the county commissioners who caused his dismissal, and there was no more

demand for a vocational agriculture course until 1937 when another agent was employed and encouraged the organization of a Vocational Agriculture course for boys. Table XIII shows a lapse of sixteen years between the end of the first agriculture era and the beginning of the latter era in 1933.

Some of the various subjects offered were: agriculture, manual training, mechanical drawing, occupations, vocational shop, vocational agriculture I and vocational agriculture II.

Table XIV shows that vocational subjects made up 14 per cent of the curriculum 1926-1927 and 17 per cent in 1938-1939.

Shifting Place in the Program. -- The first vocational subjects were offered in the sophomore and junior years. From 1915 to 1933, the freshman and senior years shared the honor for vocational subjects. From 1933 to 1938, the vocational subjects were given in the freshman and sophomore years. The school year 1939 shows vocational subjects given in all four years of the high school.

Per Cent of Pupils Enrolled Taking Vocational Courses. -- In 1913-1914, 35 per cent of the pupils enrolled were taking vocational subjects. From 1914 to 1918, 35.6 per cent were taking vocational subjects. From 1919 to 1928, 34 per cent were taking vocational subjects. The last decade 42 per cent of the pupils enrolled were taking vocational subjects. The school year 1938-1939, 35.7 per cent of the pupils enrolled were taking vocational subjects.

Trends. -- Table XIII shows that the trend has been toward vocational subjects for a greater number of pupils with the final organization of a vocational curriculum for both boys and girls.

#### The Three Curricula

TABLE XIV. SHOWING THE NUMBER OF SUBJECTS IN EACH CURRICULUM AND THE PER CENT EACH CURRICULUM WAS OF THE ENTIRE CURRICULUM AT STATED INTERVALS.

	Total No. subj. offered	Academic		Commercial		Vocational	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
1889-90	10	10	100				
99	18	17	94	1	6		
06	24	23	96	1	4		
09	20	20	100				
13	28	26	93	2	7		
19	28	25	89	3	11		
24	22	17	77	2	9	3	14
27	28	21	75	3	11	4	14
30	25	18	72	3	12	4	16
31	29	18	62	6	21	5	17
34	31	21	68	6	19	4	13
39	37	26	70	5	13	6	17

Academic. -- The above table shows that the academic curriculum decreased as the commercial and vocational curricula took form. In 1890, the curriculum was 100 per cent



academic; in 1913, 93 per cent academic; in 1919, 89 per cent academic; in 1930, 72 per cent academic; in 1931, 62 per cent academic; and in 1939, 70 per cent academic.

Commercial. -- In 1899, the curriculum was 6 per cent commercial; in 1913, 7 per cent commercial; in 1924, 9 per cent commercial; in 1930, 12 per cent commercial; in 1931, 21 per cent commercial; in 1934, 19 per cent commercial; and in 1939, 13 per cent commercial.

Vocational. -- In 1924, the curriculum was 14 per cent vocational; in 1930, 16 per cent vocational; in 1931, 17 per cent vocational; in 1934, 13 per cent vocational; and in 1939, 17 per cent vocational.

Miscellaneous. -- One subject found in the curriculum under the heading "How To Study" was not assigned to any subject group.

Summary. -- It has been the object of this chapter to present the curriculum for fifty years showing each subject and the number of pupils taking each. It has also been the object of this chapter to show the subject groups as to: (1) place in the program, (2) shifting place in the program, (3) per cent of pupils enrolled taking each subject, and (4) the trends of each group.

#### A Subject Groups

##### I Foreign Languages

- a Latin
- b German
- c Spanish

II Mathematics

III Science

IV English

V Social Studies

VI Music and Art

VII Physical Education

VIII Commercial

IX Vocational

B Curricula

I Academic

II Commercial

III Vocational

IV It is an axiom that the most important and the most difficult in the process of learning is the individual's vocational life. The history of education, attempting to meet the varying needs of the boys and girls, offers a variety of courses as the organized medium for their vocational preparation. The curriculum also to program activities, projects, and problems by helping the pupil to select the course that will contribute most effectively to his success in pursuing his preparation for his life of service as determined by his individual aptitudes and

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## CHAPTER IV

### CURRICULUM GUIDANCE

In this chapter there will be an attempt to answer the following questions: To what extent has curriculum guidance been given in the school by local authority? To what extent has the state guided the subject matter of the curriculum?

Guidance is concerned chiefly with social adjustment which is the true function of education. Vocational guidance constantly emphasizes the need for a broad general education as the best kind of foundation for success in any occupation as well as for successful citizenship.

It is no doubt, true, that much unhappiness and dissatisfaction is the result of lack of successful adjustment in the individual's occupational life. The modern high school, attempting to meet the varying needs of the boys and girls, offers a variety of courses as the programs of studies for 1938-1939 appendix, page 91 shows. The counselor aims to prevent misfits, dropouts, and failures by helping the pupil to select the course that will contribute most materially to his success in school and his preparation for a life of service as shown by the curriculum guidance chart page 76.

Since the matter of education has been definitely left up to the state, it probably would not be wrong to assume that the State Board of Education would undoubtedly dictate to a large degree the type of curriculum that would be required for preparation to enter the state colleges and universities. On the other hand, if the secondary school is ceasing to exist primarily as a college preparatory school and turning to preparation for life, one could assume that probably the local authorities and local community complex would determine to a greater degree the curriculum that would be set up.

#### State Requirements 1887-1888

No high school will receive a commission unless its course of study as actually taught includes the following subjects, which represent the minimum requirements for admission to the freshman class of Indiana University:

The common branches.-(Arithmetic, geography, English grammar, English composition.)

Physiology.-(Elements.)

Algebra.-(Including the solution of quadratic equations, ratio, proportion, and arithmetical and geometrical progression.)

Geometry.-(Three books.)

Latin.-(Latin grammar, Latin reader, Latin prose composition, two books of Caesar and two of Vergil, or a fair equivalent in other Latin. An equivalent in German may be accepted for the Latin.)

History of the United States.

General history.

English literature.

This commission entitles the graduate to enter, without further examination, the freshman class in the Indiana University, Purdue University, or the course in the State Normal School prescribed for high school graduates.<sup>1</sup>

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<sup>1</sup>Henry M. LaFollette, Fourth Biennial Report of the Superintendent of Public Instruction, Indianapolis, Indiana, 1888. P. 82.

## Suggestive Course of Study-1897-1898

Yr.		Subjects		
I	Algebra Algebra 1/3 Yr. ..... Plane geometry, 2/3 year	Literature and Composition	Elements of Latin	Physics or Chemistry
II	Plane and solid geometry, 2/3 Yr. ..... Elective	Literature and Composition	Caesar	Civil government and General History
III	*Elective	Literature and Composition	Cicero	General History
IV	*Elective	Zoology or Botany	Vergil	General History

"We recommend, in general, a continuation of the subjects already begun. Physical geography may be introduced here if it has not been thoroughly taught in the grades. Oratory, and some advanced work in physiology may be introduced to advantage."<sup>2</sup>

## High School Standards as Shown by Law

in Force April 10, 1907

The following enumerated studies shall be taught in all high schools throughout the state:

English: Composition, rhetoric.

Mathematics: Commercial arithmetic, algebra, geometry.

History: United States, ancient, mediaeval or modern.

Geography: Commercial or physical.

Literature: American, English.

Language (foreign): Latin or German.

<sup>2</sup>D. M. Geeting, Nineteenth Biennial Report of the Superintendent of Public Instruction, Department of Public Instruction, Indianapolis, Indiana, 1898. P. 642.



Science: Biology, physics, or chemistry.  
 Civil government: General, state.  
 Drawing.  
 Music.

On and after September 1, 1912, all graduates from commissioned high schools in Indiana must have done the following:

(1) Completed not less than 16 units of high school work. A unit is defined as a year's study of 5 periods a week for not less than 32 weeks, provided that, in schools where a course of not less than nine months is maintained, 15 units shall be acceptable for graduation.

(2) Of these 16 units (respectively 15 units) 9 shall be obtained in the following subjects.

English, 3 units.

Foreign language, 2 units.

Mathematics, 2 units.

Natural science, 1 unit.

History, 1 unit, and 7 (respectively 6) additional units to be taken in the above or other subjects, as the school authorities may determine.

In place of either two of mathematics or two units of a foreign language, a substitution, if previously authorized by the State Board of Education, may be allowed of 2 units, consisting of a second unit of history and a second unit of natural science.

Music and Drawing.-Provision must be made for systematic instruction in each of these subjects for one period a week or the equivalent throughout the course.

### College Entrance Requirements 1912<sup>3</sup>

	English	Math.	For. Lang.	Sc.	Hist.	Elec- tives
Indiana University	3 units	3 units	3 or 4	1 unit	1 unit	5 units
Purdue	3	2½	2	1	1	5½
Butler	3	2½	3	1	1	4½
DePauw	3	3	3	0	2	4
Earlham	3	2	2	1	1	6
Franklin	3	2	2	1	1	6
Hanover	3	3	3	1	1	4
Notre Dame	4	2	7	1	2	0
Wabash	3	3	3	1	1	5

<sup>3</sup>Charles A. Greathouse, Uniform Course of Study for High Schools of Indiana, Bulletin No. 11, 1914-1915. Pp. 8, 9, 17.

Bulletin No. 44 B, 1926, shows only one difference from the law of 1907 in required subjects as set up in Acts of 1923, and that was that "foreign language may be Latin or any modern foreign language."

Previous to 1931 there seems to have been no written record of instructions for students to follow in selecting a program of studies. But, in 1931 there was a little pamphlet handed to each student with local and state requirements listed. All previous to that time must have been oral instructions.

#### Requirements by State for Graduation 1931

In order to graduate from a four year high school, a pupil must comply with the following requirements.

The completion of sixteen units of high school work including the following:

English.-3 units or 6 credits.

Social Studies.-3 units or 6 credits

Mathematics.-1 unit or 2 credits.

Science.-1 unit or 2 credits.

Health Education.-1 unit or 2 credits.

Total work required.-9 units or 18 credits.

Electives.-7 units or 14 credits.

Grand total.- 16 units or 32 credits.<sup>4</sup>

#### Local Requirements for Graduation 1931

The local high school required the following for graduation from the four year course:

English.-4 units or 8 credits.

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<sup>4</sup>Roy P. Wisehart, Administrative Handbook for Indiana Schools, Bulletin No. 100, State Department of Public Instruction, 1930, p. 37.

Social Studies.-3 units or 6 credits.

Mathematics.-1 unit or 2 credits.

Health and Physical Education.-1 unit or 2 credits.

Science.-1 unit or 2 credits.

Foreign Language.-1 unit or 2 credits.

Home Economics (girls).-1 unit or 2 credits.

Manual Training or Agriculture (boys).-1 unit or 2 credits.

Electives.- 4 units or 8 credits.

Courses that may be chosen as electives are:

Academic.-Economics, commercial geography, advanced algebra, plane geometry, solid geometry, trigonometry, Latin II, sociology, business arithmetic, physics and art.

Commercial.-Shorthand, typing, business English, and office practice.

Vocational.-Manual training, agriculture, and home economics.

If students elect the courses in advanced home economics they should plan to take advanced clothing, home projects, foods, and home nursing.

#### College Entrance Requirements 1931

The entrance requirements of the recognized colleges are given below. The normal schools of the state accept graduates of commissioned high schools.

Butler, DePauw, Indiana University, Purdue, and Notre Dame Universities and Earlham, Evansville, Franklin, Hanover, Indiana Central, Manchester, St. Mary's, and Wabash Colleges require the following for entrance:

English.-3 units.

Social Studies.-1 unit.

Foreign Language.-2 units.

Mathematics.-2 units.

Science.-1 unit.

Electives.-7 units.

A few of the above colleges require just fifteen units, but the state requires sixteen units for graduation from a commissioned high school.

The two units in foreign language must be in one language.

The two units in mathematics must include one unit in algebra and one unit in geometry.

For admission to the engineering schools and industrial education an additional half unit in algebra and one-half unit in solid geometry are required.

Directions to Students for Making Programs

1938-1939

The four curricula offered were as follows: (1) academic, (2) commercial, (3) vocational (for boys), (4) vocational (for girls).

In selecting a curriculum, students and parents should requirements and accept all high school graduation

keep in mind at least two things: (1) student interests now, (2) what the student will likely need for his life's work.

Two questions will be uppermost in your minds; (1) May I select more than one curriculum? (2) If I select a certain curriculum now, may I change to another later?

It is possible to select more than one curriculum, provided that the work chosen is not scattered to the point that it loses purpose and direction.

In answer to the second question, students may change curricula at any time so long as the state requirements for graduation are met. These requirements are as follows: (1) At least one year of science. (2) One year of mathematics. (3) One-half year of health or home nursing. (4) One-half year of safety education. (5) At least three years of English. (6) At least three years of history, including civics. (7) Elective subjects so chosen that graduates will have at least two years work in two fields other than English and history. This means students will have two majors (a major being three units of work in a given field) and two minors (a minor being two units of work in a given field).

College-bound students are urged to select the academic course, for it meets the entrance requirements of any college or university. However, there is a tendency for colleges to drop the foreign language and mathematics requirements and accept all high school graduates. Some



have already done so. Further information in regard to college entrance requirements may be had in the principal's office.

The State Board of Education has passed a ruling limiting the number of subjects students may take to four solids with the privilege of taking additional work in music, art, vocational subjects, physical education, speech arts, and certain non-prepared subjects. (See subjects marked\*). In no case is a student to take more than five and one-half units, or eleven credits of work during one school year. Four full years are required for graduation. Students who fail are not permitted to carry additional work the following semester to make up the failures. To carry additional work students must show their ability to carry the work by passing in all their subjects the preceding semester. It is assumed that students who are unable to carry four regular high school subjects would be less able to carry five subjects at a later date. There is, however, a provision that make-up work may be done during the summer months in classes approved by the State Board for that purpose. A schedule of subjects for 1938-39 will be found on the following page. A curriculum guidance chart for each curricula will be found on pages 76, 77, 78, and 79.

\*Subjects thus marked may be carried as a summer course.

## Subjects Offered 1938-1939

## 9th Grade

Required	Elective
English	Latin
Biology	Vocational Shop or Agriculture
*Physical Ed.	Vocational Home Ec.
Algebra or General Math.	*Band
	*Orchestra
	*Vocal Music

## 10th Grade

English	Geometry
History	Latin
*Physical Ed.	Typing
	General Mathematics
	*Vocational Shop or Agriculture
	*Vocational Home Ec.
	*Band or Orchestra
	*Vocal Music

## 11th Grade

English	Latin
U. S. History	Advanced Math.
	Advanced English
	Typing
	Bookkeeping
	Shorthand
	*Vocational Agriculture
	*Vocational Home Ec.
	*Music
	*Public Speaking

## 12th Grade

Civics (1 semester)	Advanced English
Economics or Sociology	Public Speaking
Safety Education	Commerce
Health or Home Nursing	Physics
	*Music (Instrumental or Vocal)
	*Vocational Agriculture
	*Vocational Home Economics
	*Dramatics

\*Subjects thus marked may be carried as a fifth subject.

## ACADEMIC CURRICULUM

## 9th Grade

## Required

English  
Biology  
Latin  
Algebra  
Physical Education

## Elective

Music

## 10th Grade

English  
History  
Latin I or II  
Geometry  
Physical Education

Music

## 11th Grade

English  
U. S. History  
Vocational Home Ec.  
English  
U. S. History  
Advanced Mathematics

Music

Commerce

Latin

Public Speaking

Music

## 12th Grade

Advanced English  
Health  
Social Studies

Commerce

Physics

Music

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Reporter  
Librarian  
Musician  
Lawyer  
Editor  
Nurse  
Pharmacist  
Dentist

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Teacher  
Statesman  
Doctor  
Minister  
Historian  
Biologist  
Geologist  
Writer

VOCATIONAL HOME ECONOMICS CURRICULUM

9th Grade

Required	Elective
English	Algebra
Biology	Music
Physical Education	General Mathematics
Practical Arts	

10th Grade

English	Geometry
History	Typing
Vocational Home Ec.	Music
Physical Education	

11th Grade

English	Advanced Mathematics
U. S. History	Bookkeeping
Vocational Home Ec.	Music

12th Grade

Health	Advanced English
Social Science	Commerce
Vocational Home Ec.	Physics
	Music

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Home Maker	Restaurant Manager
Dietician	Laboratory Worker
Interior Designer	4 H Leader
Stylist	Teacher of Home Economics
Milliner	Nursery Director
Government Service	Extension Director
Practical Nurse	

Reporter  
 Social Science Teacher  
 Lunchroom Aide  
 Commercial Teacher  
 Commercial Artist

## COMMERCIAL CURRICULUM

## 9th Grade

Required	Elective
English	Music
Biology	
Algebra	
Physical Education	

## 10th Grade

English	Music
History	
Geometry	
Typing	
Physical Education	

## 11th Grade

English	Music
U. S. History	
Shorthand	
Typing	

## 12th Grade

Advanced English	Music
Health	
Social Studies	
Bookkeeping	

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Accountant	Salesman
Secretary	Insurance Salesman
Typist	Manufacturer
Bookkeeper	Importer
Clerk	Real Estate Broker
Banker	Purchasing Agent
Merchant	Commercial Teacher
Credit Manager	Commercial Artist



## VOCATIONAL AGRICULTURE CURRICULUM

## 9th Grade

Required	Elective
English	Algebra
Biology	Music
Vocational Agriculture	General Mathematics
Physical Education	

## 10th Grade

English	Geometry
History	Typing
Vocational Agriculture	Music
Physical Education	

## 11th Grade

English	Advanced Mathematics
U. S. History	Bookkeeping
Vocational Agriculture	Music

## 12th Grade

Health	Advanced English
Social Science	Commerce
Vocational Agriculture	Physics
	Music

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Farmer	Carpenter
Gardener	Service Man
Farm Manager	Farm Mechanic
County Agent	4 H. Leader
Florist	Farm Salesman
Tree Surgeon	Government Service
Forester	
Teacher of Agriculture	

Summary. -- It has been the purpose of this chapter to report the curriculum guidance as it has been directed by (1) the state, (2) college entrance requirements, and (3) local authority.

I State Requirements for Graduation from High School.

- a State Requirements 1887-1888.
- b State Requirements 1897-1898.
- c Law in force April 10, 1907.
- d Bulletin No. 44B., 1926.
- e State Requirements 1931.

II College Entrance Requirements for graduation.

- a Entrance Requirements 1912.
- b Entrance Requirements 1931.

III Local Requirements for Graduation.

- a Local Requirements 1931.
- b Local Requirements 1938-1939.
- c Subject Schedule 1938-1939.
- d Curriculum Charts.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Restatement of Problem. -- The problem involved in this dissertation is to answer the following questions:

- I What have been the changes in the curriculum relative to:
  - A Types of curricula offered?
  - B Number of subjects offered?
  - C Required and elective subjects?
  - D Time devoted to each subject?
  - E Number of pupils taking each subject?
- II What were the causes for the changes that have taken place?
- III To what extent has curriculum guidance been provided?

Conclusions. -- There have been some very marked changes in the curriculum of school "Z" to keep up with the demand of a rapidly increasing enrollment and progressing community.

- A. The early academic curriculum was composed of a large per cent of foreign language, mathematics, social studies, English, and science as a prerequisite for college entrance.

Vocational, commerce, physical education, and music and art were lacking entirely in the earlier curriculum of school "Z", but have played a very important part in the later curriculum.

Foreign language and science have declined to a very small per cent of the curriculum in recent years.

Social science, mathematics, and English have maintained their prominence in the curriculum throughout the school's history.

There were many subjects listed indefinitely as to content of subject matter, such as home economics, Latin, English, and drawing.

When something new was introduced, it was usually tried upon the freshman class. If found successful, it was nearly always allotted to the upper classes.

The school has progressed from a single academic curriculum to four distinct curricula; (1) academic, (2) vocational (girls), (3) commercial, and (4) vocational (boys).

B. The curriculum has been enlarged from ten subjects offered in the beginning to thirty-seven in 1938-1939.

C. Previous to 1913, there were no subjects elective to

the pupils even though they were elective to the person making the program. Since 1913, there have been many electives added to the various curricula for the pupils' choice. According to the subject schedule 1938-39 and the curriculum guidance charts, fifteen of the subjects offered were required and the remainder were elective. A subject which was required in one curriculum became an elective in another, such as Latin.

D. In most of the programs of studies, the length of the class period has been the same for all subjects except art, music, science and foreign language. The time of the class period varied from thirty minutes to sixty minutes.

E. As the enrollment increased, class divisions were made to prevent too large classes.

Causes for Changes. -- Some of the causes for the changes in the curriculum were state requirements for graduation, local requirements for graduation, college entrance requirements, qualification of the teacher, personality in charge of administration and supervision, demands made by the shifting population, and community complex.

Curriculum Guidance. -- Curriculum guidance has been dictated by the state throughout the fifty years. With the growth of the school there has been a state and local



cooperation in regard to guidance. The local authorities were guided by state recommendations as set forth in various administrative bulletins.

Local guidance appears to have been in the form of oral dictation and conference previous to 1931. Since 1931, there have been various little booklets and other printed instructions handed to each pupil containing state requirements, local requirements, college entrance requirements, list of subjects offered, various curricula offered, and the required and elective subjects offered under each curricula as well as the various occupations toward which each curricula leads.

Recommendations. -- To meet the requirements of pupils intending to enter various colleges; to produce a critical consuming populace; to prepare the pupil for future employment; and to prepare those entering nurses training, it would be wise to add chemistry or some other advanced science to the science group in the near future.

In preparation for a fuller life and for leisure time occupation as well as preparation for occupation in floriculture and other work on the various surrounding estates, it would be very appropriate to add a course in horticulture or market gardening and landscaping to the vocational curricula.

The fine arts program could be well improved by the addition of art subjects.

APPENDIX

APPENDIX

PROGRAM SCHEDULE 1989-1990

	FIRST YEAR	SECOND YEAR	THIRD YEAR
9:00		General History	General History
9:30			
10:00	U.S. Government		
10:00			Geometry
10:30			
11:00	Algebra I		
11:00			
11:30		Algebra III	
		Noon	
1:00			Physics
1:30			
1:30			Geology
2:00			Geology
2:00			Intellectual

12th	11th	10th	8th
8:45	8:25	8	8:25
Latin 2	Latin 2	Latin 2	English
10:05	10:05	Bookkeeping 2	
10:20	10:20	Geometry	
German	German		
11:00	11:00		
German	German		
10:20	10:20		
Algebra	Algebra		
11:00	11:00		
Botany 2	Botany 2		
11:45	11:45		
Geometry 2	Geometry 2		
Latin	Latin		
1:15	1:15		
Modern	Modern		
1:55	1:55		
History	History		
Latin	Latin		
1:55	1:55		
English	English		
2:35	2:35		
English 3	English 3		
Latin 2	Latin 2		

Noon

Recess

PROGRAM SCHEDULE 1898-1899

## PROGRAM SCHEDULE 1908-1909

	12th	11th	10th	9th
8:45				
9:00	Opening Exercises			
9:00				
9:40		Geometry	English	
9:40				
10:20	History			English
10:20				
11:00		English	Algebra	
11:00				
11:40	German			History
	Noon			
1:00				
1:40		German	History	Algebra
1:40				
2:20	Botany	Botany	German	
2:20	Civics 2nd Sem.			
3:00	Geography			German
3:00				
3:30	Music or Drawing all.			

A three teacher program.



## PROGRAM SCHEDULE 1918-1919

	Teacher A	Teacher B	Teacher C	Teacher D
8:45 9:30	English III	Algebra I	Latin I	Latin II
9:30 10:15	English II	Algebra I	Latin I	English IV
10:15 11:00	Assembly	Commercial Geo.	History III	Office
11:00 11:45	English I	Assembly	History IV	Office
NOON				
12:45 1:30	Botany Laboratory Th. Fri.	Assembly	Domestic Science	Music Science Laboratory Th. Fri.
1:30 2:15	Botany II	Plane Geom.	Assembly	General Science I
2:15 3:00	Assembly	Algebra III	History II	Physics IV
3:00 3:45	Manual Training	Assembly	Latin III	Th. and Fri. Physic Lab.

A four teacher program.

## PROGRAM SCHEDULE 1927-1928

	Teacher A	Teacher B	Teacher C	Teacher D
8:20			General Science	
9:05	Office	Algebra I	English 7th	U.S. History
9:08	Economic		General Science	
9:53	Geography	Geometry I	Latin I	English 9th
9:56				
10:41	Supervision	Algebra I	English	Assembly
10:44			Physics Continued	
11:29	Spanish	Geometry I	Assembly	English 9th

## Noon

12:20				
1:05	Office	Algebra III	Latin I	Assembly
1:08	Assembly			
1:53	Geography 7th	Trigonometry		General Hist.
1:56		Biology 9th	General Training	
2:41	Supervision	Assembly	Latin III	
2:44				
3:29	Supervision		English II	Physical Tr.

A nine teacher program

## PROGRAM SCHEDULE 1927-1928 (Cont'd)

Teacher E	Teacher F	Teacher G	Teacher H	Teacher I
English 8th	Assembly	Arithmetic 8th	General Science 8th	Vocational Home Economics 10th
Assembly	History 7th	Arithmetic 8th	General Science 8th	Home Ec. Continued
English 7th	History 8th	Arithmetic 8th	Physics 12	Vocational Home Economics 10th
English 7th	History 8th		Physics Continued Tues. Th.	Home Economics Continued

Sociology	Music	Biology Boys	Manual Training 7 & 8th	Home Economics 7 & 8th
	Music	Biology Continued Mon. & Tues.	Manual Training 7 & 8th	Home Economics 7 & 8th
English 8th	Music	Biology 9th Girls	Manual Training 9th	Vocational Home Economics 11th
Assembly	Music	Biology Continued	Man. Tr. Continued	Home Ec. Continued

## PROGRAM SCHEDULE 1938-1939

	Teacher A	Teacher B	Teacher C	Teacher D
8:05 9:00	Office	Book Store	Supervision 8th	Supervision 7th
9:05 10:00	History 11th	Assembly	Civics 12th	Algebra 9th
10:05 11:00	Office	English Literature 11 & 12th	English 7th	History 11th
11:05 12:00	Office	History 10th	History 8th	Algebra 9th

12:45 1:40	Economics	American Literature 11 & 12th	Arith. 8th	History 7th
1:45 2:40	Office	Assembly	Study 8th	Advanced Math 11-12
2:45 3:40	Office	History 10	English 8th	Assembly

An eleven teacher program.

## PROGRAM SCHEDULE 1938-1939 (Cont'd)

	Teacher E	Teacher F	Teacher G	Teacher H
	Physics	Supervised Study 8th	English 10	Typing I
	General Math. 9-10	Advanced English 11-12	Physical Ed. 10th M-Wed.	Physical Ed. 10th Tu.-Fri 8th Mon.-Thur.
	General Science 8th	Assembly	English 10	Typing I
	Assembly	Latin II	Lunch	Bookkeeping I Typing II
Noon Activities				
	Assembly	Latin I	English 9	Short Hand
	Geometry	Public Speaking 11-12	Physical Ed. 7-8-9	Physical Ed. 7-9
	Arithmetic 7	Latin I	English 9	Typing I



## PROGRAM SCHEDULE 1938-1939 (Cont'd)

	Teacher I	Teacher J	Teacher K	
	Band	Vocational Shop 9-10	Assembly	
	Art 7-8	Shop 7-8	Home Ec. 7-8	
	Music	Health 12 Boys	Biology 9 Girls	
	Music	Biology 9 Boys	Cafeteria	
	Music	Vocational 9-10 Agriculture	Home Ec. 10	
	Mon. Orch. Music 7-8 Music 7 Boys	Conference	Health 12 Girls	
	Advanced Orchestra	Vocational Agriculture 11-12	Home Ec. 11-12	

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