

GUIDANCE BULLETIN

**COURSE DESCRIPTIONS AND OTHER
INFORMATION FOR STUDENTS AND PARENTS
GRADES 7-12**

GARY PUBLIC SCHOOLS

GARY, INDIANA

1963-65

An extensive program of secondary education is offered in the Gary Public Schools to aid in providing an opportunity for each student to have educational experiences in accordance with his needs. The information in this bulletin is presented to help students and parents understand the offerings and requirements so that individual programs can be planned efficiently.

The counselors, in cooperation with other members of the staff, work with students and parents in interpreting the curriculum and other aspects of the school program. Orientation activities are conducted for seventh grade students as they enter the secondary schools. Intensive discussion of the high school curriculum occurs in the eighth grade social studies classes and in meetings of parents of eighth grade students. Also, in grades eight through eleven, each student is scheduled annually for conferences with the counselor to plan programs of studies. Periodically the student's parents are invited to participate in these conferences. Interests, reactions to exploratory experiences, school marks, results of standardized tests, tentative goals, and other items of information are used as aids in developing plans. Counseling in the twelfth grade is

Foreword

concerned primarily with post-high school educational and vocational plans.

In addition to participating in the scheduled interviews and group discussion sessions, students and parents are invited to request conferences with counselors and other members of the staff whenever there is need for assistance with educational planning, achievement in courses, or other problems related to the program of the school.

During the child's school career, he may meet with a wide variety of problems, conditions which may handicap his chances of success. The program of the Special Services Division is designed to assist children in preventing and solving problems in the areas of health, learning, behavior, and personal adjustment. If it is a physical problem, the services of the Medical and Dental Department are ready to assist. If it is a learning or behavior problem, the Psychology Department has primary concern. If it is a matter of legal care and protection or problems of adjustments for the child, the Pupil Personnel Department comes into service. If the child is blind, partially sighted, deaf, crippled, emotionally disturbed, or retarded, the Special Education Department provides the major service.

Additional information concerning these services may be obtained from your school or from the Special Services Division at the School Service Center.

Special Services

	<u>Subject</u>	<u>Number of Semesters</u>
Required:		
	English (Social Living - -	4
	Social Studies 2-hour block of time)	4
	Mathematics	4
	Science and Health	2
	Physical Education	2
	*Homemaking or Industrial Arts	2
	*Speech and Dramatics	1
	*Art	1
	*Music	1
Electives:		3
	Art	
	Foreign Languages	
	Homemaking	
	Industrial Arts	
	Music (vocal or instrumental)	
	Physical Education	
	Science	
	Speech and Dramatics	
	TOTAL	<u>24</u>

* One or more of these requirements may be waived for individual pupils for whom there is conflict with band, orchestra, chorus, and/or foreign language.

Requirements — Grades 7-8

<u>SUBJECT</u>		Minimum Units Required	Number of Units Recommended
English		3	4
(To include English I, English II, and English III)			
Social Studies		2	3
(To include one unit in U. S. History, one-half unit in U. S. Government, and one-half unit selected from American Problems, World Problems, Social Problems, and Economics)			
Mathematics		1	2
Science		1	2
Health and Safety		$\frac{1}{2}$	$\frac{1}{2}$
Physical Education		1	1
Homemaking or Industrial Arts		—	1
Art or Music		—	1
Total		$8\frac{1}{2}$	$14\frac{1}{2}$
Elective Units		$9\frac{1}{2}$	$3\frac{1}{2}$
*Minimum Units Required		18	18

Graduation Requirements — Grades 9-12

As part of the requirements for high school graduation, each pupil must select two subject areas as majors and two additional areas as minors. Three units of work must be completed in each area selected as a major and two units in each area selected as a minor. Selections may be made from the following subject areas:

Art

Business Education

Distributive Education

English (Basic English)

English (Speech and Dramatics
and/or Journalism.)

Foreign Language

(A major or minor must include at
least two units in one language.)

Homemaking

(A major must include more than
one specialized area, such as foods
and clothing.)

Industrial Arts

(A major must include more than
one specialized area, such as wood-
work and metalwork. Units in Vo-
cational Education courses may be
counted toward a major or minor in
industrial arts.)

Mathematics

Music

(A major must include Music Theory
and Harmony.)

Physical Education and Health and
Safety

(A combination of these courses
meets the minor requirements.)

R. O. T. C.

Science

(Physical Science may not be count-
ed with either Chemistry or Physics
toward a major or minor.)

Social Studies

Trade and Industrial Vocational Edu-
cation

Majors and Minors

* Credit may be earned beyond the 18 minimum units required for graduation.

College entrance requirements usually exceed the MINIMUM requirements established for high school graduation. Thus, each student should learn as early as possible the entrance requirements for the department in which he is interested at the college he plans to attend.

To be eligible to graduate a student must have the equivalent of four years in high school unless otherwise advised by competent guidance. In any case he must spend at least seven semesters in high school.

One unit of credit is allowed for a year's work completed in each of the subjects in grades nine through twelve except the following, which receive only one-half unit of credit per year:

Physical Education
Library Assistance
Audio-Visual Assistance
Office Assistance

The offerings in assistance are limited to students in grades 10, 11 and 12 and not more than a total of one-half unit is allowed.

Credit cannot be allowed for courses taught by a tutor other than a homebound teacher provided through the Special Services Division.

Correspondence school credit is limited to courses offered by Indiana University. A maximum of two units of correspondence work may be counted toward graduation for any student under the age of twenty-one. For a student over twenty-one years of age, the maximum is four units.

A student may not count toward graduation more than six units in English, including speech, dramatics, and journalism.

STUDENT LOAD

Subjects that require formal preparation outside the classroom sessions are considered academic subjects.

A normal load for the college-bound student includes four academic courses. Upon approval of the principal, or/and counselor, a student may take five, or in very exceptional cases, six academic courses.

Students who are not planning to attend college normally take three academic courses.

Students are classified according to units earned as follows:

<u>Classification</u>	<u>Units Earned</u>
Freshman - Grade 9	0 - 3.9
Sophomore - Grade 10	4 - 7.9
Junior - Grade 11	8 - 12.9
Senior - Grade 12	13 -

Six times during the school year reports of achievement and attendance are sent to parents. Letter marks A, B, C, D, and F are used to indicate excellent, better than average, average, less than average, and unsatisfactory achievement, respectively. No credit is earned for work receiving the mark of F. The mark "Inc." is used to show work that is incomplete due to excused absence. FS is used only as a final mark in a unit course to indicate that achievement has been unsatisfactory and that permission is granted to repeat the entire course for credit in the summer school session immediately following the school year in which the mark is received.

An absence or tardiness is excused when caused by illness of the pupil or other reasons which, in the judgment of the principal, are legitimate. Work lost through excused absence or excused tardiness may be made up for credit provided it is completed within a six-week period.

Parents are invited to visit with teachers, counselors, and/or principals to review reports and to share in planning educational experiences. Making an appointment prior to the visit will ensure the best use of time.

Homework assignments are given frequently in many of the courses. In addition to providing an opportunity for students to extend their learning, these assignments bring to the attention of parents some indication of the nature of the work in school.

In addition to a number of classroom tests given during the year by teachers, certain nationally standardized tests are given in various grades. Reading readiness tests are administered to first graders; mental maturity tests are given to second, fourth, sixth, and eighth graders; achievement tests of skills in reading and arithmetic are given in the fourth, sixth, and eighth grades; and additional tests in language skills are given to sixth and eighth graders.

On the secondary level, achievement tests in a number of areas, special aptitude tests, and a test of school and college ability are given. Other tests and interest inventories are administered for individuals and groups in accord with specific needs.

Tests are selected and evaluated by the Bureau of Research and Publications in conjunction with school building representatives. Group tests are given by counselors and teachers. Requests for individual tests for severe learning problems are directed to the Psychology Department.

For those students planning to attend college, additional tests are usually requested by the particular colleges. Students should contact building counselors to discuss their needs, testing dates, and costs.

None of these tests can be regarded as precise measures of ability or achievement. They merely provide a reasonable estimate of a student's performance in comparison with that of other boys and girls of his age or grade in many American schools. When properly used along with other information, test data can make some contribution toward the knowledge of self that is needed in educational and vocational planning. On the secondary level, it is the counselors who attempt to assist students in understanding test results and their relation to other information.

An eight-week summer school session begins on Monday following the close of the regular school year. During the summer, students may repeat half-unit courses in which they have done unsatisfactory work and unit courses for which they have received the mark FS.

Limited opportunities are available for able students to earn advanced credit in half-unit courses such as Health and Safety, Driver and Safety Education, Personal Typing, United States Government, Advanced Chemistry, Solid Geometry, and Trigonometry. Advanced credit may be earned also in instrumental music and a few unit courses that are non-sequential or that are at the end of the sequence in foreign language, homemaking, art, mathematics, science, industrial arts, etc.

In order to earn high school credit, students are required to attend summer classes forty days; two hours per day for a half-unit course or a unit course in which the mark FS has been received, and four hours per day for a full unit course.

During the summer, some courses are offered at only one school in the city. However, eligible students from any of the schools may take such courses.

A recreational program is available at each of the secondary schools as a part of the summer program.

Summer School

ART 7 — Grade 7. Art 7 is a required one-semester course which may be taken either in Grade 7 or Grade 8. It is exploratory in nature, including design, color, drawing, painting, crafts, etc.

ART 8 — Grade 8. This is a one-semester elective course designed to give further exploratory experiences to those pupils who wish them. It may be elected either in Grade 7 or in Grade 8. Art 7 is a prerequisite.

ART I — Grade 9, 10, 11, or 12. Art I is a one-year elective course designed to give a better understanding of art everyday life through the study of color, design, layout, and crafts. It may be elected in any year of the pupil's high school program.

ART II — Grade 10, 11, or 12. Art II is a one-year elective course providing further experiences in color, relationships of media, composition, etc. Art I is a prerequisite.

ART III — Grade 11 or 12. Art III is a one-year elective course designed for the pupil who wishes to major in art. This is a course of extended studies in media, techniques, etc. Art II is a prerequisite.

ART IV — Grade 12. Art IV is a one-year course also designed primarily for the pupil who has declared a major in art. It is a course of advanced problems in media, materials, techniques, etc. Art III is a prerequisite.

ARTS AND CRAFTS — Grade 10, 11, or 12. This is a one-year elective course including units of study in pottery, sculpture, jewelry, metals, and weaving. Although pupils may not elect this course earlier than Grade 10, there is no prerequisite.

COMMERCIAL ART — Grade 10, 11, or 12. Commercial Art is a one-year elective course of such specialized areas of study as lettering, layout, display, techniques, fashion illustration, and cartooning. Art I is a prerequisite to this course.

PHOTOGRAPHY — Grade 9, 10, 11, or 12. Photography is a one-year elective course designed for the pupil who is interested in photography either as a hobby or as a vocation. This course includes such special areas of study as photograms, cameras, light modulation, contact printing, and texture.

GENERAL BUSINESS — Grade 9 or 10. General Business is a one-year introductory course in business with a twofold purpose: (1) to develop the knowledge and skills useful in personal business activities and consumer practices and (2) to provide a background for the study of more advanced business courses. This course is recommended for all pupils regardless of occupational interests or plans for study beyond high school.

PERSONAL TYPING — Grade 10, 11, or 12. Personal Typing is a one-semester course designed to develop keyboard mastery, the primary typing techniques, and sufficient speed and accuracy to provide a serviceable skill for personal typing problems. This course is intended only for pupils who do not plan to complete a major or minor in business education. Also, only pupils who do not desire greater typing skills, or whose programs do not permit a full year of typing instruction, should elect Personal Typing.

TYPING I — Grade 10, 11, or 12. Typing I is the first course in typing for pupils who wish to complete a full year of typing instruction and attain greater typing skills than can be attained in one semester. This course provides also for application of the typing skills to such problem work as the typing of letters, manuscripts, statistical tables, and business forms. Pupils who plan to complete a major or minor in business education, and others whose programs permit a full year of typing instruction, should elect Typing I in preference to Personal Typing.

TYPING II — Grade 11 or 12. Typing II is a one-year course designed to develop advanced levels of speed and accuracy in typing. Emphasis is given to occupational proficiency in the over-all typing skills and their application to business problems and production work, including the use of duplicating machines. Only pupils who demonstrate an aptitude and proficiency in Typing I, and preferably those who desire to complete a major in business education, should elect Typing II. Pupils usually should plan to take this course in Grade 12; however, those who plan to take Cooperative On-the-Job Training in Grade 12 should take Typing II in Grade 11 in order that skills may be brought to highest proficiency preceding this employment.

BOOKKEEPING — Grade 10, 11, or 12. Bookkeeping is a one-year course of instruction in keeping records of business transactions through a series of accounts. It stresses the importance of accurate business records to the individual, social organization, business enterprise, and government. Although Bookkeeping is not a vocational course, it also introduces pupils to the fields of bookkeeping and accounting as occupations. This course is recommended for all pupils who plan to complete a major in

business education and for others who have demonstrated an aptitude and proficiency in either General Business or mathematics. Ordinarily it is desirable that pupils elect this course in Grade 12; however, pupils who plan to enroll in Cooperative Education should elect Bookkeeping prior to their on-the-job training which they take in Grade 12.

BUSINESS LAW — Grade 11 or 12. Business Law is a one-semester study of the principles of law as they apply to contracts, agencies, negotiable instruments, partnerships, property ownership, and the common everyday business activities. This is a practical course recommended for all pupils whose programs permit electing it.

FUNDAMENTALS OF DISTRIBUTION — Grade 11. Fundamentals of Distribution is a one-year study of our system of distributing goods and services. The wholesale and retail functions are emphasized. All pupils who plan to take Cooperative On-the-Job Training in distributive education in Grade 12 must take Fundamentals of Distribution prior to this on-the-job training.

CLERICAL PRACTICE — Grade 11 or 12. Clerical Practice is designed for pupils who are interested in training for such office occupations as file clerk, shipping clerk, billing clerk, machine transcriber, typist, telephone operator, and receptionist. Pupils may enroll in this course for either one or two semesters. It is highly recommended that pupils attain a background of General Business, Typing, and Bookkeeping before enrolling in Clerical Practice. In order that skills may be brought to highest proficiency near the time of graduation, most pupils should elect this course in Grade 12. Cooperative Education pupils who elect Clerical Practice, however, must take it prior to Cooperative On-the-Job Training which they take in Grade 12.

SHORTHAND I — Grade 11 or 12. Shorthand I is a one-year beginning course in the theory and skills of Gregg Shorthand. In this course pupils work toward the objective of taking dictation at the rate of sixty words per minute. Most pupils who elect Shorthand I should plan to take it in Grade 11 so that Shorthand II and Cooperative On-the-Job Training in stenography will be available in Grade 12 if they wish to elect these courses also.

SHORTHAND II AND SECRETARIAL PRACTICE — Grade 12. Shorthand II and Secretarial Practice is a one-year combination course primarily vocational in nature. The purpose of this course is to develop marketable stenographic and secretarial skills. Only pupils who have demonstrated proficiency in Shorthand I and are interested in stenography or secretarial work as an occupation, or plan to take college work in the field of business education or stenographic-secretarial training, should elect Shorthand II and Secretarial Practice.

MACHINE CALCULATION — Grade 11 or 12. Machine Calculation is a one-semester course designed to develop marketable skills in the use of calculating machines for solving mathematical and statistical problems. This course is intended for pupils who are interested in post-high-school employment in bookkeeping, accounting, or statistical work and for those who plan to enter one of these or a related field of study in college. Pupils should elect Machine Calculation preferably in Grade 12; however, for those who plan to elect Cooperative On-the-Job Training in one of the above occupations, Grade 11 may be the more desirable time to take Machine Calculation.

COOPERATIVE ON-THE-JOB TRAINING* — Grade 12. Cooperative On-the-Job Training is a year of terminal vocational training in business or distributive education through supervised part-time employment in a cooperating business office or merchandising establishment in the community. Pupils enrolled in this course are required to spend a minimum of fifteen hours per week in employment at the cooperating training station, preferably to be distributed over a period of five days. Hours of employment must be arranged so that the in-school related study may be taken concurrently. Pupils should confer with the teacher-coordinator prior to electing this course in order that any necessary special arrangements may be made.

RELATED STUDY* (Cooperative Education) — Grade 12. Related Study is a year of individual and group in-school training and guidance in making desirable adjustments and progress in the program of on-the-job training. It is required that all Cooperative Education pupils take this course concurrently with Cooperative On-the-Job Training.

*These courses are Vocational Education courses. They have prerequisites from among the General Education courses. These prerequisites vary with each type of Cooperative On-the-Job Training. Pupils should confer with the school counselor and the teacher-coordinator in Cooperative Education to determine the prerequisites for the type of Cooperative On-the-Job Training which he wishes to elect.

ENGLISH 7 AND ENGLISH 8 — Grades 7 and 8. There are two sections of English in each of the seventh and eighth grades. The *regular* sections are designed for pupils who are capable of average or above-average achievement in English; the *special* sections are designed for pupils who need special help in English. The work in both the *regular* and the *special* sections centers around the four areas of language arts - listening, reading, speaking, and writing. Emphasis is given to the basic reading skills and the fundamentals of composition, including the parts of speech, word usage, spelling, sentence form and structure, and paragraphing.

ENGLISH I-IV (Regular) — Grades 9-12. English I, English II, English III, and English IV are given in the ninth, tenth, eleventh, and twelfth grades respectively for one unit of credit each. The work is designed for cumulative development in the listening, reading, speaking, and writing skills. Literary types of increasing difficulty also are studied at each level.

ENGLISH I-IV* (Special) — Grades 9-12. Special English courses are designed for pupils who need special help in order to make satisfactory progress in English. These courses emphasize the functional use of the English language and reading adapted to pupil needs. It is particularly desirable that pupils who are enrolled in *special* English courses complete four units of work in basic English before graduation.

ADVANCED COMPOSITION — Grade 12. Advanced Composition is a one-semester elective course offered in the twelfth grade for one-half unit of credit. This course is designed for capable pupils who desire advanced study in composition and greater proficiency in writing. It may be elected in addition to or substituted for the semester of composition in English IV (Regular).

ADVANCED LITERATURE — Grade 12. Advanced Literature is a one-semester elective course designed for capable pupils who desire advanced study of great world literature. This course may be elected in addition to or substituted for the semester of literature in English IV (Regular).

JOURNALISM I — Grade 10, 11, or 12. Journalism I is a one-year elective course designed to give pupils the fundamentals of news, editorial, and feature writing, make-up and layout of copy, and other publication procedures. This course does not fulfill any part of the graduation requirements in basic English.

JOURNALISM II — Grade 11 or 12. Journalism II is a one-year course which may

*A pupil may transfer from *special* to *regular* English when he demonstrates the ability to succeed in the work of the more difficult courses without special help.

be elected by pupils who are interested in advanced work in the fundamentals of journalism emphasized in Journalism I. Actual journalism experiences are gained through production of the school newspaper or annual. Journalism II does not fulfill any part of the graduation requirements in basic English.

SPEECH AND DRAMATICS — Grade 7 or 8. Speech and Dramatics is a one-semester required course emphasizing the improvement of voice and diction. Pupils may take this course in either the seventh or eighth grade. It provides experiences in informal and semi-formal public speaking, elementary debate, one-act play production, individual interpretative oral reading, choral reading, and storytelling. Some work in creative dramatics and puppetry also is included.

SPEECH AND DRAMATICS — Grade 8. A second semester of speech and dramatics is offered for eighth-grade pupils who desire further personal development through the speech arts. Experiences in informal speech are provided through a series of short dramatizations with a wide variety of roles played by each pupil. One long play also is produced, and each pupil has the opportunity to be a member of a speech choir. In addition, further work in puppetry is included.

SPEECH I — Grade 9, 10, 11, or 12. Speech I is a one-year elective course emphasizing improvement of voice and diction. Practice is given in extemporaneous speaking, choral reading, and storytelling — particularly the humorous story and the anecdote. Credit earned in this course may be used toward a major or minor in Speech and Dramatics, but it does not fulfill any part of the graduation requirements in basic English.

SPEECH II — Grade 10, 11, or 12. Speech II is a one-year elective advanced course in speech composition and delivery. The types of speeches for various occasions are analyzed, and practice is given in making an outline, composing a speech, and delivering it. This course includes also work in debate and in the reading of both prose and poetry. In addition, listening and conversation are studied as fine arts as well as tools of communication. The credit earned in this course may be used toward a major or minor in Speech and Dramatics, but it does not fulfill any part of the graduation requirements in basic English. Speech I is a prerequisite to Speech II.

DRAMATICS I — Grade 10, 11, or 12. Dramatics I is a one-year elective course designed to introduce the pupil to drama as a type of literature and to stagecraft as a medium of communication. Instructional activities consist primarily of play reading and interpretation with the purpose of developing an appreciation for drama and an acquaintance with a representative group of significant plays. The credit earned in this course may be used toward a major or minor in Speech and Dramatics, but it

does not fulfill any part of the graduation requirements in basic English.

DRAMATICS II — Grade 11 or 12. Dramatics II is a one-year elective advanced course emphasizing play production and acting as mediums of communication. Drama as it is adapted to the professional theatre, to the motion picture, and to the radio and television theatre is analyzed, compared, and evaluated. One-act plays in which pupils are given the opportunity to direct as well as act are produced. The credit earned in this course may be used toward a major or minor in Speech and Dramatics, but it does not fulfill any part of the graduation requirements in basic English.

DEVELOPMENTAL READING — Grades 7-12. Specialized reading instruction is provided in three types of classes as pupil needs are identified:

1. Pupils of average and above average ability who have reading problems serious enough to prevent satisfactory achievement in regular classroom work receive instruction in small groups.
2. Pupils who need good developmental reading instruction to help them attain academic proficiency receive instruction in larger groups.
3. Pupils who are able readers but need specialized study skills and rate improvement instruction before entering college receive instruction in a group whose size is determined by the needs of the pupils.

Pupils may be referred to the individual-developmental-reading teacher by the classroom teacher, the parent, the counselor, the principal, or the pupil himself if he recognizes that he needs help in reading. Careful selection of pupils for this program is most important because of the limited number of teachers currently available for this specialized instruction.

French, Spanish, German, and Latin may be taken as one of the electives in the seventh and eighth grades. Although the seventh and eighth-grade modern foreign languages courses emphasize the conversational approach, a pupil may upon completion of two consecutive years of one language and upon the recommendation of his teacher elect the second year of the same language at the ninth grade level. Credit is not given for seventh and eighth-grade courses. Language at this level is an enrichment program. Where the demand for seventh and eighth-grade language courses exceeds capacity, classes are determined by the following criteria: reading test scores, sixth grade achievement, teacher recommendation, mental maturity, and student and parent interest.

Any one of the foreign languages may be elected in grades nine to twelve. The study of a particular language may be continued for a maximum of four years. A student should take at least two years of a language for college purposes. One additional year of another language may be taken for a language major. However, some colleges are recommending that the students take at least three years of a language at the secondary level. Language offerings are determined by the availability of personnel and demand for the class.

In grades ten through twelve, Russian may be elected by students who have taken or are taking another modern foreign language.

The language laboratory is used as an instructional aid for all modern languages.

List of Courses

FRENCH 7, 8, I, II, III, IV

GERMAN 7, 8, I, II, III, IV

LATIN 7, 8, I, II, III, IV

RUSSIAN I, II

SPANISH 7, 8, I, II, III, IV

HOMEMAKING 7 — Grade 7. In the seventh grade, pupils learn to help at home with the most interesting job of homemaking. It includes helping to care for young children, learning to sew, keeping the wardrobe attractive, making and keeping friends, selecting food for health, helping with simple meals, marketing, learning the proper manners for teens, and assisting with the housekeeping. One semester is scheduled in the foods room and one semester in the clothing room. The semester in the clothing room is required.

HOMEMAKING 8 — Grade 8. In the eighth grade, pupils are given help in better understanding themselves and others to enable them to establish wholesome friendships with boys and girls, improving personal appearance, entertaining, preparing quick and easy meals for the family, and making some of their own clothing. One semester is scheduled in the clothing room and one semester in the foods room. The semester in the foods room is required.

HOMEMAKING I (Foods 1) (Clothing 1) — Grade 9, 10, 11, or 12. Homemaking I is a one-year elective course which may be taken during any year of the pupil's high school program. In order to provide a broad interpretation of homemaking, one semester is scheduled in the foods room and one semester in the clothing room. The areas of emphasis include family meals and hospitality, managing time and money, personal development, improving our homes, making clothes, and being attractively dressed. This year of work is strongly recommended for all girls.

HOMEMAKING II (Foods 2) (Clothing 2) — Grade 10, 11, or 12. Homemaking II is an elective course which may be taken in semester units for one-half unit of credit each. In this course, further experiences are provided in family living, making clothes, buying wisely, and personal development. One semester is provided in the foods room and one semester in the clothing room. Homemaking I is a prerequisite to either of this course.

ADVANCED CLOTHING (Clothing 3) — Grade 10, 11, or 12. This is a one-semester elective course for pupils who wish to develop further ability in clothing selection, construction, and care. Clothing 2 (that semester of Homemaking II devoted to clothing) is a prerequisite to this course.

ADVANCED CLOTHING (Clothing 4) — Grade 11 or 12. A second semester of advanced clothing is designed particularly for girls who wish to construct clothing for their immediate needs, such as for graduation activities. Clothing 3 is a prerequisite.

MODERN LIVING — Grade 11 or 12. This is a one-semester elective course designed to meet the needs of pupils in the eleventh and twelfth grades. It is concerned with looking toward marriage, home planning, and learning to use money wisely. There is no prerequisite.

HOME NURSING — Grade 11 or 12. This is a one-semester course designed to

meet the needs of eleventh and twelfth grade pupils. There is no prerequisite, but the course, is planned to follow Modern Living with emphases on child care and training, health, and simple home-nursing techniques. It also provides an interpretation of nursing as a career.

SENIOR FOODS — Grade 12. Senior Foods is a one-semester course designed for pupils in the twelfth grade who are planning to establish homes of their own and need to learn to plan, prepare, and serve family meals. There is no prerequisite.

MECHANICAL DRAWING-WOODWORK* — Grade 7 or 8. Mechanical Drawing-Woodwork is a one-semester course giving pupils an opportunity to explore the fields of both mechanical drawing and woodwork. This is a required course for all boys. It may be taken either in Grade 7 or in Grade 8. It is recommended, however, that this be a boy's first industrial-arts course and that, in every case possible, it be taken in Grade 7.

GENERAL METALS-ELECTRICITY* — Grade 7 or 8. General Metals-Electricity is a one-semester course in which pupils briefly explore both the field of general metalwork and the field of electricity. It is required that all boys take this course either in Grade 7 or in Grade 8. It is desirable that, whenever possible, General Metals-Electricity be taken after Mechanical Drawing-Woodwork, and preferably in Grade 8.

MECHANICAL DRAWING (Exploratory) — Grade 7 or 8. This is a one-semester introductory course for girls who wish to explore the field of mechanical drawing and for boys who wish to explore the field to a greater extent than is possible in the one semester of Mechanical Drawing-Woodwork. Instruction centers around the fundamental principles of mechanical drawing, visualization, and drawing interpretation. This is a desirable elective for pupils who plan to elect further mechanical drawing in high school.

MECHANICAL DRAWING I — Grade 9, 10, 11, or 12. Mechanical Drawing I is the first full-year course in mechanical drawing. Continued emphasis is given to the fundamental principles of mechanical drawing, visualization, drawing interpretation, and good drawing technique. This course should precede any extensive study in other areas of industrial arts.

MECHANICAL DRAWING II — Grade 10, 11 or 12. Mechanical Drawing II is a one-year course designed to develop a high degree of mechanical-drawing skill. Machine drawing, detail and assembly drawing, and architectural drafting is included in this course. Only pupils who have demonstrated an aptitude and proficiency in previous mechanical-drawing work are encouraged to elect Mechanical Drawing II.

WOODWORK (Exploratory) — Grade 7 or 8. This is a one-semester elective course designed for pupils who wish to explore the field of woodwork more extensively than is possible in the one semester of Mechanical Drawing-Woodwork. Activities center primarily around the use of hand tools for small woodwork projects and the making of minor home repairs. This is a desirable course for every pupil whose program permits electing it either in Grade 7 or in Grade 8.

WOODWORK I — Grade 9, 10, 11, or 12. Woodwork I is a one-year course centering around the basic woodworking materials and processes which make use of both

*These are required courses, one to be taken in Grade 7 and one in Grade 8. It is recommended that, in all cases where individual programs and class scheduling permit, pupils take Mechanical Drawing-Woodwork in Grade 7 and General Metals-Electricity in Grade 8.

hand tools and power tools. It is designed to develop an appreciation of woodworking as a medium for creative expression and to create an interest in woodworking as a leisure-time activity. Although Woodwork I may be elected in any year of the pupil's high school program, in all cases possible it should be planned for Grade 9, Grade 10, or Grade 11 in order that Woodwork II may be elected in Grade 12 if the pupil desires further study in this area.

WOODWORK II — Grade 10, 11, or 12. Woodwork II is a one-year course designed to develop a deeper appreciation for good woodworking design and materials, high-quality workmanship, and an awareness of the vocational possibilities in the woodworking industry. Although this course is open to all pupils, it is of greatest value to those who have demonstrated proficiency in Woodwork I and are interested in woodworking as a post-graduation occupation or are planning further study in industrial education at the college level.

GENERAL METALS (Exploratory) — Grade 7 or 8. This is a one-semester elective course designed to give pupils further exploratory experiences in those areas of metalwork which are touched upon in General Metals-Electricity and in other areas for which there is not time in the one semester of General Metals-Electricity. This is a desirable course for pupils whose interest in metalwork is aroused in General Metals-Electricity and whose schedules permit this elective either in Grade 7 or in Grade 8.

GENERAL METALS I — Grade 9, 10, 11, or 12. General Metals I is a one-year course covering the areas of project planning, sheet-metal work, forging, and foundry work. It is designed to develop an interest and a degree of manipulative skill in metalwork for avocational purposes. Pupils who may develop vocational interests in metalwork should elect General Metals I in Grade 11 or earlier to permit electing General Metals II before graduation.

GENERAL METALS II — Grade 10, 11, or 12. General Metals II is a one-year course emphasizing prevocational experiences in all areas of metalwork. This course is designed to develop greater skill in all fundamental handtool and machine operations with metals. Only pupils who have demonstrated an aptitude and proficiency in General Metals I and are interested in vocational training in metalwork or further study in industrial education in college are encouraged to elect General Metals II.

ELECTRICITY (Exploratory) — Grade 7 or 8. This is an elective one-semester orientation to electricity. The purpose of this course is to develop a deeper understanding of the basic principles of electricity than is possible in the one semester of General Metals-Electricity. It may be elected by pupils for whom an interest in electricity is aroused in General Metals-Electricity and whose programs permit this elective either in Grade 7 or in Grade 8.

ELECTRICITY I — Grade 9, 10, 11, or 12. Electricity I is a one-year course giving continued emphasis to the basic principles of electricity. It is designed to develop consumer knowledge in terms of purchasing, safety precautions in using electricity, and the making of minor repairs on electrical appliances. This course is highly recommended for all pupils — both boys and girls. A pupil may elect Electricity I for any

year of his high school program unless he plans also to elect Electricity II. In this case he must elect Electricity I earlier than Grade 12.

ELECTRICITY II — Grade 10, 11, or 12. Electricity II is a one-year course providing a more extensive study of electricity, including the field of electronics. Experiments designed to develop greater understanding of the basic principles of electricity and electronics are an important part of this course. Pupils should also gain sufficient occupational information concerning electricity and electronics to determine possible future vocational interests.

GENERAL CRAFTS (Exploratory) — Grade 7 or 8. This is a one-semester introductory course in designing and constructing articles primarily of leather and plastics. The purpose of this course is to develop an appreciation for good design and workmanship and for the use of craft skills as a leisure-time activity or hobby. Pupils may elect this course either in Grade 7 or in Grade 8.

GENERAL CRAFTS — Grade 9, 10, 11, or 12. General Crafts is a one-year course designed for more extensive training in the design and construction of leather and plastic projects. This course also emphasizes good workmanship and the ability to use crafts as a medium for self-expression.

PRINTING I — Grade 9, 10, 11, or 12. Printing I is a one-year introductory course designed to develop a general knowledge of how printing is done, to encourage desirable work habits, and to develop the basic skills required for performing simple printing jobs. Instruction centers around the basic fundamentals related to printing design and layout, simple typesetting, press feeding, proofreading, and the care of printing materials and equipment.

PRINTING II — Grade 10, 11, or 12. Printing II is a one-year continuation of the fundamentals emphasized in Printing I with an introduction to bindery work. This course is designed to provide pupils also with a knowledge of printing as an industry and to develop an understanding of the various trades in the graphic arts.

MACHINE SHOP I — Grade 9, 10, 11, or 12. Machine Shop I is a one-year course introducing the various kinds of machines used in working with heavy metals. The purpose of this course is to familiarize pupils with the kinds of work which the different machines perform and to train them in the operation of each machine.

MACHINE SHOP II — Grade 10, 11, or 12. Machine Shop II is a one-year advanced course in the use and operation of each of the metalworking machines. This course is designed to develop a thorough knowledge of the various kinds of metals and the ability to perform work on each machine with a given degree of accuracy. It helps pupils also to develop an appreciation for the skills that a machinist must attain and an awareness of the vocational possibilities in the machine-metal trades.

ARITHMETIC 7 — Grade 7. This is a two-semester course required in the seventh grade. In it, the development of basic arithmetic begun in elementary school is continued. An introduction to algebraic equations may be a part of this course.

ARITHMETIC 8 — Grade 8. Arithmetic 8 is a two-semester course required in the eighth grade. In this course, most students should complete mastery of basic arithmetic. Simple equations are introduced and used in the solution of problems. They can maintain this achievement and continue their development in arithmetic through experiences in other school subjects and outside activities. A few students may need to continue receiving formal instruction in arithmetic in the ninth grade.

ARITHMETIC 8x — Grade 8. Arithmetic 8x is planned for eighth grade pupils who are recommended for the accelerated program. It contains the essential part of Arithmetic 8 and, in addition, extended study of Algebra. Topics include linear equations, quadratic equations, factoring, and informal proofs.

GENERAL MATHEMATICS — Grade 9. This course is provided for ninth grade students who need to continue development in arithmetic and to explore gradually a few concepts of algebra and geometry. In this course, some students may complete needed understandings and skills of arithmetic, while others may need to continue this development in the tenth grade or later. A few may acquire enough interest and achievement in General Mathematics to enter Algebra I in the tenth or eleventh grade. Most colleges do not accept this course as one which meets their entrance requirements.

APPLIED MATHEMATICS — Grades 10, 11. Applied Mathematics is offered for students beyond the ninth grade who still need to continue development in basic arithmetic and simple concepts and processes of algebra and geometry, with considerable emphasis on applications to practical problems. This course is expected to make it possible for these students to complete development in the mathematics needed for daily living and for all high school subjects except the higher mathematics and science. For students in vocational education and in other special cases this may be used as the unit of mathematics required for graduation. Most colleges do not accept this course as one which meets their entrance requirements.

SENIOR MATHEMATICS — Grade 12. This is a one-semester course offered for seniors who need strengthening in basic arithmetic and simple processes of algebra and geometry. Emphasis is on mastery of the fundamental operations of arithmetic. Test results are used to help identify the students who need this course.

ALGEBRA I — Grades 9, 10. This course is offered for students who have completed essential learning of arithmetic in the eighth grade and appear to have aptitude for algebra. A few students may become ready for algebra in the tenth grade by first taking General Mathematics in the ninth grade. Students who plan to attend college or certain technical schools are expected to complete algebra.

ALGEBRA Ix — Grade 9. Ninth grade students who have completed Arithmetic 8x, or its equivalent, may be recommended for Algebra Ix. In addition to completing the

content of the regular first-year algebra, this course includes most of the usual second course in algebra.

PLANE GEOMETRY — Grades 10, 11, 12. Students who have completed Algebra I and have ability for an interest in extending their study of mathematics to a higher level, may take Plane Geometry. Usually it is required for admission to college and many technical schools. Plane Geometry normally is taken in the tenth grade.

GEOMETRY x — Grade 10. This is an accelerated course in geometry. It includes both plane and solid geometry. It is offered only for students who are recommended for the accelerated program.

ALGEBRA II (B, A) — Grades 11, 12. Algebra II is offered for students who have completed Plane Geometry. It is recommended that it be taken as a two-semester course. However, credit may be allowed for one semester. If scheduling permits, it should precede Solid Geometry and Trigonometry. This course is strongly recommended for college preparatory students and others who have shown proficiency in Algebra I and Plane Geometry.

ALGEBRA IIBx — Grade 11. Algebra IIBx is a one-semester course for students who have had Algebra Ix. It contains the remainder of what is usually offered in two years of high school algebra and most of the typical course in college algebra. It is recommended that Trigonometry be combined with Algebra IIBx, to make a unit in the eleventh grade.

SOLID GEOMETRY — Grades 11, 12. This one-semester course in space relations is offered for students who have completed at least Plane Geometry. Some colleges require it for admission to the study of engineering.

TRIGONOMETRY — Grades 11, 12. Trigonometry is a one-semester course offered for students who have completed Plane Geometry and preferably Algebra II also. Usually, it is required for admission to the study of engineering.

ADVANCED MATHEMATICS (B, A) — Grade 12. Advanced Mathematics is offered for students who have completed Geometry x, Algebra IIBx, and Trigonometry. It provides an introduction to higher mathematics and includes the mathematics needed for Advanced Physics. It is hoped that some students who complete this course will qualify for advanced placement in college.

GENERAL MUSIC — Grades 7, 8. This is a one-semester course required in the seventh or eighth grade. In this course, students receive varied experiences in music, including the study of music notation, singing, listening, and performing on simple instruments.

GIRLS CHORUS — Grades 7, 8. Girls Chorus is a special group designed to give pupils experience in singing music with others of similar talent and interest. This is an elective, but students are selected to membership after auditions are given.

BOYS CHORUS — Grades 7, 8. This group is similar to the girls chorus with emphasis up on the enjoyment and appreciation of music and its performance, satisfying a boy's desire to sing with other boys. This is an elective, but membership is subject to auditions.

JUNIOR MIXED CHORUS — Grades 7, 8. This course is offered for talented boys and girls who are interested in group participation and who desire an opportunity to express themselves emotionally through vocal music. The course extends the pupil's experience in singing music which is appropriate for public performance.

GENERAL MUSIC — Grades 9, 10. General Music is a two-semester course with one unit of credit, elective in ninth or tenth grade. Students in band, orchestra, and choral groups should not elect this course as the general music curriculum should be a basis from which other musical activities develop. The program consists of rudiments of music, appreciation, singing, and performing on simple instruments. The program is sufficiently flexible in scope and content to meet the needs of the students in the school.

SPECIAL CHORUS — Grades 9 - 12 (Girls Glee Club, Boys Glee Club, and Mixed Chorus). These special groups may be elected for two to eight semesters. One unit of credit is given for each year the pupil elects it. Membership, however, is subject to auditions. The curriculum consists of the best available literature within the range of the ability of the group. Each group will be held to the highest possible standard of performance. Choral techniques, notation, appreciation and choral literature will constitute the offerings.

MUSIC APPRECIATION — Grades 10 - 12. Music Appreciation is a two-semester elective course, with one unit of credit given, designed to meet the needs of the performer or the general music lover. The emphasis in this course is twofold: (1) Aural recognition of the formal and melodic content of music, and (2) Study of the influence of historical events and art movements on the development of music.

THEORY AND HARMONY — Grades 11, 12. This is a two-semester course, elective, open to students who have had previous musical training. Theory and Harmony is a one-unit subject which a student must take in order to major in music. The course consists of the study of rudiments of music, sight-singing, ear training, dictation, and beginning harmony. Students secure a background for appreciation of composers' works and a working knowledge of harmony.

BEGINNING BAND AND ORCHESTRA — Grades 7 - 12. This course is designed to satisfy the desire of pupils to play an instrument and to participate in a band or

orchestra. Interested students should contact the instrumental instructor for approval before enrolling. Instruments are available on a rental basis. The course covers care of instruments, position for holding the instrument, experience in reading and playing music on a beginners level, development of good intonation, tonal quality and rhythmic response, acquisition of good habits of breathing, bowing, tonguing, posture, participation in ensemble playing, familiarity with the most commonly used musical terms of style, expression, dynamics and tempo.

INTERMEDIATE BAND AND ORCHESTRA — Grades 7 - 12. Intermediate Band and Orchestra is open to students who have completed the work covered in the beginning band or orchestra, or who have passed an audition test given by the instructor. The course is a continuation of the technical training started in the beginning groups. The major emphasis will be on the development of ability to respond accurately to the conductor, training in band or orchestra routine, development of elements of ensemble musicianship such as sight-reading ability, balance, precision and control, interpretation and expression.

ADVANCED BAND AND ORCHESTRA — Grades 9 - 12. This course is open to advanced students who meet the musical proficiency of the group and who are approved for this group by the director. The work centers around building upon the foundation in skills and abilities acquired in the Intermediate Band or Orchestra. This group stresses more advanced literature, techniques and musicianship. Greater opportunity is given for development of student leadership and responsibility.

NOTE: Band or orchestra receives one unit of credit for each year the student does successful work in grades nine through twelve. However, in order to major in music, one of the three units must be in Theory and Harmony.

PHYSICAL EDUCATION — Grades 7, 8. All students are to be enrolled in a physical education course for one full year in grade 7 or 8 with a second-year course permitted as an elective where facilities and staff allow. The courses are exploratory in nature and include self-testing tumbling stunts, aquatics, individual and team sports, social and recreational activities, physical fitness and adaptive program, etc.

HEALTH AND SAFETY — Grades 7, 8. Students are required to enroll in the **SCIENCE AND HEALTH** course one semester each year in grade 7 or 8. Science and Health education is a combined course designated as Science and Health. The emphasis is placed on each student's personal health problems and on helping him secure an increased understanding of the scientific basis of health behavior in the home, school, and community. This includes attention to growth and functions of the human body, healthful daily living, food, rest, exercise, personal development and appearance, first aid, safety, education as to the effects of alcohol and narcotics, mental health, and understanding the prevention and control of diseases.

PHYSICAL EDUCATION — Grades 9 - 12. All high school students are to be enrolled in physical education for a full two-year minimum requirement in grades 9 - 12, with a third year course permitted as an elective where facilities and staff allow. The two-year requirement may be spread over the four-year high school program. The courses are designed to acquaint the students with the importance and maintenance of body fitness through a variety of activities in aquatic safety, team and individual games, tumbling and apparatus, co-ed activities, modified and advanced programs, etc.

HEALTH AND SAFETY — Grades 9 - 12. A one-semester course in health and safety including effects of alcohol and narcotics is required of every student. A second semester course in health and safety including alcohol and narcotics is made available for students on an elective basis. The courses are centered around the problems of adult living which pupils will face, such as emotional health, personal adjustment, family living, child development, consumer health problems, utilization of professional services, evaluation of health products, the organization and function of local, state, and federal public health agencies; health aspects of civil defense; industrial health; responsibilities for community health; the health aspects of housing; and understanding the implications of national and international health activities.

DRIVER TRAINING — (During regular school year). Six hours of behind-the-wheel training only is made available to all students as an elective non-credit course before high school graduation.

SUMMER SCHOOL DRIVER AND SAFETY EDUCATION — A one-half ($\frac{1}{2}$) unit of credit is offered for the summer course in Driver and Safety Education. The content includes behind-the-wheel training; and classroom instruction and laboratory work in driver education, first aid, and safety.

SCIENCE AND HEALTH 7 — Grade 7. One semester of Science and Health is required in the seventh grade. If scheduling permits, it is recommended that this be offered as a two-semester course. Health and safety is an essential part of the required semester of the course.

SCIENCE AND HEALTH 8 — Grade 8. One semester of Science and Health is required in the eighth grade. If scheduling permits, it is recommended that this be offered as a two-semester course. Health and safety is an essential part of the required semester of the course.

BIO-PHYSICAL SCIENCE — Grades 9, 10. Bio-Physical Science, which normally is taken in the ninth grade, is a two-semester course for students who wish to acquire general knowledge and skill in science. It is divided equally into a biological part and a physical part, either of which may be presented the first or the second semester. It may be counted as the one required unit of science; however, students who are following the general sequence are urged to take Physical Science in the eleventh or twelfth grade as a second unit. Some students may discover sufficient interest and ability in Bio-Physical Science to induce them to take some of the more specialized courses — Biology, Chemistry, and/or Physics. Bio-Physical Science may not be taken for credit after credit has been earned in Biology.

PHYSICAL SCIENCE — Grades 11, 12. Physical Science is offered in the eleventh and twelfth grades as a course in general science. Juniors or seniors who have had only Bio-Physical Science are urged to take Physical Science. It may be counted as the unit of science required for graduation. Credit is not allowed for Physical Science after credit has been received for either Chemistry or Physics.

BIOLOGY — Grades 9, 10. Biology is offered as a somewhat specialized science for students who are ready for it in the ninth or tenth grade. It may be applied as one unit of required science; however, students who are following the special or college preparatory sequence usually will need, and are urged to take, Chemistry and/or Physics after completing Biology. Students who are following the accelerated sequence must take Biology in the ninth grade. For many others, it may be preferable to defer it to the tenth grade. Students who have had Biology cannot elect Bio-Physical Science for credit.

CHEMISTRY — Grades 11, 12. Chemistry is a specialized course offered in the eleventh and twelfth grades. Students approved for the accelerated sequence may take it in the tenth grade. In general, Algebra I should precede or be taken concurrently with Chemistry. Students who take Chemistry cannot elect Physical Science for credit.

PHYSICS — Grades 11, 12. Physics is a specialized course offered in the eleventh and twelfth grades. Students approved for the accelerated program may take Physics in the tenth grade if Chemistry is not available to them. Algebra should precede or be taken concurrently with Physics. Some knowledge of Plane Geometry and Trigonometry is desirable. Students who take Physics cannot elect Physical Science for credit.

ADVANCED BIOLOGY — Grades 11, 12. This is a one-semester course offered in the eleventh and twelfth grades with one-half unit of credit for students in the accelerated science program. Biology, Chemistry, and Physics are prerequisites. Advanced Biology may precede Physics provided Physics is indicated in the total high school program.

ADVANCED CHEMISTRY — Grade 12. This is a one-semester course offered in

the twelfth grade with one-half unit of credit for students in the accelerated science program. Biology, Chemistry, and Physics are prerequisites. However, one of the prerequisites may be taken concurrently with Advanced Chemistry.

ADVANCED PHYSICS — Grade 12. Advanced Physics is offered as a one-semester course with one-half unit of credit in the twelfth grade for students in the accelerated mathematics and science programs. Biology, Chemistry, and Physics are prerequisites. However, one of the prerequisites may be taken concurrently with Advanced Physics. Advanced Mathematics should precede or be taken concurrently with Advanced Physics.

SOCIAL STUDIES 7 — Grade 7. One year of social studies is required in the seventh grade. It consists of the study of the historical development of Indiana and the study of the physical, economic, and cultural characteristics of the western world which includes Canada, Mexico, Central America, West Indies, and South America.

AMERICAN HISTORY — Grade 8. This is a one-year required course. It is a survey course of the history of America from the period of discovery and exploration to the development of the nation at the present time.

WORLD GEOGRAPHY — Grades 9, 10. This is a one-semester course offered in the ninth or tenth grade for one-half unit of credit. Usually, a student should elect this course in the ninth grade. Emphasis is on the economic as well as the physical aspects of geography. Typical of the topics covered in this course are climate, vegetation, soils, water resources, major land forms, and oceans.

COMMUNITY CIVICS — Grades 9, 10. This is a one-semester course offered in the ninth or tenth grade for one-half unit of credit. It is designed to combine with the semester of World Geography to complete a unit in the social studies. It deals primarily with citizenship education and the functions and processes of government on the national, state, and local levels. Particular emphasis is given to community aspects.

WORLD HISTORY — Grades 10, 11, 12. World History is a one-unit offering in the tenth grade. Most pupils should take it in the tenth grade, although it may be scheduled in the eleventh or twelfth grade. World History is a survey course of history, beginning with the prehistoric age through the early civilizations to the present day cultures.

U. S. HISTORY — Grades 11, 12. U. S. History is a one-unit course required for graduation. Pupils should schedule it in the eleventh grade, but it may be taken in the twelfth in exceptional cases. U. S. History meets one of the two units of social science requirements for graduation. Emphasis is on the political, diplomatic, social, and economic development of the United States.

ADVANCED PLACEMENT, AMERICAN HISTORY — Grades 11, 12. This is a unit course offered for superior students in place of the regular U. S. History course. Enrollment is by invitation on the basis of test scores and performance records. Students may elect to take the advanced placement examination for university credit.

U. S. GOVERNMENT — Grade 12. This is a one-semester course required for graduation with one-half unit of credit. It is offered only in the twelfth grade. The U. S. Government course deals with the study of the national, state, and local government in all its aspects. The one-half unit credit is counted as part of the two-unit requirement for graduation in social studies.

WORLD PROBLEMS — Grade 12. This is a one-semester course offered only in the twelfth grade for one-half unit credit. It is one of the four subjects (World Problems, Economics, Social Problems, and American Problems) which may be elected to meet the fourth semester requirement in social studies. World Problems deals with various aspects of international relations through a study of other peoples, their cultures, and governments from a contemporary viewpoint.

ECONOMICS — Grade 12. This is a one-semester course offered only in the twelfth grade for one-half unit credit. It is one of the four subjects (World Problems, Social Problems, Economics, and American Problems) which may be elected to meet the fourth semester requirement in social studies. Economics includes the study of

marketing, taxes, economic systems, money, labor-management, and the relation of government to economic life.

SOCIAL PROBLEMS (Sociology) — Grade 12. This is a one-semester course offered only in the twelfth grade for one-half unit credit. It is one of four subjects (World Problems, Social Problems, Economics, and American Problems) which may be elected to meet the fourth semester requirement in social studies. The course is concerned primarily with basic principles of sociology, cultural groups and their inter-relationships and the problems of urban society.

AMERICAN PROBLEMS — Grade 12. This is a one-semester course offered only in the twelfth grade for one-half unit credit. It is one of the four subjects (World Problems, Social Problems, Economics, and American Problems) which may be elected to meet the fourth semester requirement in social studies. This course includes advanced study of public opinion and the power of propaganda, economics, natural resources, labor and management, and "isms."

PSYCHOLOGY — Grades 11, 12. This is a one-semester elective course with one-half unit credit in social studies. Psychology can not be counted as part of the two-unit requirement for graduation in social studies. The course is an introduction to the study of human behavior and basic psychological principles with application to learning, intelligence, personality, emotion, and inter-personal relationships.

Election of a trade and industrial course indicates that the student has chosen a career, the course selected is designed to prepare for beginning employment in the field selected, and there is reasonable assurance that the student will be successful. Two types of trade and industrial courses are arranged:

Type B. The student spends three consecutive hours in the shop. Related subjects are taught by the shop teacher as needed. The other half of the school day is devoted to regular high school classes.

Cooperative Education. A twelfth grade course. The student is scheduled to work in a supervised on-the-job training program half of the day, minimum of 15 hours per week, one hour per day in Related Subjects class, and two hours in regular high school classes.

Exploratory courses in industrial arts, while not necessarily prerequisite, are desirable. Such experience should assist the student and his counselor in selection of the more concentrated and specific trade and industrial course.

All high school trade and industrial courses are designed to prepare students for beginning jobs upon graduation, the student should be eligible for advanced standing as a beginning worker in the basic occupation or in any of a number of related occupations in which the training provided is utilized.

TYPE B COURSES

MACHINIST I — Grade 11 or 12; Part I. The first part of machinist training introduces the student to shop equipment and procedures. The initial activity involves hand tools and bench work. The safe and correct uses of hand tools is emphasized. Power machine tools such as the tool grinder and lathe are introduced to a limited extent with emphasis on safe and correct uses as well as the care and maintenance of each tool. Related information will include: (1) mathematics (the application of whole numbers, decimals, fractions and mixed numbers); (2) blueprint reading and shop sketching.

Part II. Lathe instruction advances to the use of 3 and 4-jaw chucks, face plate, and turning between centers. Practical jobs are completed as the student becomes proficient in maintaining satisfactory tolerance. Jobs requiring use of the shaper are introduced and the student learns both setup and operation. Bench work procedures are continued during this phase of training. Related mathematics emphasizes mensuration, ratio, proportion, practical algebra, and geometric construction. Blueprint reading is advanced to include elementary fabrication. Sketching includes sectional views, details and assembled jobs.

MACHINIST II — Grade 12; Part I. Operations learned in previous units are used in more advanced jobs. The following machines are used with selected jobs offering opportunities for instruction and practice in their safe and correct use, care, and maintenance: the planer, vertical boring mill, horizontal boring mill, and the universal tool and cutting grinder. Practical elements of trigonometry and tables are included in related mathematics. Advanced problems in sketching and blueprint reading are given. Basic information related to ferrous and nonferrous metals is introduced. Prerequisite: Machinist I.

Part II. All tools and operations used previously are applied in selected and progressively more difficult jobs. The milling machine, the most complex of all common machine tools. Safe use, care, and maintenance are an integral part of training on each machine. Technical information and application in the structure of metals, effects of heat treating, and testing of metals compose the science phase at this level. Discussions of human relations on the job with emphasis on the responsi-

bility to employer and fellow employees are considered important in related information.

WELDER I — Grade 11 or 12; Part I. In introducing the student to the field, oxy-acetylene cutting and welding is taught first. The student learns the function and use of regulators in adjusting mixtures. He learns the kinds, sizes, and use of blowpipes. Rigid safety practices are observed. He practices cutting to layout and learns to make butt, "L," and "T" welds in horizontal and vertical positions with different thicknesses of metal. Related information includes: (1) mathematics, (the application of whole numbers, decimals, fractions, and mixed numbers); and (2) blueprint reading and shop sketching.

Part II. Oxy-acetylene welding is continued in overhead position and in pipe welding. Practice is also provided on selected jobs using copper, brass, bronze, aluminum, and lead. Experience is also provided on repair jobs requiring brazing techniques. Related mathematics emphasizes mensuration, ratio, proportion, practical algebra, and geometric construction. Blueprint reading is advanced to include elementary fabrication. Sketching includes sectional views, details and assembled jobs.

Arc welding may be introduced at this point. The types of welding machines, rods, currents, and power control are demonstrated and experience provided in welding in horizontal position. Safety practices, especially eye protection, are an integral part of the instruction in teaching each operation.

WELDER II — Grade 12; Part I. Concentration is on arc welding. Jobs requiring lap welding, T-fillets, corner, V-welds, open, square, and butt joints are selected for learning activities. The student learns to identify metals, to select proper sizes and types of rods, and to weld in vertical and overhead positions. Fabrication and repair jobs are used to provide practical training.

Sketches using measuring tools in development and layout, are included in this phase of related subjects. Attention is given to the composition of various metals and to treatment of each. Prerequisite: Welder I.

Part II. Pipe welding jobs involving straight and angular welds in various pipe sizes provide experience in all principal welding positions. Welds are tested for tension and ductility by the guided bend method. Fabrication and repair jobs provide practical training. "Hard facing" processes are used in repairing surfaces subjected to excessive wear.

Related instruction includes layout and use of patterns; human relations pertaining to the responsibility of an employee to his employer, to his fellow employees, and the direct relationship of these factors to success. Prerequisite: Welder I.

COOPERATIVE EDUCATION

COOPERATIVE ON-THE-JOB TRAINING¹ — Grade 12. This is a year of vocational training in a selected industrial occupation through supervised part-time employment. Pupils are required to spend a minimum of fifteen hours per week in employment at the cooperating training station, preferably to be distributed over a period of five days. Hours of employment must be arranged so that one hour per day of in-school Related Study may be taken concurrently. Two hours of general education should also be scheduled. The pupil should make special arrangements with the teacher-coordinator prior to electing this course.

RELATED STUDY¹ (Cooperative Education) — Grade 12. Related Study is the individual and group in-school training and assistance in making desirable adjustments and progress in the program of on-the-job training. It is required of all Cooperative Education pupils and must be taken concurrently with Cooperative On-the-Job Training.

1 These courses have prerequisites from among the General Education courses. Such prerequisites vary with the type of Cooperative On-the-Job Training which the pupil wishes to take. These prerequisites should be determined with the school counselor and the Cooperative Education teacher-coordinator.

ASSISTANCE — Grades 10, 11, 12. Library Assistance, Audio-Visual Assistance, and Office Assistance are offered, each with one-half unit of credit per year. A student is not allowed credit for more than a total of one-half unit in assistance.

LIBRARY SCIENCE — Grades 11, 12. This is an elective course for one unit of credit offered in the eleventh or twelfth grade. Library Science is designed for the student interested in library work as a possible vocation. It deals with most of the functions of a librarian, including checking materials, accessioning books, preparing bibliographies, and more than twenty other specific activities.

R. O. T. C. — Grades 10 - 12. R.O.T.C. is offered in several schools for boys who have reached the age of fourteen. The course may be completed in three years. A third-year student may be selected to serve as assistant instructor. Students who enter the course are expected to complete at least two years. The course is planned to develop habits of orderliness and precision, discipline and respect for constituted authority, patriotism, and honorable deportment; and to develop understanding and appreciation of the Army in its role of defense and of the opportunities available in military service. The course includes leadership, drill, command, marksmanship, weapons, military organizations, military teaching, military science, military courtesy, first aid, and map reading. One unit of credit is given for each year of R.O.T.C. It may be considered as either a major or minor subject.

In addition to the formal class work, extra-curricular activities include drill team competition; rifle team competition; an annual military ball; an annual awards and decoration ceremony, at which time the outstanding cadets are rewarded for their efforts; and a senior field day, at which time the students gain practical application in map reading and military science.

Normally, the successful completion of three (3) years of junior R.O.T.C. will result in credit being granted for the first year of college R.O.T.C. in those colleges which offer senior R.O.T.C.

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