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Preparing a High School Handbook

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PREPARING A

HIGH SCHOOL HANDBOOK
(TITLE)

BY

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1975
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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CHAPTER I

INTRODUCTION

Background

During the five year period from 1970-1975, Atwood-Hammond Unit District #39 experienced many situations in which students and parents had both questioned and challenged school policies and regulations governing almost all aspects of the school function. Ranging from cheerleader eligibility rules, graduation requirements, gum chewing, driving during the lunch hour, to regulations controlling suspension and expulsion; these questions and challenges had risen time and time again to trouble school officials, parents and students alike.

In past years, the school was much more free in its handling of school affairs than it is today. Now if a school official says, "no," to a particular issue or attempts to try something new and different, someone invariably questions or challenges the basis of that action. As an example, in the past, a student who had misbehaved in class might have been punished by remaining after school for 30 minutes. Usually when this happened the student not only put in his time after school but also was given additional punishment when he went home to mom and dad. Today, however, in a very outspoken society which is easily offended and demands justification and explanation for any action taken by the school, the student may have pleaded, "I didn't know the rule! Where is it written that I couldn't leave my seat

during class?" Rather than take the word of the school for granted, the parent may have reacted quite similarly and demanded the school to justify its action. If the school has no written policy or if regulations have changed, which in today's world is not uncommon, a schism quickly develops and trouble is in the making.

There is an old addage that "The best defense is a good offense." The Atwood-Hammond district decided to put that old saying into practice and attempt to defend itself by putting school policy and procedure into writing and getting it into the hands of parents and students in order to prevent any kind of altercation provoked merely by a lack of communication. The district felt that for many years it had taken for granted the fact that parents and students knew school policy and regulation. It had become apparent that they did not.

The guidance department and administration felt that the best way to put information in to the hands of parents and students most efficiently and without offending them was to publish a student-parent handbook spelling out all aspects of school life so that when a problem did arise the school could at least defend itself on the basis that everything was in black and white and that the school had not attempted to hide anything and was, in fact, making an effort to inform all parents and students about school. This type of publication, it was felt, would not only be a good defensive measure but also would be a very beneficial guide to students and parents concerning all aspects of school life. Since the school had never attempted any such project it was also believed that such an undertaking could help the school to rethink and revise policies which had long been neglected in a broadening and changing educational system.

Statement of the Problem

The purpose of this paper was to discuss the planning and preparation of a student-parent handbook for the high school. Included in the following will be:

1. The procedure used in preparing the handbook.
2. The handbook itself.
3. An evaluation by the faculty and student prior to the publication of such a handbook.

Procedure

Since the concept of a handbook was not at all new, there were some guidelines to follow in preparing a handbook for Atwood-Hammond. Samples of handbooks from various area schools were acquired for examination of form and content. Also, some material has been written by authorities pertaining to handbook content and design. Studies have been done suggesting the most desired content by students using handbooks and other studies have suggested various forms the handbook might take. With the use of previously printed handbooks by other school districts, researching what authorities had to say in their studies, and by going to the parents, students, and faculty of Atwood-Hammond High for their suggestions and recommendations, the handbook for Atwood was developed and several typewritten copies were produced for evaluation before printing and dispersal.

Definitions of Terms

Handbook - A pamphlet designed for use by students and parents outlining school policies, procedures, regulations, and general information.

Course Description - A brief paragraph outlining the nature of a particular course of study in high school including

material covered, time allotted, and course projects, if any, are included.

Class Schedule - A chart showing time, sequence, and teacher for each particular course offered during a day in a school week.

Limitations

With many of the problems of communication having risen in the first half of the school year, the decision to produce a student and parent handbook was not made until late February leaving only a brief portion of the school year in which to benefit from student, faculty, and parent input and evaluation. It was hoped that some sort of publication could be produced for the 1975-76 school year which, consequently, limited the time in which the handbook was to be prepared. It was hoped that all steps for publication could be completed, except for printing, by the end of the 1974-75 school year.

Administration also suggested that expense for printing the handbook be limited to "as little as possible" and, therefore, called for efficiency and close scrutiny of what was to be included in the handbook. At the same time, however, it was stated that the handbook was to be comprehensive, readable, and attractive to the students and parents. Also with the educational system changing rapidly as it is today, revision and reproduction of the handbook for future years also had to be considered.

CHAPTER II

REVIEW OF DETERMINING FACTORS

Handbooks in Existence

In order to gain some background knowledge as to handbook construction ten existing handbooks from area schools were acquired for examination. The examination of these handbooks did prove somewhat helpful in that ideas of content and form were gathered. Overall, however, it was determined that the sample books offered little as to originality and merely served as a starting place in gaining ideas.

Most of the handbooks were quite similar in form and content. The most significant differences in them appeared to be that some schools placed greater emphasis on certain items than did other schools. In many books much was omitted, probably due to cost of production of more pages of material. Cost of production was also revealed in that only about half of the handbooks were bound and professionally printed. Others were merely mimeographed by the schools themselves. As far as overall content of the handbooks was concerned, one could probably select any two or three of them and find the same material covered as any other two or three. No item analysis was done on these sample handbooks as that was not the intent of this paper but merely to gain ideas for the production of a handbook suitable for Atwood-Hammond High School.

A brief comparison of content in existing handbooks and suggestions by parents, students, and faculty of Atwood-Hammond, which are discussed

later, indicated little difference in what parents, students and faculty would like to see in their handbook and the kinds of material covered in the already existing books. All in all, it was assumed that similar information could be gained by either approach.

Related Literature

The student handbook has been with us a long time. According to Clark the first handbook published by any school was issued by the Roxbury Latin School in 1871. Clark's further statement that the period of the modern high school handbook began about 1910 corroborates an earlier one by McKown,¹ who writes that "about 1914 there were probably not a dozen of these books in existence." McKown attributes the great "impetus of the high school handbook movement" to the wide use of handbooks and manuals in industry and in the armed forces during World War I.² Kershaw and Carback suggest that the modern high school handbook had its origin in "the registers or catalogues at one time issued by some of the older high schools."³ Discussions of handbooks are now numerous in educational books and are frequently found in educational magazines. Published reports of studies of handbooks, however, are relatively few in number.⁴

¹George Lavergn Clark, "The High School Handbook," Unpublished Master's Thesis, University of Michigan, 1935.

²Harry C. McKown, "The High School Handbook," School Review, XXXII (Nov., 1924), pp. 667-81.

³William L. Kershaw and Clarence Herbert Carback, "The High School Student Handbook," School Review, XXXII (Oct., 1924), pp. 587-97.

⁴Francis D. Curtis, "A Study of High School Handbooks," School Review, LI (Dec., 1943), p. 614.

There have been some outstanding studies on student handbooks published within past years in an attempt to bring handbook construction techniques up to date.

In 1968 Bailey and Ward published a study on secondary school handbooks from throughout the United States. Reactions from 532 sophomores attending a three-year high school in Reno, Nevada were obtained in order to detect student needs and preferences.

On the basis of student comments, conclusions were drawn as to what type of information students desire from student handbooks. These conclusions include the following:

1. The most important item needed was the time schedule.
2. Courses offered.
3. The demerit system.
4. Map.
5. Clubs, organizations, and extra-curricular activities.

Other preferences listed, in order of frequency, were: roster of teachers, graduation requirements, grading system, complete class schedule, and lunch schedule and food prices.⁵

Again, it was not the intent to analyze trends in handbook production but merely to gain ideas and guides for the organization and completion of the Atwood-Hammond handbook. Therefore, no item analysis of specific materials was included.

A survey of other professional literature showed the studies to be repetitive as to purpose, procedure, and results. Certain trends can be noted. Mimeographed books are disappearing in favor of printing,

⁵John A. Bailey and Paul Ward, "Student Handbooks: Practices and Procedures," Clearing House, XLII (Feb., 1968), p. 331.

lithograph, or off-set. There are more photographs and drawing. Very few handbooks include advertising. There is a definite trend toward low-key presentation of school rules and regulations and away from "thou shalt nots." Student activities are described so as to make them more inviting rather than being covered by a list of eligibility rules.

Increasingly, students share editorial responsibilities with faculty members. In fact, in many schools the handbook is a student council sponsored project.

The most common means of financing is through the general budget, with no cost to the student. A second method is as part of the student activity fee.

Responsibility for publication follows no set pattern. The sponsor can be the guidance counselor, dean of student activities, student council sponsor, journalism advisor, or the principal.

The trend of the overall handbook is toward informality, livelier style, eye appeal, and a friendly tone. Above all, the student handbook should be a useful and used guide for the student.

Parent, Student and Faculty Input

Once several copies of already existing handbooks were acquired and examined and professional literature dealing with handbook studies was researched, it was decided that, in order to make a handbook unique for Atwood-Hammond High School, questionnaires to the parents, faculty and students would be most beneficial in learning what specific information would be of most value when placed in the handbook. It was felt that the people reading and using the handbook, the parents and students,

would best be able to list the kinds of questions and concerns that they had experienced in the past and would like to know about in the future. Many parents, having already had children in school, would be able to aid younger children of their own and give valuable suggestions for others as well.

Students, having been in high school as freshmen, sophomores, juniors and seniors could also contribute much by listing their concerns. After all, they were in school at the time and many questions were very fresh in their minds.

Likewise, faculty members, who had spent much time in discussing and answering questions concerning school issues, could also relate much information which would be useful in determining what to include in the new handbook.

These three groups, it was believed, would also feel that they had contributed significantly to the preparation of the handbook and would perhaps be more receptive to it than if they had had no voice in what was to be included.

The Questionnaire

It was felt that the best questionnaire to use would be one which was very brief, simple, and subjective. Parents, students, and faculty as well would most likely not wish to spend a great deal of time filling out some sort of complicated form. Also, it was believed that to merely use a checklist of predetermined criteria of content might stifle an individual's original contribution. Allowing parents and students to be totally subjective in their suggestions, it was felt, would bring to the surface their deepest concerns and desires.

Basically, all these groups were asked the same thing:

1. Would it be beneficial for you to have had a handbook prior to enrollment in H.S.? Why?
2. What specific things could have been beneficial for you to have known before entering H.S.?-- Things that H.S. officials could have explained before you either wasted time learning or had to learn the "hard way"?
3. Would you like to see some sort of handbook distributed next year?---If not for your use but for incoming freshmen.
4. If so, would you be willing to serve on a committee to assist in the production of such a handbook?

Questionnaire Results

The questionnaire distributed to the parents, 270 students, and 17 faculty returned suggestions and ideas very much in common among the three groups. The parent group, however, showed the least interest in that only 51 percent returned the questionnaire. Student and faculty returns were nearly 100 percent due to the fact that they were a captive audience. Of the returned questionnaires nearly 95 percent felt that a handbook would be beneficial to students and parents. Similarly, the same group stated that they would like to see some type of handbook produced for the coming year.

Though it is not the intent of the paper to include a total item analysis of the suggestions listed for content in the handbook, those items listed by parents, students, and teachers by number of occurrences, showed a low correlation with items found most often occurring in handbooks in the study by Bailey and Ward.⁶ Nearly 100 percent of the returned questionnaires called for rules and regulations as the

⁶Ibid. p. 331.

most desired item in the handbook. This is the only item which correlated well with the Bailey and Ward study.

Other items listed by parents, students, and teacher in order of frequency of occurrence were: course descriptions, required courses graduation requirements, class schedule, activities and organizations, grading system, floor plan, vocational center information, school calendar, college requirements, student fees, faculty and administration, and numerous others not frequently mentioned.

All indications from the questionnaire showed that a handbook would be a desirable item for Atwood-Hammond High School. Some of the questionnaires returned by students were somewhat ambiguous but still showed interest in a handbook. For example, some students wrote that they did not feel a handbook was necessary, but they went on to make very good and critical suggestions for its contents. A few even stated they would be willing to work on a committee to help compose such a handbook. A few students said, "Yes, a handbook would be a good thing, but I would never use it." Some stated that it would be okay for freshmen but they didn't need it now.

The greatest indication from questionnaires returned by parents was that many did not have enough ideas of what went on at school to be very helpful in listing things to include. Consequently, the need for some sort of communicative item was greatly needed in many cases.

Use of the Handbook

The primary function of the handbook is to serve as a means of communication between the school and students. Each student should receive a copy of the handbook in order that he may use it at any time.

Yet, there is no guarantee that some students will ever take advantage of the benefits the handbook can provide. Probably the best method of inducing students to use the handbook and to avoid misinterpretation is to use the handbook as a pre-high school orientation device. Perhaps, during the final weeks of Jr. High, teachers could use the handbook in their classroom as text material. If emphasis is placed on the handbook in the classroom, perhaps students will take it a little more seriously than if it is just handed to them to use on their own. The handbook could be used in a similar manner during the opening weeks of high school; this might possibly prevent loss of knowledge over the summer months when students are away from the school atmosphere.

The handbook could also serve as a useful tool for faculty members. Faculty meetings often have indicated that faculty members are not being consistent on a school wide basis. A quick review of the handbook at the beginning of the year might help staff to be more consistent. Also faculty members would better understand one another's programs if they used the handbook effectively. The handbook could also be used as a quick reference during any faculty meetings, parent-teacher, or teacher-student encounter in which a question or problem did arise.

The great amount of time, effort, and expense involved in the production of a handbook should also instill in the student, school, and community a sense of pride and spirit. Anyone involved in the school situation should greatly appreciate and respect the attempt to bring school and community closer together. Factors such as school colors, pictures, and reference to the worth of the school reflected in the handbook should help promote a very positive feeling about the entire school situation.

Continuous revision and study of a handbook could also benefit school officials in evaluation of the entire school program. Yearly changes in school policy could quickly be released to the public to prevent communication breakdown.

CHAPTER III

PREPARING THE HIGH SCHOOL HANDBOOK

Contents of the Handbook

The material to be used in the contents of the handbook was selected on the basis of suggestions by parents, students and faculty; recommendations of professional literature; study of existing handbooks; and contributions of administration and counselors.

The following are the major areas of content selected on the basis above for the Atwood-Hammond High School handbook. It was believed that these areas, selected as they were, would best serve the needs of the parents, students, and school district. Many of the major areas of content are broken down into much smaller, more specific areas of concentration.

Table of Contents

Though only about one in three handbooks contain a table of contents¹ it was decided that if the handbook were to be used as a quick reference, a table of contents would serve a useful purpose. While examining handbooks in this study it was learned that the table of contents was useful when looking for specific items. It would, most likely, be as useful to the student and parent.

¹Ibid.

Foreward

Though most of those who filled out a questionnaire did not indicate a need for a forward, studies and existing handbooks indicated that a forward explaining the purpose of the handbook and welcoming students was quite common and necessary. It was decided that the principal should prepare the forward as a personal message to parents and students in such a manner as to make the handbook appear a positive thing rather than a list of mandates by the school.

Philosophy and Objectives

As is the case of the forward, the students did not indicate a specific desire to know why they were in school, but administrators felt a need to explain exactly what the purpose and goals of the school were. The philosophy and objectives both were those set by the board of education as requested by the state of Illinois and North Central Association High School certification board.

Board, Faculty, and Administration

Parents indicated the greatest interest in a listing of faculty and their duties and qualifications. Many even suggested including telephone numbers and addresses of faculty members. It was decided that such a request was justified in that parents and students often had occasion to speak with faculty during non-school hours. Some faculty objected to this but once it was pointed out that a parent who wanted to speak to them badly enough during non-school hours would find a home address anyway, most agreed it would be a convenience and perhaps show the faculty's good intention and willingness to work with parents and students.

History of the School

In an attempt to instill pride and spirit in the school it was felt that a brief history of the school might be valuable to include in the handbook. Only two years ago the town celebrated its centennial year and a group of citizens prepared the history of the school system from its origin to the present. An abbreviation of their paper was prepared for inclusion in the handbook.

School Calendar

The school calendar was included in order that students and parents would be able to plan ahead. Included in the calendar were beginning and ending of the year, ending of each grading period, holidays, pre-planned early dismissals, athletic events, etc.

General Information

Some handbooks examined did not differentiate between simple information and hard and fast rules and regulations. It was decided that not to separate these areas caused the handbook to appear very dictatorial as the entire area of information took on qualities of mandates. The general information section of the handbook was designed to appear positive in nature so that parents and students alike would use it for its intended purpose rather than feel threatened by it. The following are the specific areas covered in the General Information category:

Phone	Weather Conditions
Insurance	Physical Examinations
Fees	College Prep Schedule
Lockers	Announcements
Lost and Found	College Visitation
Graduating Regulations	Grading System
Free Lunch Program and Lunch	Free Milk

Rules and Regulations

All handbooks examined in this study included a section covering rules and regulations. Undoubtedly as suggested by the student-parent questionnaire, the area is most necessary both for the benefit of the student and the school. Any organization which desires to function efficiently without incident must have guidelines to follow. And those guidelines must be known to all who are encompassed by them. Consistency is often the best method of avoiding conflict. If the school has published fair and legal rules and regulations and then enforces them consistently the least amount of conflict should develop.

Areas included in rules and regulations were:

Bus Regulations	Hall Passes
Driving	Care of School Property
Dress and Appearance	Smoking, Alcohol, and Drugs
Attendance	Visitors
Semester Exams	Eligibility
General Conduct	College Visitation
Absences (excused, unexcused, and valid)	

Course Descriptions

Handbooks examined in this study and, as reported by Bailey and Ward were not consistent in containing adequate course descriptions. Only 27 percent according to Bailey and Ward included course descriptions. The questionnaire in this study showed that over 75 percent of those returned favored inclusion of course descriptions.² The experience of the faculty and counselors also proved to indicate that students often don't know what a course is until they are already involved in it. Even after orientation programs students tend to forget such information

²Ibid., p. 330.

on courses. With the handbook present a student would be able to turn to course descriptions as often as needed to remind him of the content.

In preparation of the course descriptions the faculty were asked to write what he or she felt would best explain their individual courses to prospective students. These descriptions were then placed in the handbook course description section.

Claes Schedule

Inclusion of the class schedule was one of the areas in which the administration felt that it had benefited greatly. In the past the class schedule was never decided upon until just prior to the beginning of the new school year. By including it in the handbook it was of necessity prepared earlier, thus allowing not only students to see where they would stand in the new year, but faculty as well. The class schedule included all periods, classes, and bell times for each.

Map

All indications from the student questionnaire pointed out that, especially as freshmen and even some sophomores, students had little idea where many areas of the school were located. Most upperclassmen felt that they personally did not need a map but one would have been useful when they began school.

It was learned, after investigation was begun, that the school did not have a current floor plan of its own. Therefore, an old proposed floor plan blueprint was changed and modified and brought up to date. Again, the administration felt that they had benefited from this endeavor.

Extracurricular Clubs and Activities

School policy has also indicated that the student not only grows in the classroom but also in the many extracurricular events that are provided through the school. Students have always been encouraged to participate in extracurriculars in order to gain social as well as intellectual values. Many students often do not participate in these areas simply because they do not fully understand what is available to them as well as the benefits they can derive from extracurricular clubs and activities. The section concerning extracurriculars was included in order to make students and parents aware of what was available and to explain the purpose of extracurriculars.

School Song

One of the most spirited occasions in most schools is during pep rallies when the band plays the school song. Through observation it has been noted that students in general do not know the song very well, especially underclassmen. In order to inspire loyalty and spirit the school song was added as one of the final sections of the handbook. Upon investigation of the song it was found that actually no one, including faculty and administration, knew the exact words. Several disagreements arose among Student Council and faculty members as to how the song went. Some former alumni were asked and it was learned that the song had actually changed somewhat over the years and the young and old were singing different words. Lyrics were finally agreed upon and it was believed that if the song were printed each year perhaps it would prevent disagreement in the future.

Patriotism

In an attempt to enhance patriotism and continue to carry the theme of the bicentennial it was decided that both the lyrics to the national anthem and the pledge of allegiance would be included at the end of the handbook.

Note Pages

Several sources suggested the addition of two or three blank pages for students to use for notes and to write in their daily schedule. These were included in the handbook.

Format and Production of the Handbook

The sample handbooks that were examined and authoritative studies indicated that handbooks come in many sizes, colors, and types of construction material. They range from a simple mimeographed, typed 8½ by 11 stapled together, to a professionally printed glossy hard cover with pictures. The majority of the handbook samples were about 5 x 7, professionally printed, and bound with stiff cardboard covers.

Organization

The major difference in most of the handbooks was the organization of the subject matter inside. Nearly every book was arranged uniquely. Presumably, there is no right or wrong way to organize material. Depending on what material is included and what material the individual school chooses to emphasize, organization can be done in any way to suit the particular school.

Most of the books examined really did not seem to have any logical pattern of organization. Many were even confusing and seemed to just

ramble. Perhaps, though, they were more suited for the people of those particular schools that were using them.

The organization of the Atwood-Hammond handbook, consequently, was done on the basis of logical order and order of content preference as suggested by students, parents, and faculty.

Construction Materials

The type of printing and materials to be used for the handbook, due to the amount of money available, was limited to two possibilities. In a study done in 1949 by Kaluger, it was suggested that the handbook simply be mimeographed the first couple of years in order to prevent wasteful spending on an unacceptable handbook.³ Students could insert this type of handbook into notebooks and it would be easily accessible. In time, then, as the handbook was evaluated and changes were made, the next issue might be of a higher quality print and paper. This concept seemed to have much merit among administration as they were considering cost as a priority item. Also, it was assumed that several changes would probably be made. In view of annual revision, the mimeographed construction seemed to be the most desirable type.

During the discussion of the type of construction, an alternate plan was suggested. The Vocational Education School Program in Decatur, of which the school district was a member, offered a course in job printing. The school had all the know-how and machinery to print the handbook at a cost just above materials. The only question was whether there was sufficient time before the 1975-76 school year to undertake such a

³George Kaluger, "Developing an Informative Student Handbook," Clearing House, XXIV (Sept., 1949), p. 19.

project. Upon investigation, it was learned that the Vocational School would not have time during the summer to handle the project. It was decided, however, that very possibly the handbook could be printed at a low cost the following year. In order to keep costs minimal, it was decided to mimeograph the handbook the first year and attempt to print it in the Vocational School thereafter.

Size

According to Curtis handbook dimensions range from 3 x 5 to $8\frac{1}{2}$ x 11.⁴ This was found to be true in the handbooks used for examination in this study. It was decided that, since the first edition was to be mimeographed, an $8\frac{1}{2}$ x 11 would be used. Later, when the book was printed at the Vocational School, the size could be changed to suit student preference.

Cover Contest

An additional method of student involvement in the production of the handbook was created by one of the counselors. It was decided that the school would give a small monetary prize for the best cover design submitted by a student. Since 1976 is the bicentennial year, students were asked to design the cover to carry both the theme of the Spirit of 76 and the school. Different themes could be used each year or so as the book was revised. Included in cover design was the color scheme also.

Finance and Revision

Most schools regard the handbook as a legitimate educational expense and therefore, it is financed from general funds. Other methods

⁴Francis D. Curtis, p. 618.

are including the cost per book in student activity fees and fund raising promotion by the Student Council.⁵ It was decided that the school finance the entire cost of the handbook as students' fees were already considerable and the Student Council was involved in many other money making activities.

Regarding revisions of the handbook, it was decided that as policies and procedures change each year those portions of the handbook affected would be revised accordingly. It was also decided that in the mimeographed editions minor revisions could possibly be handled through simple inserts.

Preliminary Evaluation

Prior to mass production of the finished handbook several duplicate copies were put into the hands of the students and faculty for a preliminary evaluation. They were asked to criticize the book and make suggestions, recommendations, and general comments. Students selected to examine the book were English III and Typing II students who had assisted in the production of the preliminary copies. Three English III classes went through the handbook and discussed various aspects of it. The faculty examined copies in a faculty meeting. In general not much was learned from this preliminary evaluation other than the fact that most people involved approved of the book and its content. There were no significant suggestions or recommendations for change. Students were particularly interested in the cover design and faculty education. The faculty was rather passive and felt the handbook was about what they expected.

⁵Frederic Windoes, "Student Handbooks," Clearing House, XXXVIII (Jan., 1964), p. 284.

CHAPTER IV

SUMMARY

Conclusions

As the result of the above study and preparation of a student-parent handbook the following were concluded: (many items usually had little to do with the handbook per se).

1. A project of this type allows the school to evaluate its policies and programs in view of how they would appear not only to school officials but to parents and students. In many cases this gives a perspective different from the ordinary point of view of the educator.
2. Students are very reliable and willing to assist in such a project and, for the most part, appreciate the attempt to produce a handbook.
3. Many aspects of school life are merely taken for granted by school officials. Some rules and regulations, course descriptions, club and activity descriptions only exist in the minds of the educators. They appear nowhere in a standard written form. Most often these are the areas over which conflicts arise.
4. The parents in general, have little idea of what is going on at school and rely heavily on what students often mistakenly relate to them.
5. Students have little idea what is required for them to graduate in spite of attempts that have been made to inform them. They prefer it in writing. They also have little idea as to the content of some courses.
6. The general tone of a handbook can probably influence its effectiveness. One which lists mandates entirely may be received negatively. One which is informative and pleasant may be of more benefit.
7. Rules and regulations are apparently the most commonly included section of school handbooks,

and in most handbooks an authoritative tone exists.

8. Most schools, according to White, do not use handbooks as an orientation device.⁶ It is believed that one of the many benefits to be gained from a handbook is to use it in orientation.
9. Creation of a good handbook involves co-operation on the part of students, faculty, and administration. Some faculty members may be resistant to become involved in writing course descriptions. A preliminary faculty meeting in which someone in authority called for course descriptions would possibly help eliminate procrastination.

Recommendations

Since handbooks are designed for student and parent use, their preference and suggestions should be sought when creating or modifying a handbook. In this study contributions from students and parents were most helpful and, for the most part, were fairly consistent with ideas and materials in existing handbooks. Students and parents gain a sense of importance in that they were asked to contribute. From the above investigations the following recommendations were made:

1. Students should be involved in the actual production of the handbook. This practice not only gives the student a voice in school affairs, but also is an excellent learning exercise, both academically and in terms of knowledge about his school system.
2. Schools without a handbook or schools having neglected revision of an existing handbook should consider a handbook project. Much can be learned about the system which has been overlooked or neglected.
3. The handbook will serve as an excellent orientation device for incoming students. Often times counselors and teachers approach

⁶Robert M. White, "Student Handbooks: Observations and Recommendations," The Personnel and Guidance Journal, XXXVI (1958), p. 45.

orientation through speechmaking and handouts. Speeches often go in one ear and out the other and handouts often go from the hand and into the wastebasket. An attractive handbook used as a guide through orientation is more likely to get through to students.

4. Schools which decide to develop a handbook should allot a great deal of time for those involved in preparing the book. As much as six months might be necessary to complete the project. There is, indeed, much time involved in the accumulation and gathering of materials, especially if the school has neglected to put its policies in writing prior to the decision to create a handbook.
5. Most existing handbooks are basically unique to the school system described in it. Consequently a district creating a handbook should acquire as many existing books as possible to gain each one's individual ideas. Almost every high school handbook will have something different to offer.

Join in the Spirit of '76...



Atwood-Hammond
High School
Handbook

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WELCOME

The policies and procedures contained in this handbook are the results of a concerted effort on the part of the faculty and the administration. This information has been carefully prepared and presented so that it will be of great value in helping you to adjust to our school, and to become an integral part of it.

The ultimate purpose of education is to help each student become an effective citizen in a democracy. To develop and accept the responsibilities and obligations of good citizenship will help us to participate successfully in the world of tomorrow. We hope that you will participate in our varied activities and thus find those things within our school which will prepare you to live a better life and finally take your place in this complex society. Remember that your success in this school will be directly proportional to your efforts.

Our school welcomes you to its ranks and we hope that you will always be conscious of its traditions and requirements. This school will be whatever you make it. Let us always have the spirit to do the things which make it outstanding.

PHILOSOPHY

Atwood-Hammond schools are constituted to guide in the development of responsible citizens in a changing world. To that end our schools provide every youth opportunity to develop his potential. Too, they provide youth with the basic skills and attitudes for successful living.

Although our schools are concerned primarily with the intellectual development of youth, we stress also their physical, spiritual, emotional, and social development.

We are receptive to new ideas in education that will help us develop a self-reliant, individually-responsible and well-educated young adult.

We believe that education is a democratic process, and that it is our duty to teach democracy as nearly as possible by example. However, bearing in mind the youth and inexperience of our charges we also believe in regulations fairly and democratically enforced. We also feel the necessity for the recognition of individual differences.

OBJECTIVES

1. To develop citizens who will fulfill their responsibilities in a democratic society.
2. To provide for individual differences in ability and in long-term goals.
3. To stimulate a love for learning including observing, listening, and thinking.
4. To prepare for the creative use of ever-increasing leisure time through arts, recreation, and social activities.
5. To determine any deficiency in the curriculum throughout the entire twelve-year period and to cooperate in setting up an effective curriculum.
6. To perpetuate what is worthwhile in our way of life including the community and family.
7. To prepare the students for adjustment to today's society.
8. To encourage self-discipline and respect for authority.

ATWOOD-HAMMOND COMMUNITY UNIT DISTRICT #39
Atwood, Illinois

DIRECTORY

1975-1976

BOARD OF EDUCATION

Earl Gillmore - President	Atwood
Ralph Wolter - Secretary	Atwood
Harold Ponder	Hammond
Lyle D. Heit	Tuscola
Wayne Walkup	Atwood
Jerry Reeder	Atwood
Dan Chambers	Pierson

ADMINISTRATIVE OFFICE

John D. Hanke.	Unit Superintendent	578-3142
Cindy Wildman.	Unit Secretary	
Vevelee Smith.	Treasurer & Bookkeeper	

ATWOOD-HAMMOND HIGH SCHOOL
Atwood, Illinois

William A. McKay	Principal	Atwood	578-2778
Virginia Evans	English, Speech, Drama	Atwood	578-3227
Lois Shonkwiler	Social Studies	Atwood	578-2273
Lois Libbin	Commerce	Atwood	578-3363
Linda Jones	Girl's P. E.	Atwood	578-2924
Larry Bradford	English III & Guidance	Atwood	578-3346
James Wood	Science, Math	Atwood	578-3123
Alida J. Stone	Home Ec.	Charleston	345-3517
Nancy Baze	Math, Science	Atwood	578-2831
Frank Walker	Agriculture	Atwood	578-2701
Letitia Farris	Spanish, English	Hammond	262-3338
Robert Stiehl	Music	Atwood	578-2265
Leonard McKean	Biology, Boy's P.E		
	Head Basketball Coach	Atwood	578-3454
John Lyons	Boy's P.E., Driver Ed.		
	Head Football Coach	Atwood	578-2598
Connie England	Bookkeeping, English I	Atwood	578-3204
Nancy Cobetto	Guidance, Psychology	Atwood	578-2503
David Burgett	Media Specialist	Bement	678-8427

EAGAN'S BUS SERVICE - Ron & Charlotte Eagan 578-3221

Drivers: Marvin Sieh, Martha Sieh, Glen Randall, Nancy Quick,
Francis Phalen, Vera Phalen, Eugene Jurgens, Maxine
Jurgens, Charles Talbott, Gene Brewer, Elaine McElvain,
Eugene Parr, Mary Parr, Gilbert Quick, Fred R. Boll

HISTORY OF ATWOOD-HAMMOND HIGH SCHOOL

For 11 years after its beginning, Atwood had no school building because it was part of the Mackville district. Atwood children attended the school in Mackville.

In 1883, it was obvious that Atwood needed a school of its own; and amid much opposition, plans were made to that effect. A consolidated district was formed including both Piatt and Douglas County areas. A site was purchased, bonds issued, and a four-room frame building was erected. Work began in the spring of 1884 and school opened in the same fall. James Hicks, Miss Minnie Hawthorne and Miss Hattie Brown were the first teachers.

In about 10 years, it was found that four rooms were insufficient, so two more rooms were added making a six-room building. The three downstairs rooms were used for grades one-six. The upstairs rooms housed grades seven, eight, and high school. This building was inefficiently heated by two large stoves and when needed, illumination was provided by a battery of kerosene lamps.

The 1906 class was the first to graduate under a four-year course.

In 1911, the Atwood High School passed State Accrediting Inspection.

On a hot July night in 1913, fire destroyed the old frame building and many students attending a band concert in downtown Atwood were hilarious when told of the fire. Their hopes were short lived for soon a one-story building made of barn siding and roofed of tar paper was hastily erected on lots to the west of the burned building and a one-year home of the Atwood schools. This building

was well-known as the "Sheepshed or Tabernacle." In its six rooms grade and high school subjects were taught amid uproarious conditions. In spite of all the disadvantages the year was successfully completed and the class of 1914 was happily graduated.

Early in 1914, the School Directors began plans for a building which again would house both grade and high school students. This was to be built at an estimated cost of \$20,000 on land acquired from Mr. Henry Gross. Construction began March, 1914 with the corner-stone being laid April 15, and classes entering school in September. .A description from the 1915 Post says of this building; "It is modern in every respect and the people of Atwood have every reason to be proud of it. The grade school rooms are on the first floor and the high school rooms on the second. The high school has a well equipped science room, a large recitation room and an assembly hall. Besides the building, there is a large seven-acre campus. In one corner of the campus is found a baseball diamond; in another a basketball court; and in front two tennis courts. No provision has been made this year for track, but it is hoped there will be a good one next year. For the smaller children, swings, merry-go-rounds and teeter-totters were purchased by the Mother's Club."

Anticipating a law that was soon to be enacted, a movement was inaugurated in 1915 to organize a High School District separate from that of the Grade School.

The area of this District consisted of 56 sections of land which were parts of three townships and three counties. The entire District covered 35,840 acres of Illinois' finest farm land.

Construction of the Township High School began immediately after the organization of District 154 was completed. Just as the new

building was nearing completion a disastrous fire struck, starting from an over-heated furnace, leaving only the walls standing. These walls were used as a foundation for the replacement which was ready for school in the fall of 1917. The difficulties, great though they were, were overcome and a headline in the current Post stated; "Atwood steps forth of a \$475,000 Township High School." This building contained two stories and basement. It had a study hall, gymnasium, laboratories, cook rooms, manual training room, sewing room, students lunch room, and class rooms. West of the school (on the site of the present ag building) was a barn of some ten stalls to house the horses of the students. Fathers hauled in bales of hay, and students brought their horses' lunches as well as their own.

As enrollment grew, interest in athletics and many extra-curricular activities increased; the need for expanded gymnasium facilities became apparent. The present high school gym was dedicated April 15, 1938. At that time it was the largest and most complete gym in the Okaw Valley. Many of the "Valley" and District tournaments were held in it.

In 1948, consolidation of district became quite an issue. Consequently the territories of Hammond, Pierson, Atwood, and Garrett were designated to hold a special election to vote for or against establishing a Community District. At that time grade schools were to be maintained in Hammond, Pierson, and Garrett, with all high school pupils attending in Atwood. The vote was 323 for and 110 against.

On February 18, 1955, the Hammond School was damaged by a \$100,000 fire, which seemed to start in the coal room. Classes for the 160 students were set up in the Pierson School, the Hammond gym and farm mechanics building.

To meet the need of replacing the Hammond building and the general overcrowding of all schools in the district, four propositions were proposed in a special election for voters of District 39 in June, 1955.

They were (a) Replace the Hammond Grade School. (b) Add additional rooms to the Atwood Grade School. (c) Build new farm shop buildings and make other improvements in the high school. (d) Authorize issuance of \$400,000 in bonds.

These proposals were favorably approved by a large majority of voters, and work was started in August, 1955. The buildings were ready for classes in 1956.

In 1962, District 39 voters again favored extensive improvements and enlargements. Additions included four rooms, kitchen facilities, and an all-purpose room at the Atwood Grade School and at the high school a new music department, girl's P.E. locker rooms, and a new foyer in the gym.

Several years of readjustment and reorganization have followed so that today we find the total area of District 39 is approximately 93.8 square miles. Kindergarten and grades one-six are in the Atwood-Hammond Grade School. The Atwood-Hammond Junior High is in Hammond; and the Atwood-Hammond High School is in Atwood.

ATWOOD-HAMMOND COMMUNITY UNIT

SCHOOL CALENDAR
1975-1976

AUGUST

11-12	Registration
12	New Teacher's Workshop
25	Teacher's Workshop
26	First Day of Pupil Attendance (half day a.m.)
27	First Day for Kindergarten
29	Football Soap Game - 7:30

SEPTEMBER

1	Labor Day - No School
5	A-HHS School Pictures
	A-HHS Football Assumption (Here)
6	A-HHS Frosh Football Bement (There)
8	A-HHS JV Football Assumption (There)
12	A-HHS Football Bethany (There)
15	A-HHS JV Football Bement (There)
19	A-HHS Football Oakland (Here)
20	A-HHS Frosh Football Arthur (Here)
22	A-HHS JV Football Oakland (There)
26	A-HHS Football Bement (There)
27	A-HHS Frosh Football Arcola (Here)
	A-HHS JV Football Arcola (Here - 9:30 a.m.)
29	A-HHS JV Football Bement (Here)

OCTOBER

3	A-HHS Football Villa Grove (Here) Homecoming
4	A-HHS Homecoming Coronation
	A-HHS Frosh Football Bement (Here)
6	A-HHS JV Football Villa Grove (There)
9	A-HHS Frosh Football Villa Grove (Here - 6:30)
10	A-HHS Football Newman (There)
13	Columbus Day Celebrated - No School
	A-HHS JV Football Newman (Here)
17	A-HHS Football Cerro Gordo (Here)
18	A-HHS Frosh Football Arthur (There)
20	A-HHS JV Football Cerro Gordo (There)
23	A-HHS Frosh Football Cerro Gordo (There - 6:30)
24	A-HHS Football Arthur (Here) Dad's Night
	End of First Nine Weeks
27	A-HHS JV Football Arthur (There)
31	A-HHS Football Homer (There)

There will be a Unit Teacher's Meeting on the second Wednesday of each month. School will be dismissed at 2 p.m.

NOVEMBER

11	Veteran's Day - No School
21	A-HHS Basketball Soap Game
25	A-HHS Basketball Shiloh (There)
27-28	Thanksgiving Vacation - No School

DECEMBER

2	A-HHS Basketball Oakland (Here)
5	A-HHS Basketball Villa Grove (Here)
6	A-HHS Frosh Basketball Bement (Here)
9	A-HHS Basketball Bement (There)
11	A-HHS Basketball Frosh Villa Grove (There)
12	A-HHS Basketball Homer (Here)
15	A-HHS Frosh Basketball Cerro Gordo (There)
16	A-HHS Basketball Cerro Gordo (There)
19	A-HHS Basketball Newman (There)
22-31	Christmas Vacation Days - No School

JANUARY

1	Christmas Vacation - No School
2	Teacher's Workshop - No School
6	A-HHS Basketball Arthur (Here)
9	A-HHS Basketball Lovington (There)
13	A-HHS Basketball ABL (There)
15	A-HHS Frosh Basketball Villa Grove (Here)
	A-HHS Semester Exams
16	A-HHS Semester Exams
	End of Second Nine Weeks
	A-HHS Basketball Villa Grove (There)
17	A-HHS Frosh Basketball Bement (There)
19-23	Round Robin Tourney at Deland-Weldon
24	A-HHS Basketball Homer (There)
27	A-HHS Basketball Cerro Gordo (Here)
30	A-HHS Basketball Newman (Here)

FEBRUARY

2-6	LOVC Conference Tourney at Villa Grove
10	A-HHS Basketball Arthur (There)
12	Lincoln's Birthday - No School
13	A-HHS Basketball Oakland (There)
16	A-HHS Basketball Cerro Gordo (Here)
17	A-HHS Basketball Bethany (Here)
24-27	Regional Tourney at Arcola
28	A-HHS Frosh Tourney at Tolono (Unity)
	Little Okaw F-S Tourney at Homer

There will be a Unit Teacher's Meeting on the second Wednesday of each month. School will be dismissed at 2 p.m.

MARCH

2, 5	Frosh Tourney at Tolono (Unity)
2, 5	Little Okaw F-S Tourney at Homer
19	End of Third Nine Weeks

APRIL

16-19	Easter Vacation Days - No School
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MAY

27-28	Second Semester Exam Days
28	End of Fourth Nine Weeks
30	A-HHS Baccalaureate
31	Teacher's Workshop - No School

JUNE

1	Last Day of Pupil Attendance (half day a.m.) A-HHS Graduation
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There will be a Unit Teacher's Meeting on the second Wednesday of each month. School will be dismissed at 2 p.m.

(The above calendar allows 5 snow days. If they are not used, school term will be shortened or additional days off will be given.)

NOTE TO PARENTS

This handbook is issued in order that students and parents become familiar with the general policies of the school. It contains information that should be known by all those connected with the school.

Pupil-Teacher-Parent Conferences - At no time should you be in doubt of your child's progress. You are notified of his progress through the report card and warning slips. If you still have questions or feel that there has been a misunderstanding, please call the school for an appointment with the teacher, counselor or principal. Students who wish to talk with a teacher about any problem should request a conference with the teacher before or after school, or at a time convenient to both during the day. Teachers may also request conferences with a student in order to give or arrange individual help or to clear up misunderstandings.

Health - Parents can assure their child's effectiveness in school by providing good nutrition, adequate rest, cleanliness, medical and dental care. Although a physical examination for each child is not required before entering school each year, it is desirable. It is also imperative that your child's immunization be kept up to date as recommended by your family physician.

Accidents and Illness - The school will make every effort to inform the parents of any accident or illness occurring at school that may need care or observation at home. However, no student will be sent home unless a responsible adult is there to receive him.

Good discipline originates in the home. The parent is the first teacher of his child, and should develop in him good behavior habits and proper attitudes toward school. A parent should:

1. Recognize that the teacher takes the place of the parent while the child is in school.
2. Teach the child respect for law, authority, the rights of others, and for private and public property.
3. Arrange for prompt and regular school attendance and comply with attendance rules and procedures.
4. Work with the school in carrying out recommendations made in the best interests of the child, including discipline.
5. Talk with the child about school activities; show an active interest in his report cards and progress:

--do you encourage your child to be enthusiastic about his school work?

--does your child schedule sufficient time for home study?

--is there a suitable, quiet place to study at home, at a regularly scheduled time? Pencils, pen, paper, books, dictionary, ruler, etc., should be at hand.

--do you have family agreements that are kept regarding the use of the telephone or TV?

--what do you suggest as a substitute when you're told there is no homework? Consider:

- a. Reading - a continuous assignment for everyone, including magazines, newspapers and books chosen for enjoyment.
- b. Reviewing - classnotes, arithmetic processes, grammar usage, spelling.

c. Research - science or other long term projects that have been assigned.

--what time is your child in bed each night?

Your interest and support at home are important to your child, and greatly appreciated by his teachers.

GENERAL INFORMATION

Phone - A pay telephone for students is located in the lobby of the gym. Other school phones are to be used by students for school business or in case of emergency.

Insurance - Insurance is available to all students on either a twenty-four hour basis or school day basis.

Students participating in athletics must carry some form of insurance.

Fees - A rental fee of twelve dollars for books will be charged to all students. Other fees a student may encounter are: shop materials, workbooks, insurance, and band instrument rental.

Lockers - All students will be assigned a locker at the beginning of the year. It is suggested that students use the key provided to lock the locker at all times.

Lost and Found - A lost and found area will be located in the High School office. Students may inquire about lost items between classes or before and after school.

Graduation Requirements - Required courses include one year science, one year mathmatics, United States History, three years English, four years physical education, Consumers Education and

health. Sixteen academic credits are required. Any two other credits band, chorus, P.E., etc. for a total of 18. Students normally are required and take four academic subjects per year, one credit for each. Students must also pass Illinois, U.S. constitution and Flag tests.

Lunch Program - Hot lunches may be purchased for 50 cents at the Atwood-Hammond Grade School. Students may also bring their lunch to eat in the high school gym. Low income families may qualify for a free lunch program for their children.

Weather - Inclement weather may dictate closing or early dismissal of school. In the event of such conditions information may be obtained by listening to WSOY 1340 FM, WDZ 1040 FM, and WCIA channel 3 TV.

Physical Examinations - All incoming freshman and students participating in athletics are required to have a physical examination. This examination is requested for students' well-being and insurance purposes.

College Preparation - For many students, high school will be the end of their formal education. Our vocational department courses are designed to meet these student's needs and are an excellent terminal education. Often however, these students will later change their minds and/or the opportunity to attend college will be offered. Such pupils frequently find that they have taken few courses that are requirements for college entrance. To avoid this, it would be wise for every pupil to elect these minimum college entrance requirements:

- 4 or more years of English
- 2 years of foreign language
- 3 years of science
- 2 years of social studies
- 2 years of algebra
- 1 year of plane geometry

With these, in addition to other subjects, they will have earned credits which will enable them to enter almost any college. Most colleges require as entrance credit two majors and one minor chosen from the fields of English, science, mathematics, foreign language and social studies.

Announcements - Information of interest to students will be dispersed over the intercom system periodically each week during the school day to help keep students aware of coming events and other school business.

College Visitation - Seniors are allowed excused absences for college visitation days. Students should have shown interest in college. Such as taking College Entrance Exams, discussion with counselor, etc. prior to request for college visit.

Grading System - Grades or marks are not in themselves an end or goal. Rather the goal of the teacher with every pupil should be to do all in her power to bring about in each pupil the largest development possible in desirable traits. Some consideration must be given in making judgements to the wide interests and developed differences in children. Much attention must be given by the teacher to developing right work habits and attitudes toward work. When all this is done, a teacher's trained and unbiased judgement which takes into account all factors affecting the learning of each pupil is likely to be a better gauge of how a pupil's work should be "rated"

than a mechanical basis of grading, mechanically applied.

For most purposes it seems a system of letter, each with a definitely defined meaning, is best for reporting standing. This does not mean that a percentage grade should never be used. For daily work and examinations in most subjects, it serves very well.

For Report cards and Final Records, letters shall be used with the following significance.

- A ...Distinctly superior work, showing an unusual degree of skill, comprehension, originality, etc.
- B ...Very Good work; mastery of more than the minimum essentials; high degree of skill and comprehension.
- C ...Average work; master of essentials, but little or no more.
- D ...Work of poor quality; more effort on the part of the pupil or removal of hindrances that stand in the way of his learning may be needed.
- F ...Work that is much below the credit or passing level; a student receiving F as a nine weeks grade should immediately confer concerning his work with teacher or principal.

RULES AND REGULATIONS

Semester Exams - All students are required to take semester examinations in academic subjects. Graduating seniors who have a C average or whose grade has not dropped a full letter grade will be excused from the final semester exam.

General Conduct - Students are responsible for their conduct on the way to and from school, at school, and at all school events. Students may be suspended from school for conduct which is disturbing to the morals of the school and contrary to its good order.

Hall Passes - All students are expected to be in each period as scheduled. If you are requested by a teacher to report for a conference during study hall or home room, a permission slip must be presented to your regular teacher before you leave. (Note will be obtained from requesting teacher.) Any students who are reported to the office for being AWOL by a regular teacher will make up time after school. Remember you may have a legitimate reason but it is your responsibility to let the regular teacher know where you are at all times. NO student will be out of class without a permission slip.

Smoking, Alcohol, and Drugs - Any student smoking on the property or school trips will be suspended from school. Use of drugs, drinking or possession of any intoxicating beverages on school property or school trips will automatically suspend a student.

Care of School Property - Students will be suspended and are responsible for the payment of any damages they do to school property, and for any debts they incur - this includes in any way the defacing of school property.

Attendance Hours - Students may enter the building after 8:00 in the morning, and students must be out of the building by 4:00. If they are supervised by a member of the faculty this may be extended.

Noon Hour - If you do not want to study go directly to the gym - No stopping to put your coat in your locker. All students must remain out of the main building during the noon hour until after the first bell sounds. Any student in the halls will remain after school. Second offenders individually treated. All student in gym at noon

will conduct themselves as follows:

1. No scuffling, running or other games are allowed.
2. All students take seats on bleachers.
3. Teachers will be on duty during noon. Any student turned in by a teacher for conduct unbecoming a student at A-HHS will remain after school from 1 to 5 days. Chronic offenders face banishment from school building during entire noon periods.

Eligibility - In order to participate in athletics students must meet the Illinois High School Association minimum standard of earning passing grades in 15 hours of work per week. In other words, a student must pass three out of four academic areas of study.

Car Driving - Normally cars will not be driven during the lunch period; however, at times circumstances may warrant this and a permit should then be obtained from the Superintendent.

- a. Driving without a permit will subject students to suspension. Permission slips from the parents must be presented to apply for the permit, good only for one day. Permits may be revoked by the office at any time.
- b. After school - No movement until the last bus clears crossing, then slowly leave in proper order.
- c. All cars driven to school should be parked in the West Parking Lot.
- d. Speed limit on school parking lot is not to exceed ten miles per hour and less if conditions warrant. Anyone violating speed limit, spinning wheels or other types of reckless driving will be grounded for two weeks.

Absence (Pupil) - If a child is absent from school or is tardy, a written excuse is required. Forms are available in the principal's office for this purpose. A personal call or telephone message from parent or guardian before or after absence is considered a substitute for a written excuse.

Excused Absence

1. Sickness of student
2. Death in family

Unexcused Absence

1. Vacation trips
2. Shopping trips
3. Work
4. Babysitting

Following An Absence - The student is expected to participate in class the following day. He should make every effort to prepare himself for return to class. In case of long absence due to illness allowances will be made for make up time. An admit slip will be given students to take to each period. Slips will be signed by teachers and taken up the last period and returned to the office by the teacher. Failure to turn this slip at the end of the day results in detention.

- a. Many absences can be avoided. Special attention will be given absentees and disciplinary action taken unless cause of absence is entirely legitimate.
- b. Any student who is absent because of illness is excluded from attending any school activity such as ball games, etc., the day he or she is absent.
- c. Permission may be obtained beforehand for doctor or dental appointments. These students may attend school activities.
- d. Tardiness is not permitted. All students who are tardy must report to the office on arrival and may be required to make up time missed after school.

INSTRUCTION TO SCHOOL BUS RIDERS

School bus riders, while in transit, are under the jurisdiction of the school bus driver unless the local board of education designates some adult to supervise the riders.

It is recommended that all riders, parents of riders and teachers become thoroughly familiar with the following regulations governing school bus riders.

1. Be on time at the designated school bus stop-help keep the bus on schedule.
2. Stay off the road at all times while waiting for the bus.
3. Be careful in approaching the place where the bus stops.
Do not move toward the bus until the bus has been brought to a complete stop.
4. Do not leave your seat while the bus is in motion.
5. Be alert to a danger signal from the driver.
6. Remain in the bus in the event of a road emergency until instructions are given by the driver.
7. Keep hands and head inside the bus at all times after entering and until leaving the bus. Do not throw anything out of the bus windows.
8. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and could result in a serious accident.
9. Be absolutely quiet when approaching a railroad crossing stop.
10. Treat bus equipment as you would valuable furniture in your home. Never tamper with the bus or any of its equipment.
11. Assist in keeping the bus safe and sanitary at all times. No eating is allowed on the bus.
12. Keep books, packages, coats and all other objects out of the aisles.
13. Carry no animals on the bus.
14. Leave no books, lunches or other articles on the bus.
15. Be courteous to fellow pupils, and the bus driver.
16. Help look after the safety and comfort of smaller children.
17. Do not ask the driver to stop at places other than the regular bus stop; he is not permitted to do this except by proper authorization from a school official.
18. Observe safety precautions at discharge point. Where it is necessary to cross the highway, proceed to a point at least 10 feet in front of the bus on the right shoulder of the highway where traffic may be observed in both directions. Then wait for a signal from the bus driver permitting you to cross.
19. Observe the same rules and regulations on other trips under school sponsorship as you observe between home and school. Respect the wishes of the chaperone appointed by the school.

COURSE DESCRIPTIONS

ART

This is a course in the fundamentals of art, open to any interested high school student. It is not required that students draw well to take this course. In addition to drawing students will learn creativity through experience with colors, dimensions and design.

BUSINESS

Typing I

The purpose of Typing I is to teach students complete familiarization of the typewriter, personal business letters, manuscript typing for themes and term papers in high school and college, and the most simple and most used forms for the average office. Thus, the student will be able to take care of all his personal typing needs and to perform an office job requiring routine typing.

Typing II

This course is an extension of Typing I in which students put the principles learned in Typing I into practice. The course is designed to develop highly competent, vocationally qualified typists. Students will type the weekly newspaper as part of their activities.

Bookkeeping

The primary purpose of this junior or senior course is to provide training which will prepare the students either for jobs in which they keep simple sets of books or will perform the duties of any of the numerous types of bookkeeping clerks in the business

office. Other purposes of the course are to develop the ability to keep personal records, to understand common financial reports of business, and to provide an understanding of important managerial concepts such as depreciation, interest, expense and net profit.

Shorthand I

All of the basic theory of the shorthand system is covered in the first year of shorthand. The dictation is from practice material, and the transcripts are usually in longhand, although some transcription at the typewriter will be introduced.

Shorthand II

A great deal of dictation of both new and practical material is given in this course to provide a systematic review of shorthand theory and to increase speed and accuracy of writing shorthand. Type-written transcription will be introduced at the latter part of the course or earlier, depending on progress of class.

Office Practice

Prerequisite: Typing-One Semester. This completion course for students who are preparing to enter office positions either of a stenographic or clerical nature will provide opportunity to acquire elementary skill in the operation of several types of office machines such as the adding machine, the calculator, the stencil duplicator, the liquid process duplicator, and the voice-writing machine. Filing, telephoning, and composition of letters are important units of the course. Practice is provided in carrying out integrated work projects and in the use of desirable personality trait actions.

Business English

This course is designed primarily as a review of grammar and principles of good English preparatory to a career in the field of business. The course is usually offered to seniors who have completed the three year English requirement. The course can be counted as one of the required English courses.

COMMUNICATIONS

Journalism

This course is offered as an English course toward the three year requirement. The students will study the historical development of American mass media with emphasis on newspaper; the mechanics, crafts, and ethics of journalism. Students will gather and write news, report, edit, and study free-lance writing.

Speech

(Does not count toward three required credits in English).

Speech is an elective one year course. The course is an advanced speech-communication course, reviewing and introducing the student to as many aspects of speech as time allows. Emphasis will be placed on expression of well supported ideas, discussion, debate, interpretation, forensics, and semantics, plus the art of listening. The student will learn to discriminate facts, generalizations, opinion, and how to critically evaluate personal and peer performances.

Remedial English

Remedial English is designed to improve the slow learning student's ability to communicate. Special emphasis is placed on

reading skill. High-interest materials at third to fifth grade reading level are used. After improvement begins in reading skill, practice in writing and spelling begins. The students are encouraged to write creatively. Creativity is stressed and usage and spelling are gradually achieved. By rewarding the student's ideas and correcting grammar and spelling without alienating the student, proper usage is gained. The purpose of the remedial English is to help the slow learner become effective enough in the basic skills of communication to become a productive member of his school and society.

English I

In this course the student will study the sentence's basic patterns; the noun, verb, adjective, adverb, and function words; and punctuation.

In the literature the student will study basic literary types--the short story, poetry, drama, the novel, and non-fiction as well as an intensive study of mythology as it is reflected in our society.

In composition, the student will study the paragraph and its methods of development.

English II

In this course the student will study advanced grammar principles. The literature is expanded in scope, stressing poetry, the novel, and drama. The writing will deal with the development of the outline as it relates to expository writing. The student will also be introduced to basic research techniques. The student will also be engaged in an introductory speech experience: the preparation and delivery.

English III

English III is designed to further students' communicative skills and its ideas, values, concepts and attitudes. Involved in the activities of junior English, the student should broaden his frame of reference, learn to organize his thoughts, accept responsibility, be able to appreciate and understand the attitudes and values which will best enable him to attain his own personal needs and goals.

English IV

English IV is an elective planned primarily for the college-bound senior student. Outstanding English literature is studied with emphasis on the short story, the novel, the play and poetry.

Spanish I

The student is introduced to a basic vocabulary. Basic grammar is introduced.

Spanish II

More emphasis is placed on verb tense. Difficulty of reading selections is increased. Vocabulary is expanded. A greater stress is placed on culture.

Spanish III

The student completes a thorough review of grammar. Spanish and Spanish American authors are read and discussed in respect to influences, styles, and themes.

HEALTH AND DRIVER EDUCATION

Health

Health, a one semester course, provides learning experiences for the student in order to increase knowledge, habits, and attitudes pertaining to the students' own health.

Driver Education

Driver Education is a state-required course offered to sophomores and other sixteen year olds. Thirty clock hours in classroom work are required along with six clock hours behind-the-wheel driving. The program includes teaching the proper techniques in the following: starting, stopping, parking, rules of the road, and many other traffic situations.

MATH

Business Math

Business Math is a freshman level course available to students whose background in math is not sufficient to allow them insights to algebra. Since reading plays a large role in education and is the downfall of many math students, this course requires little reading. Material is presented in the form of pictures and examples.

Algebra I

Algebra I includes a study of the fundamental laws and operations with + and - numbers, factoring, graphing, and problem solving. Special emphasis is placed on the solution of simple and quadratic equations.

Algebra II

Algebra II is a continuation of Algebra I. This is a prerequisite of most students planning to attend college with emphasis on fundamentals of trigonometry and an introduction to analytical geometry.

Geometry

Geometry is offered to give students a systematic approach to problem solving and it is offered at the sophomore level or at any time after a basic course in Algebra has been completed. Geometry uses the real number system as its mathematical system.

Math IV

Math IV is a combination of trig, analytical geometry and calculating. It is a college prep course open to students with three years of math preparation.

MUSIC

Band

The band program is open to all members in the high school. Prior experience is desired, but not an absolute requirement for membership. This organization consists of two bands: (1) marching band and (2) concert band. These bands meet daily during the eighth hour. Both bands are scheduled for several public performances during the year and attendance is required by all participating members.

Chorus

Any student interested in singing may take part in chorus. The chorus is also divided in major groups: boys' chorus, girls'

chorus, solos and ensembles.

The chorus is scheduled for a number of public performances during the school year.

SCIENCE

General Science

A basically freshman course, is designed to complete the student's knowledge of science at an elementary level and prepare him for the other sciences. All phases of science are covered including light, astronomy, electricity, rocks, and mechanics.

Chemistry

A junior and senior year course, chemistry is designed for the student with a good background in math and science. Basic chemical principles and laws and their relationships to atomic structure, the periodic table, and bond types, etc. are studied.

Biology I

This course deals principally with the two main kingdoms of life--plants and animals. Concepts involving the cell and cell division are also introduced. There is a large amount of laboratory work involved, and students are required to partially purchase the necessary perishable supplies. The vocabulary in this course is somewhat advanced, and it should be considered as a college general preparatory course.

Biology II

This course deals with the studies of anatomy, bacteriology, reproduction, embryology, ecology, pollution, genetics, and evolution.

Only those students who have satisfactorily completed Biology I may take this course. Those who qualify should find this course easier than Biology I.

Physics

Physics is a college preparatory course in which senior students learn application of physical laws in relationship to mechanics, electricity, energy, and nature.

PHYSICAL EDUCATION

Physical Education

Physical Education is the phase of education which offers students the opportunity to improve their total physical fitness. The program is concerned with developing the students total physical and mental well being so that they may participate to their fullest capacity in the work and play of their school life and of the years which lie ahead.

SOCIAL STUDIES

Consumer Economics

Consumer Economics is a one-semester course open to juniors and seniors. It is a practical approach to the problems of personal and family economics stressing such topics as credit, insurance, taxes, and income. State law requires all students must take Consumer Economics.

World History

A basically sophomore course, world history presents a general view of the history of man, from the prehistoric times to the present.

U. S. History

U. S. History begins with the study of European background; the establishment of the United States, and historical events leading to the present times. Time is spent studying the United States and Illinois constitutions. Every junior must pass a test on these two constitutions as a requirement for graduation.

World Geography

This freshman social studies course is a study of the world's major cultures, national government, a world view of geography, and various aspects of international relations.

Psychology

Psychology, a senior-year course, is a general introduction to the science dealing with behavior, emphasizing such areas as personality, mental illness, and man's relationships to others and the world.

Civics and Economics

Civics is a one-semester course in which the student studies the function of federal government. Economics is a one-semester course following civics designed to give the student a better understanding of the American free enterprise system.

VOCATIONAL EDUCATION

Home Economics I

Home Economics I is a study consisting of diet evaluation of teens, and the importance of a good diet; basic sewing skills which includes construction of one simple garment with a cotton fabric; child care relating to baby sitting and general characteristics of pre-schoolers; study of personal and family development; and grooming.

Home Economics II

Home Economics II is a study of wardrobe planning, study of textiles, advanced sewing skills with the construction of one garment (knit or wool with lining); advanced food studies of meat, pastries and yeast breads and convenience foods; child care and characteristics of the toddler; management of time, money and energy.

Industrial Arts I

The first year of Industrial arts is comprised of four nine week sessions: planning and sketching, handwoodworking, hand metalworking, and basic electricity. These areas are the basic courses which lead the student into more advanced areas should he take further Industrial arts courses. In these four areas, the student learns the fundamentals for boys and girls alike to take as it aids to develop skill in using their hands and learning how to solve simple mechanical problems.

Industrial Arts II

The second year of industrial arts is made up of two eighteen work segments, advanced mechanical drafting and advanced power wood-working. Mechanical drafting will play a very important role in the

the industrial arts field and help the student greatly in his lab work. The main purpose of this course is to provide one with the necessary information to enable one to make better drawings by developing skill in the use of drawing instruments. Also to acquaint one with the many different problems one may encounter while making different types of drawings. The last eighteen weeks of the second year is power woodworking. Woodworking is one of the interesting educational, and rewarding of the skilled activities in the school or home workshop. Wood is one of the most plentiful materials. It can be formed with little difficulty into beautiful and useful articles for the house and office. If you learn to handle the tools and equipment for woodworking, you are limited only by your imagination, ability, and available funds.

Industrial Arts III

The third year of industrial arts is made up of two 18 week segments, Architectural Drafting and Machine Shop. Architectural Drafting is designed as a comprehensive study of the planning and designing of a residence. It will provide students with an introduction to the complexities of the building-construction industry. The last 18 weeks of the third year is Machine Shop. In this course, students get an introduction to the fundamentals of lathe, shaper, milling machine and welding use.

Industrial Arts IV

The fourth year of Industrial Arts is a full 36 week session in furniture-cabinet making. The student designs and builds a project of wood of his choice. There are workbook assignments and reports to write. The course is designed to reflect the students past learning

experiences in the manufacture of his project.

Ag I Basic Ag

Introduction to Ag with familiarization of FFA. Ag I is divided into records, livestock (selection, breeds, feeding) and Ag mechanics for the first semester. Second semester deals with crop production emphasizing corn and soybeans with an introduction to horticulture ending the year.

Ag II

Ag II is a furtherization of the mechanics, of Ag with emphasis on welding, surveying and soil testing. Second semester begins with weeds and weed control ending up with project construction.

Ag III

Mechanics and engineering first semester--small engines. Second semester engine maintenance and tune up.

Ag IV

Ag management. First semester is dealing with records, record keeping and analysis. Second semester deals with large engine overhaul.

Job Training

A senior course in which students receive on the job skills. Students attend class daily and study various aspects of the world of work. Students are employed in some local community business firm in which the employer functions as an off-campus teacher. Students may be excused at 2:00 p.m. to go to their job.

DECATUR AREA VOCATIONAL CENTER

The following courses are offered to students through the Area Vocational Center. Students travel to Decatur at 7:30 a.m. and return at 11:45 a.m. Classes run from 8:30-12:30 a.m. Students receive two academic credits for DAVC courses. In the afternoon students return to Atwood-Hammond and are enrolled in two additional courses.

Students planning to attend the DAVC should be sure they are interested in a particular area as a vocation. Graduates from DAVC are, for the most part, prepared to enter the job market in their area of preparation. There is a great deal of expense to the Atwood-Hammond district involved in vocational preparation.

Accounting

Vocational accounting is a business course which provides the student with the opportunity to learn small business accounting, clerical activities, bookkeeping, payroll services, inventory control procedures, and other activities with which a small office force must concern itself. Other areas of instruction include accounting systems, partnerships, capital stocks, manufacturing analysis, and interpretation of financial statements. Also included in the course are functions and operations of punched card equipment and the application of data processing equipment to accounting procedure.

Air Cooled Engine Technology and Maintenance

Air Cooled Engine Technology and Maintenance is a career course which provides the student with the opportunity to develop a degree of competency in the sales and repair of gasoline and electric engines

used to power lawn and garden equipment, all-terrain vehicles, snow-mobiles, farm equipment, motorcycles, inboard and outboards, etc. Repair of four cylinder engines which is found on commercial equipment will also be performed. The main emphasis the first year is on troubleshooting and repair of lawn and garden equipment and motorcycles. Students are instructed in how to locate the trouble using certain methods and test equipment. The student is taught how to use properly the tools and equipment with a good degree of competency.

Auto Body

Vocational Automobile Body and Fender Repair provides the student with a broad background in two main units of instruction: automobile body repair and automobile refinishing. The unit of automobile body repair involves work in the following: welding, shrinking, filling with lead and plastic, straightening, trim, upholster, glass. The unit of automobile refinishing involves prepaint procedures, spray gun techniques, refinish materials, and spray equipment.

Auto Mechanics

This course stresses advanced automobile theory and shop work in repairing motors, clutches, transmission, and rear axles. A small diesel engine is available for demonstration purposes. The class is organized in the same manner as a garage doing general repair work. Automobile belonging to students and others are repaired in the class as time allows. It is strongly emphasized that this course is technical in nature and not a "hot rod" course. Those students electing this course should realize this fact.

Building Trades

Building trades offers a promising career for the individual who has an interest in and aptitude for working with tools and materials. It requires the development of manual skills (a combination of thinking and doing) and a thorough knowledge and understanding of basic principles and practices related to construction work.

There are two sections of study in building trades. One section is the learning of the skills or the "how" of the trade on the job. Two modern houses are completed each year under the direction of the instructors. The second section of study is classroom work covering the tools, equipment, materials, process, mathematics, interpretation of drawings, and layouts necessary to the trade.

Vocational Building Trades 1 is for juniors only. During their first year, students will gain experience in the skills of concrete placing, rough framing, roofing, siding, insulation, dry-wall, wood finishing, and painting.

The building trades program is continued during the summer months. Students selected for the program are those who are completing the first year program and who plan to continue the second year. These students work eight hours per day, five days per week, and are paid a salary. They also receive one unit of credit.

Cabinet Making

Vocational Cabinet Making is a course designed to provide the students with many learning experiences in the area of cabinet making with special emphasis placed on craftsmanship and production work. Attention is focused on careful planning, cabinet design, and construction techniques commonly used by industry today. Projects

include all phases of cabinet making from the planning stages to the finished product. The student is given the opportunity to receive thorough training on all the various modern wood-working machines.

Child Care

The Child Care student will have the opportunity to learn about child growth and development in a classroom situation as well as actual laboratory experiences with three and four year old children. In the classroom, information is covered concerning child growth and development and prepares that student for guiding and supervising the activities of infants and pre-school children. It includes a general study of child care occupations and principles of child development and learning. Relationships to emphasize geriatrics care are also provided.

On three days a week, a laboratory experience is provided with three and four year old children from the community. The vocational students operate the nursery school under the supervision of the Area Center instructor.

Child Care Co-op

This is an instructional and job-training program which is directed toward employment in our expanding field of health care for young and old as well as the teaching of youngsters in the early years. The student is under the supervision of a coordinator for both the work training and the related class instruction. The related class consists of discussion of job related situations and the responsibilities and rights of both employers and employees. The Consumer Education course requirement is also met by this election. The

selected work stations include the following: day care centers, Progress School, nursery schools, public schools, nursing centers, mental health clinic, nursing home, and hospitals in various departments and in varying capacities according to the ability of the student.

Clerical Office Practice

The clerical office practice student will strive to develop accuracy, speed, and arrangement skills in typewriting of all business papers including letters, envelopes, reports, tabulation, and stencils. Units are also taught in office machines, business fundamentals, filing and duplicating, data processing, office practice, office administration and supervision. Non-stenographic skills in record keeping are practiced by preparing stock records, perpetual inventories, invoices, receipts, statements, auditing invoices, and proving petty cash.

Commercial Printing

Vocational Commercial Printing is a two-year course intended to help prepare graduates for working in the field of printing and art work as it relates to the printing process. Heidelberg offset press, Davidson offset, Heidelberg automatic, Miehle Vertical automatic, and other printing equipment are used. Related work includes the following: camping, and hand and machine type composition.

Cosmetology

Cosmetology, or beauty culture, is an instructional and job training program that is directed toward employment in an ever-expanding field of cosmetology. The student is under the supervision of licensed

instructors in both the classroom phase and clinical work. The classes consist of instruction on all phases of beauty culture: Hair styling, Hair shaping, Permanent Waving, Hair Coloring, Facials, Make-up, and fashion. The course includes the basic fundamentals of training. The total hours of 1500 must be completed before a student will be eligible to take a state examination; a student will earn 450 of these hours in Cosmetology 1 and 2.

Data Processing

The Data Processing students will have as a goal the development of an understanding of technical competency in the field of Data Processing Systems. The student will be introduced to computer programming as programming concepts and design will be taught. The student will code, test, and debug several computer programs. The student will be introduced to Cobol and assembler type languages, which are used on today's third generation stored program disk oriented computers. In addition the student will be given actual training on the following machines: Key Punch, Key Verifier, Sorter, and Accounting Machine. Practical applications of Data Processing will be explored. These include areas such as payroll, accounts payable, inventory, filing systems, systems design and others.

Electricity

Electricity is a vocational course in which the student has the opportunity to become acquainted with the circuits, materials, tools and code regulations of residential wiring. Other areas of exploration are planning the wiring and estimating the cost of operation of an electrically heated house; studying the basic fundamentals

of direct current and calculating the cost of operating electrical appliances. Emphasis is placed on recognizing and preventing hazards in the wiring in and about a home.

Electronics

This is a depth course in which strong emphasis is placed on the use and operation of various kinds of electronic measuring instruments. Fundamentals of electronic principles, and applied mathematics through algebra and trigonometry are the basis of the material presented in this course. The scope of this course includes the study of the following: component theory, tube, and transistor physics. This basic material is applied to laboratory exercises which complement the study material. Application is made to various areas of electronic interest-AM, FM, radio, stereo, and industrial application.

Engineer and Drafting Technology

The purpose of this course is to give the drafting student training which parallels the work of various engineering departments. It is concerned with the studying of orthographic projections, dimensioning, and shop processes which are needed to produce projection type drawings. Other related areas such as auxiliary views, sectional views, pictorial drawings, threads and bolts, and metallurgy are studied to give the student a superior outlook into either the drafting or the engineering field.

Architectural Drafting

The first year of the course is composed of selecting the site, home planning, basic architectural plans, architectural symbols and

abbreviations, construction details, support members, history of architectural styles, building codes, residential lighting and wiring, residential heating and air conditioning, residential plumbing, perspective, modular component plans and design processes.

Food Service

This is a pre-training class for juniors planning to enter on-the-job training in food establishments in the senior year.

Units covered are as follows: Employment in the Food Industry; Employability; Management Practices; Basic Cooking Vocabulary; Food Preparation; Serving Skills; Consumer Education; Job Application and Interviews.

Resource people in the foods business are utilized where feasible. Field trips are planned to acquaint the students with the various programs in the city where food is prepared in large quantities. This includes trips to bakeries, packing houses, restaurants, and similar industries.

The student who completes the first year of Food 1 and 2 is considered partially trained for work in Food Service.

Food Service Co-op

The students work on-the-job in the selected work stations that are food handlers. These may include restaurants, hospitals, school, or other commercial enterprises. The students have the opportunity to learn first hand how to prepare, serve, and sell food in a manner that will have flavor and eye appeal. Units studied in the co-op class are as follows: Quantity Planning, Management, Serving Methods, Job Traits, Finances Taxes, and Career Opportunities.

Consumer Education course requirements are met by this election.

Machine Shop

Machine shop is offered to the student who is interested in becoming a machinist or a machine operator. Advanced instruction is given in the use of the engine lathe, press, radial drill, and power band saw. The student is given the opportunity to learn horizontal and vertical milling machines, surface grinder, tool and cutter grinder, drill press, radial drill, and power band saw. The student is given the opportunity to learn about the use of surface plates, vernier height guages, dial indicators, lathe bit tool grinding and drill bit grinding. Units are also taught on blue print reading, heat treatment of metals, fundamentals of numerical controlled milling machines, principles and theories of EDM (electrical discharge machining), and related shop math. Student projects are selected which will teach the important operations needed in the trade which involve the use of the above mentioned machines.

Medical Records Secretary

The medical-records students will receive training in the following areas: Basic medical terminology, medical procedures dealing with patients, secretarial responsibilities, medical reports, health insurance forms, maintaining files, office management, receptionist's duties, and procedures to be followed in taking medical dictation and its transcription.

Nurse Aide

The Nurse Aide student spends one semester learning to perform nontechnical bedside duties. The course of study includes the

following: anatomy and physiology; standards and regulations of hospital work; personal care of the patient; food service; specimen collection; orthopedic, pre-operative; and post-operative care; admission, discharge, and transfer techniques; isolation technique; and patient-care records. At the end of the first semester of training, if mutually considered advisable by the nurse-instructor and the student, a student may terminate the program and receive one unit of credit.

Practical Nursing

The Practical Nursing students will devote at least 50 hours to the study of the following: Nursing skills and procedures including respiratory, circulatory, digestive, endocrine & muscular-skeletal body systems; common conditions of illness; and professional ethics. At the end of the first semester of training, if mutually considered advisable by the nurse-instructor and the student, a student may terminate the program and receive one unit credit.

Students who successfully complete this aspect of the program may apply for admission into the Adult Practical Nursing program for the clinical phase of their training. The clinical training will immediately follow the high school graduation. It requires about eight months.

The student will be charged a fee for that part of the training which is to be completed after high school graduation. This fee is adjusted yearly based on changes in the costs of operating the program and the support funds available from state and federal funds.

The high school phase of the Practical Nursing program will allow credit of 450 clock hours of 28 percent toward the minimum of

1600 clock hours of classroom study and clinical experience required for the adult Practical Nursing requirements.

Secretarial Office Practice

The secretarial office practice student will have as a goal a high degree of competence to meet stricter qualifications for employment. The course of study includes the following: skill on office machines (key-driven calculator, ten-key adding machine, full key adding machine, rotary calculator, accounting machines, and electronic calculator); fundamentals of business; clerical procedures; filing and duplicating; office administration; typing secretarial procedures; principles of data processing; office procedures; and business correspondence.

Welding

This course is designed to acquaint the student with basic training in the common welding processes. The scope of the course includes the following: acetylene gas and electric arc welding; preparation and layout of different welding joints; the care of expansion, contraction, and stressing of metals; and the care and repair of welding equipment.

GUIDANCE

The purpose of the guidance services is to help each student in his social, vocational, and personal development. The counselor is in the guidance office daily from 8:00 a.m. to 4:00 p.m. Conferences with students receive first consideration of the counselor's time and are scheduled whenever necessary.

The counselor may assist the student:

1. in recommending materials that the student may use to improve his study habits.
2. in planning his schedule and school program.
3. in making realistic curriculum selections and suitable plans for the future.
4. in offering aid in problems of adjustment--to listen to the student discuss his problems.

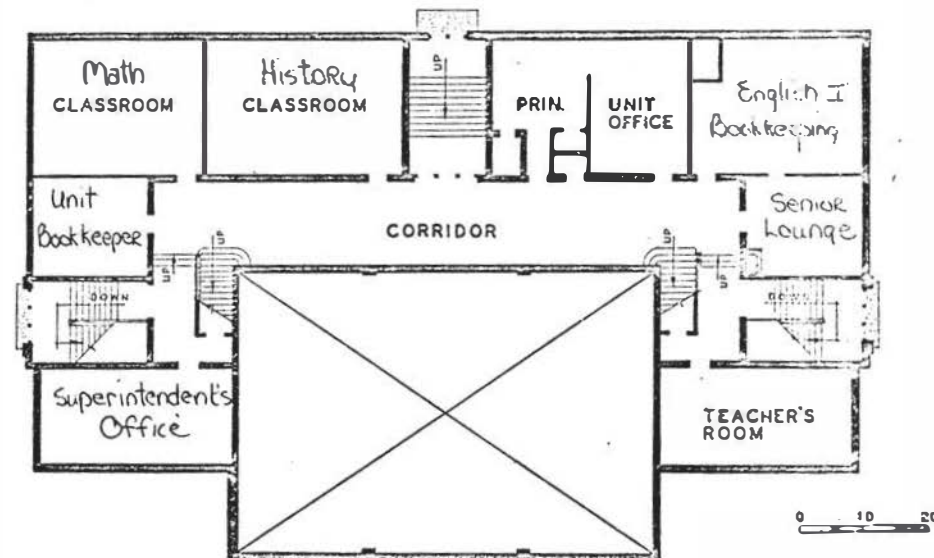
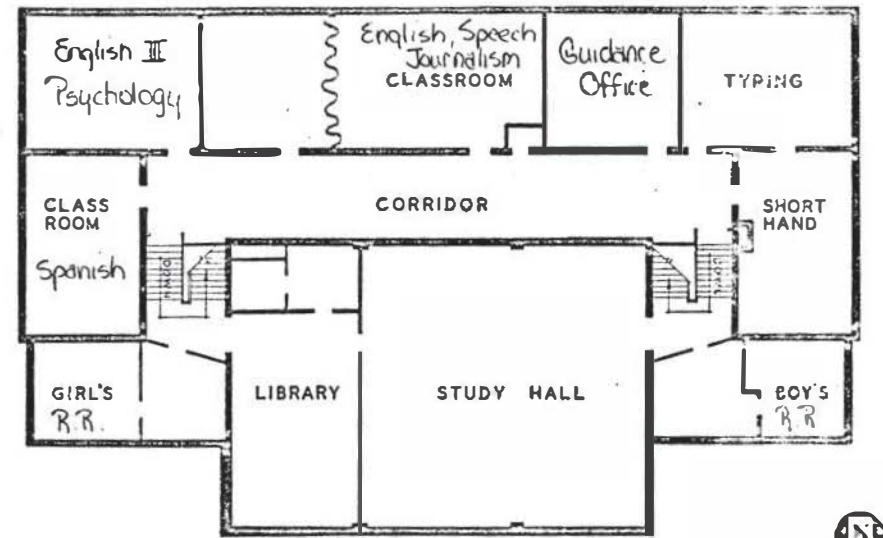
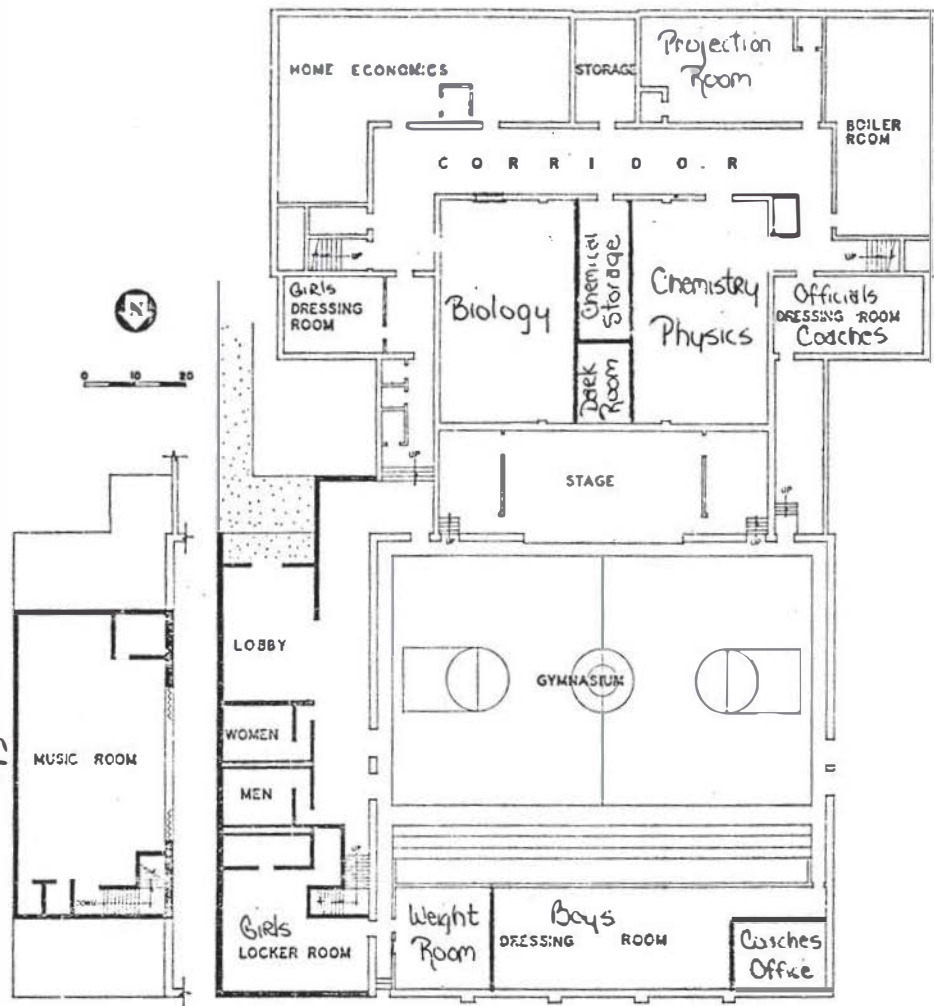
Atwood - Hammond High School

1975 - 1976

Class Schedule

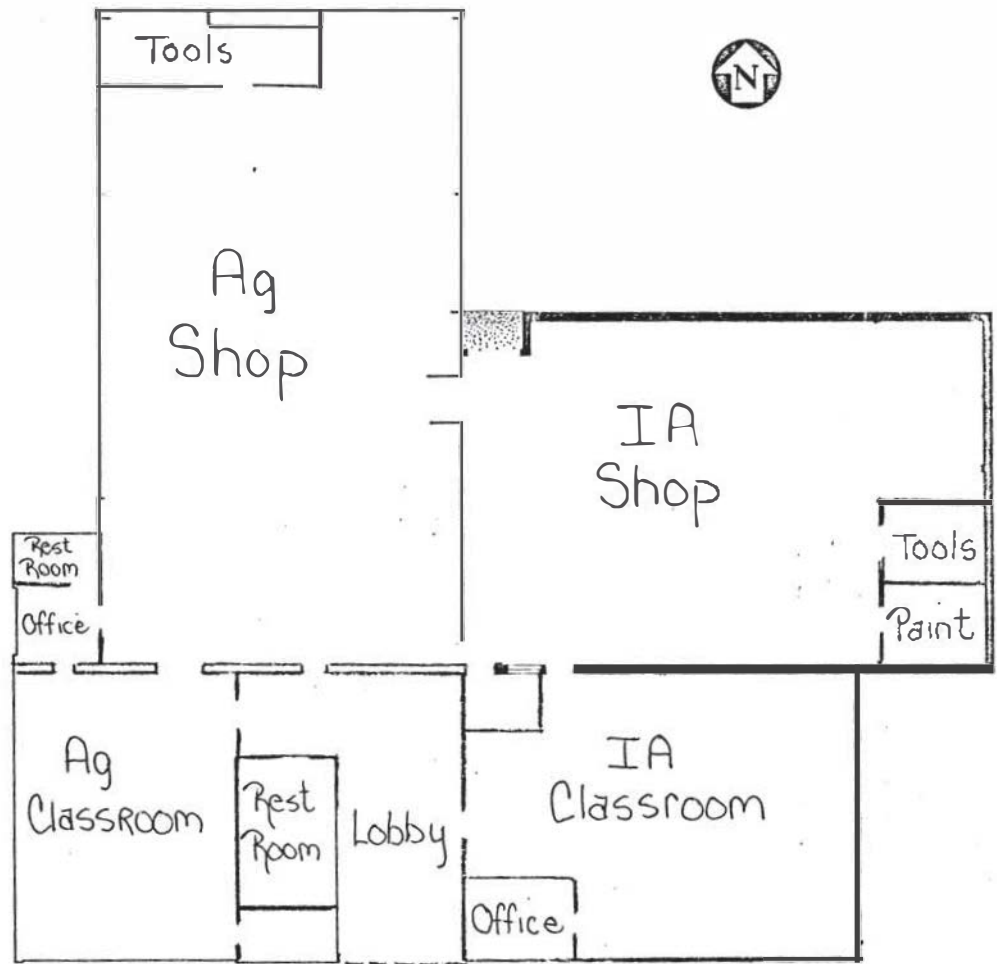
Cell Time	Walker	Newlin	Libbin	Wood	McKean	Stankwick	Stone	Lyons	Farris	Cox	Kylander	England	Jones	Stiehl	Acobette
8:24 ↓ 9:06	Ag I	I.A. 344	Typing I	Trig.	Biology	S.H.	Home Ec. I		Eng. III	Algebra I	Journalism	Eng I	Girls P.E.		
9:09 ↓ 9:48		I.A. II	Typing I	Geometry	Biology	World History	Home Ec. I		Spanish I	Chemistry		S.H.	Girls P.E.		Eng. III
9:51 ↓ 10:33	Job Training	I.A. II			Health	U.S. History	Home Ec. I	Driver Education		Chemistry Lab.	Senior Eng.	Eng I	Girls P.E.		Eng III
10:36 ↓ 11:15	Ag II		Typing I	S.H.	Adv. Biology	Civics & Economics	Home Ec. II	Driving	Practical English	Bus. Math	Speech	Bookkeeping	Girls P.E.		1/4
11:18 ↓ 11:57	Ag II	I.A. II	Shorthand I	Gen. Science	S.H.			Boys P.E.	Spanish II	Algebra I		Eng I	Dr. Ed Health		Psych.
11:57 ↓ 12:40					L	U	N	C	H						
12:40 ↓ 1:05	A	C	T	I	V	I	T	Y		P	E	R.			
1:05 ↓ 1:45	Job Training	I.A. II	Typing Practice	Algebra II	Adv. Biology	U.S. History	Home Ec. II		Eng. III	S.H.	Eng II	Bus. Eng.			
1:45 ↓ 2:33	Ag IV	I.A. II	Typing II	Physics		Geography & World Affairs		Boys P.E.	S.H.		Eng II				Psych.
2:36 ↓ 3:15	Job Supervision	I.A. 344	Typing Practice	Physics Lab.	Boys P.E.	U.S. History		S.H.		Bus. Math	Eng II	Bookkeeping		Band	

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ATWOOD-HAMMOND UNIT HIGH SCHOOL

**Atwood-Hammond
Unit High School
Vocational Building**



EXTRA CURRICULAR CLUBS AND ACTIVITIES

GAA

Each Thursday after school girls participate in various intramural sports such as bowling, basketball, swimming, ice skating, roller skating, hiking, bike hiking, and volleyball.

Cheerleaders

The cheerleaders consist of six varsity and six junior varsity members. Cheerleaders are responsible for leading and promoting school spirit at football and basketball games. Uniforms are provided. Girls are selected by a panel of judges from other area High School Cheerleading Sponsors. They practice on Wednesday nights.

Pom Pon

Pom Pon consists of eleven members and two alternates. They perform dance routines at home basketball games. Uniforms are provided. Monday rehearsals.

FFA

Future Farmers of America is a national organization of students interested in agriculture. Members engage in farm mechanics contests, livestock judging contests, livestock shows and crop displays at various fairs and livestock exhibitions.

FHA

Future Homemakers of America is a national organization of students interested in homemaking. All girls who have taken one year of

homemaking are eligible. The club's purpose is to promote better home, community, and national life.

Spanish Club

Those students interested in Spanish meet occasionally to plan Spanish Christmas caroling, construction of a pinata for the grade school, and, in general, studying the custom of Spanish speaking countries.

At-To-Hi

Students interested in journalism produce the school newspaper each week. Students are responsible for writing and printing school news.

Post

Students are involved in production of the High School yearbook. They sell ads, select pictures, layout form and type all print used in the yearbook.

Student Council

Each class selects a boy and girl student council member to serve on the council. Council is responsible for homecoming events, concession stand, approving class activities and is the student's voice in the school government.

Scholastic Team

The scholastic team consists of 6 members and 2 alternates. Students with high academic records are recommended for the team. The team competes in area scholastic bowl meets throughout the year.

Camera Club

Students interested in photography meet during the noon mini-course. Camera club operates the V-tape machine for athletics and provides many of the pictures for the yearbook.

Dramatics

Occasionally during the school year plays are presented for the public. Plays are now mostly on an all school basis rather than for juniors and seniors.

Prom

Each year during April or May the Junior class sponsors the Jr.-Sr. prom for the graduating seniors. Juniors earn money through magazine sales and plan the event, usually consisting of dinner, dancing and bowling in Decatur or Champaign.

Parties and Dances

On various occasions clubs or organizations will sponsor sock hops. Those are subject to Student Council approval.

Class Projects

Classes and organizations occasionally hold money making projects such as car washes, cake raffles, magazine sales and etc. They earn money for prom, athletic camps, field trips, etc.

Homecoming

During football season one week is designated as homecoming week and alumni are invited to return for the game and dance. Classes and organizations build floats for the Homecoming Day parade on Friday, Dance and queen coronation held on Saturday night.

Athletics

Students meeting Illinois High School eligibility requirements may compete in interscholastic athletics.

Boys

Football
Basketball
Baseball
Track

Girls

Volleyball
Basketball
Track

School Song

Oh when those A-H Rajahs start to fight
Our foe will never live to see the light
We're going to roll those henchmen off their feet
For A-H Rajahs simply can't be beat, Oh No
We're going to march right on to victory
No matter who or what the time may be
We're going to fight, fight, fight, for varsity
Yes siree, A-HS

(Repeat)

Cha-He, Cha-Ha, Cha-Ha, Ha, Ha,
Atwood-Hammond
Rah, Rah, Rah

Pledge of Allegiance

I pledge allegiance to the flag of the United States of
America, and to the Republic for which it stands, one nation under
God, indivisible, with liberty and justice for all.

Star-Spangled Banner

Oh, say can you see
By the dawn's early light
What so proudly we hailed
At the twilight's last gleaming?
Whose broad stripes and bright stars
Through the perilous fight,
O'er the rampart we watched
Were so gallantly gleaming.
And the rockets red glare
The bombs bursting in air
Gave proof through the night

That our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave!

Daily Schedule →

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
5 M E E T I N G					
6					
7					
8					

N O T E S

N O T E S

Appendix II. A.

TO ALL TEACHERS:

I am composing a student handbook for Atwood-Hammond High School, and I need your assistance. I would like to include course descriptions for each of the classes we offer.

Would you please write a brief description of the course or courses you teach. The description should be written so that the students (grades 8-12) can fully understand what the course entails.

I would like to have these descriptions in the near future, so that the book can go through final organization before the end of the school year.

Thank you for your time and cooperation.

Sincerely yours,

Larry R. Bradford

Appendix II. B.

Dear Student:

In your opinion, would it have been beneficial for you to have had a student handbook describing rules, courses, extracurricular activities, etc. when you entered high school? Why?

What specific things could have been beneficial for you to have known before you entered high school?--things that high school officials could have explained before you either wasted time or had to learn the "hard" way.

Would you like to see some sort of handbook distributed next year? If so, would you be willing to serve on a small committee to assist in the production of such a handbook?

Sincerely yours,

Larry R. Bradford

Appendix II. C.

Dear Parent:

In your opinion, would it have been beneficial for you to have had a student-parent handbook describing rules, courses, extra-curricular activities, etc. when your child entered high school? Why?

What specific things could have been beneficial for you to have known before your child entered high school?--things that high school officials could have explained before you either wasted time or had to learn the "hard" way.

Would you like to see some sort of handbook distributed next year? If so, would you be willing to serve on a small committee to assist in the production of such a handbook?

Sincerely yours,

Larry R. Bradford

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