

1974

# A Code of Student Rights and Responsibilities

Michael Joyner Mugge

*Eastern Illinois University*

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A Code of Student

Rights and Responsibilities

(TITLE)

BY

Michael Joyner Mugge

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

Specialist

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1974

YEAR

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

July 23, 1974  
DATE

July 23, 1974  
DATE

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by federal and state constitutions. Civil rights include personal freedoms such as religious liberty, freedom of speech, assembly, against unreasonable search and seizure, the guarantee against self-incrimination, the

## CHAPTER I

equal protection of the laws. Both federal rights and civil rights such as those enumerated, are frequently said to have their origin

## INTRODUCTION

"Allocation of authority over the student has been a matter of dispute and litigation ever since the beginning of public education in America. The courts have been called upon repeatedly to settle issues concerning "parental versus state authority over the student."

The fundamental task of delimiting family and school authority over the pupil is a difficult one. The student, as a subject of the state, is entitled to the rights and freedoms thereof, and at the same time he is subject to those regulations of the state which are designed for the health, safety, progress and general welfare of the populace. But the student is also a member of the family, and, in this capacity, is subject to the care and control of parents.

When clashes between the family and the school arise over matters concerning the student's rights (welfare), the courts must take into consideration the natural rights as well as the civil rights of students and their parents. Natural rights are considered to be "inalienable," "fundamental" and "inherent;" they are rights necessary to personal liberty, security and the pursuit of happiness. Civil rights, on the other hand, are those rights which pertain to all individuals by virtue of their citizenship or residence in a community or state. Whereas natural rights are considered to exist under law guaranteed

by federal and state constitutions. Civil rights include personal freedoms such as religious liberty, freedom of speech, security against unreasonable search and seizure, the guarantee against self-incrimination, the right to trial by jury, and the right to equal protection of the laws. Both natural rights and civil rights, such as those enumerated, are frequently brought into focus when students or their parents challenge unfavorable actions of school officials. Then on the basis of humanity and law, school officials must make a final decision."<sup>1</sup>

One of the primary areas of litigation pertinent to "parental (family) versus state (school) authority over the student" falls into the category of student control. Some of the more controversial issues in this area may be indicated by the following questions:

1. May school officials regulate attire and personal appearance of the student?
2. May a student be prohibited from displaying insignia as a form of protest?
3. May school authorities restrict the student's freedom of speech and press?
4. May school personnel search and permit others to search student lockers?
5. Do school personnel have authority and responsibility over student behavior away from or after school?
6. May school officials prohibit student affiliation with secret societies?

The intent of this field study is not to interpret the legal ramifications of these questions but merely create an awareness of the problems inherently present when dealing with students' rights and responsibilities. The basic theme therefore is to provide, in

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<sup>1</sup>Bolmeier, Edward C., Legal Limits of Authority Over the Pupil, The Michie Company, (1970), pp. 1-2.

writing, a document which will safeguard the student and school community against hierarchical manipulations which are arbitrary and petty in nature and possibly unconstitutional therefore illegal in practice.

With this increasing awareness of the legal issues involved in operating a high school, Hillsboro Community Unit School District #3, by motion from the Board of Education, authorized the establishment of procedures which would codify a document for students' rights and responsibilities in the high school. The Board of Education directed that the code be developed for three specific purposes:

1. To define for the students of the high school the social ground rules within which they are expected to function.
2. To provide parents and teachers with a standard social guide so that consistency of social expectations exist in the school and community.
3. To establish an avenue of communication between the school and the home so that both may move adequately to serve the needs of youth.

After formulating the specific purposes of the code, the Board of Education further directed that the code recognize the following principles:

1. That the primary intent of society in establishing the public schools is to provide an opportunity for learning.
2. That the students have full rights of citizenship as delineated in the United States Constitution and its amendments.
3. That citizenship rights must not be abridged, obstructed, or in other ways altered except in accordance with due process of law.

4. That education is one of these citizenship rights.
5. The liberty of the individual must be thus far limited; he must not make himself a nuisance to other people.

At this juncture, the Board authorized the creation of a Student-Teacher-Citizen Advisory Committee to formulate the policies to be used within the high school.

## CHAPTER II

### CHRONOLOGICAL LOG OF ACTIVITIES

The activities and meetings of the Student-Teacher-Citizen Advisory Committee were scheduled on a weekly basis. While many authorities discourage this type of frequency, the committee decided that this type of scheduling was more appropriate for their membership; therefore, the committee followed the following weekly schedule.

The organizational framework of activities was directed by the writer of this field study. While the writer encourages total committee involvement and self-direction, there were times when administrative leadership was a necessity.

During the creative stages of the study, the board, as well as the committee, had to be educated as to the problems which existed within the high school. Therefore, this writer detailed many significant areas of student conduct and control which needed policy implementation.

From the January 8, 1974, board meeting until the May 13, 1974, committee meeting, I was directly involved in overseeing the productivity of the committee's endeavors. Most of my relationships to the committee were of an ex-officio nature; however, the chairman of the committee and myself met regularly to assess the accomplishments of the committee and formulate a working agenda for each forthcoming meeting.

My major contributions to the committee could be synthesized into two areas: (1) educational advisor; (2) writer of the document. Through the process of advise and consent, I constantly informed the committee of legal problems involved in areas of student control, attendance, dress codes, and discipline. While this does not mean that the committee was overly radical in its approach to these areas, it does imply that it was overly concerned in these areas and tended to be dictatorial in its philosophy.

Finally, this writer accepted the sub-committee reports of all of the areas concerned and condensed these areas into a final draft. Some of the material included would be considered resource material since some of it had been used for a North Central Evaluation; however, most of the Code's content is policy which was created by the committee and administration.

#### January 8, 1974

Authorization by the Board of Education to create a Code of Student Rights and Responsibilities.

February 5, 1974

Board of Education approval for the creation of a Student-Teacher-Citizen Advisory Committee.

February 6, 1974

Invitations for membership were mailed to service organizations throughout the school district.

February 11, 1974

Formal organization of the advisory committee.

February 18, 1974

The committee met to discuss the pertinent details of organization and to discuss what types of content should be included within the Code.

February 25, 1974

Further consideration was given to the type and content of the Code.

February 26, 1974

Committee visitation of school in session.

March 4, 1974

Administration official discussed the scope and content of a Code of Student Rights and Responsibilities.

March 11, 1974

No meeting

March 18, 1974

Committee met to prepare a questionnaire for public consideration.

March 25, 1974

Committee approved format, style, and content of the questionnaire. Questionnaires were distributed throughout the district. (Exhibit B)

April 1, 1974

No meeting

April 8, 1974

No meeting

April 15, 1974

Committee reviewed questionnaires and decided upon the content of the Code.

April 22, 1974

Sub-committee meetings were held to research, discuss, and prepare information for their particular area of responsibility within the Code.

April 29, 1974

Sub-committee meetings continue.

May 6, 1974

Sub-committee hearings were held to report upon their findings. All reports were accepted.

May 13, 1974

Committee read and adopted final draft of the Code of Student Rights and Responsibilities.

January 6, 1975

Committee will reconvene for evaluation of the Code.

### CHAPTER III

#### CHRONOLOGICAL LOG OF ACTIVITIES IN DETAIL

February 5, 1974

Administrative officials of Hillsboro High School requested from the Board of Education permission to prepare a Code of Student Rights and Responsibilities. Upon a motion and vote, the Board of Education of Hillsboro Community Unit School District No. 3, Hillsboro, Illinois, authorized the creation of a Student-Teacher-Citizen Advisory Committee to proceed with the preparation of such a code.

February 6, 1974

Letters were mailed by the administration to the following service organizations: Kiwanis, Lions, Sertoma International, Hillsboro Business Action Group, Hillsboro Women's Club, Montgomery County Young Farmers, and parent-teacher committees from three outlying areas. The same letter was mailed to the Hillsboro High School Inter-Club Council and the Hillsboro Unit Education Association. (Exhibit A)

February 11, 1974

The Student-Teacher-Citizen Advisory Committee was formally organized and called to order. Discussion pursuant to the need and content of the Code followed.

The committee was introduced to three questions:

1. What is a Code of Student Rights?



2. Is there a need for a Code of Student Rights and Responsibilities at Hillsboro High School?

3. What should be the content of the Code?

At this meeting, the committee was formally organized; that is, a chairman, vice-chairman, and recording secretary were elected by simple majority vote. In keeping with democratic ideals, the chairman of the committee was elected by the committee members themselves. It seemed more desirable for the chairman to be a lay-person and not a member of the administration, in order to maintain control of the committee in the hands of laymen. A member from the Board of Education and the chief school administrator-elect were present, however, their presence was only as ex-officio members and therefore restricted to providing resource data and guidance when requested to do so.

Usually the size of a committee is dependent to a large degree on the purpose of the committee. Consequently, the committee indicated that for the specific research and data necessary to complete its task, it would function more efficiently in the time allotted if it were a small group. Therefore, a call for more members was discouraged and the final membership enrollment was 22.

In order for the board and administration to utilize the findings of the committee, a deadline date of May 15, 1974 was established. Discussion by the membership at large indicated that there would be sufficient time to satisfactorily complete the committee's responsibilities. Consequently, the committee pledged to meet weekly until the organizational format was established and functioning smoothly.

In order to demonstrate its faith in the usefulness of a lay advisory committee, the board provided clerical assistance. This individual was especially important for she worked closely with the recording secretary so that minutes of committee meetings and other business could be recorded and conducted in a proper manner. The committee was encouraged to use the school facilities as a meeting place and call upon outside consultants if they deemed the situation necessary or appropriate.

A final organizational detail was discussed pertaining to the evaluation of the committee's performance. The ex-officio members, the board member, and administrator indicated that a provision for the evaluation of the committee should exist. The evaluation would include a status study of the school before and after the committee effort. This evaluation of the committee would be made by the board, the superintendent, and the committee itself.

Following further discussion concerning the code, the meeting was adjourned until Monday, February 18, at 7:30 p.m.

At the close of the meeting, the following representation was registered as members of the Student-Teacher-Citizen Advisory Committee:

- 2 members from Kiwanis
- 2 members from Lions
- 2 members from Sertoma International
- 2 members from Hillsboro Business Action Group
- 2 members from Hillsboro Women's Club
- 2 members from Montgomery County Young Farmers
- 2 members from Coffeen Parent-Teacher Committee
- 2 members from Butler Parent-Teacher Committee
- 2 members from Donnellson Parent-Teacher Committee
- 2 members from Hillsboro High School Inter-Club Council
- 2 members from Hillsboro Unit Education Association

February 18, 1974

The committee met to discuss the pertinent details of organization and to discuss what types of content should be included within the Code.

The Student-Teacher-Citizen Advisory Committee was called to order by the chairman. The primary discussion of this meeting dealt with the content which should be included within the Code. After considerable discussion, the committee indicated that it desired more content material within the document other than rules and regulations of the high school. The committee stated that while rules and regulations are important, it considered this a prime opportunity to cover the entire program and not limit the Code to rules and regulations.

February 25, 1974

Further consideration was given to the type and content of the Code. Opinion was divided as to the length and content of the Code. One faction--primarily adult citizenry--indicated that the Code should only consist of rules while the faculty and student segment of the group desired a more inclusive, detailed document. Discussion on content was tabled until March 4, 1974.

February 26, 1974

In order to gain a more thorough knowledge of some of the existing situations within the school, the committee spent the day with the administration, faculty, and students asking questions and receiving opinions as to procedural matters. Many points of "rumor" were cleared and this experience was one of the more fruitful of the study.

March 4, 1974

Meeting was called to order by the chairman with further consideration given to the tabled discussion of February 25, 1974.

After all arguments had been heard, the chairman asked for an opinion from the administration. The administration encouraged the committee to emphasize a total picture of the school-community within the scope of the Code.

March 11, 1974

No meeting

March 18, 1974

Committee met to prepare a questionnaire for public consideration. Discussion as to type, length, and format followed. Style and type samples of questionnaires were distributed to the committee members for consideration. Committee members approved a questionnaire style and proceeded to incorporate their content material into it. All of the samples presented to the committee were taken from the Illinois Occupational Curriculum Project studies and implemented to the committee's purposes.

March 25, 1974

Committee met to approve the format, style, and content of the questionnaire. Discussion followed as to the points of distribution throughout the district.

The committee was quite adamant as to a total distribution of the questionnaires; therefore, each committee person was given a packet of 50 questionnaires to be solicited at strategic points so that the questionnaire would have as much total coverage as possible. The

representatives from the high school were given 200 questionnaires which would provide a sample of one-fourth of the student population.

In order for the respondents of the questionnaires to have enough time for considering the questions, the committee was adjourned until April 15, 1974, at which time the questionnaires would be reviewed.

(Exhibits B and C)

April 15, 1974

The committee was called to order by the chairman and proceeded to review the questionnaires which had been returned. From a total of 1400 questionnaires, 637 were returned completed. Of the areas listed, 537 respondents indicated that School Philosophy and Objectives, General Information, Student Regulations, and Athletic and Social Calendar of Events should be essential to complete this year, the remaining respondents indicated that the other areas would be desirable to complete next year or could be put off. Therefore, from the results of the questionnaires, a decision as to the content of the Code was finalized. The committee would attempt to incorporate all areas of the questionnaire within the Code.

Sub-committees were created to research and prepare information for their particular assigned area which was taken from the questionnaire.

The chairman indicated that resource personnel would be available at the next meeting to assist committee members in their particular areas.

The resource personnel consisted of the high school administration, high school faculty members, central administration, and representatives of the Board of Education.

April 22, 1974

Sub-committees met at predetermined locations for individual research, discussion, and preparation. During this week, sub-committees met more than one time. It was not uncommon for some members of each committee to meet two or more times. Each sub-committee used an objectives sheet to formulate the material within their immediate area of concern. (Exhibit D)

April 29, 1974

Sub-committee meetings. Ibid.

May 6, 1974

The committee-at-large heard individual reports from the sub-committees. Following considerable discussion by individuals within the general committee, each sub-committee report was accepted. At this juncture, the committee released its material to the chief administrator-elect for final compilation and draft.

May 13, 1974

Michael Mugge, Superintendent-elect, Unit District #3, submitted to the committee the final draft of the Code of Student Rights and Responsibilities.

By unanimous vote, the Code was approved and recommended to the Board for approval.

January 6, 1975

Status study of the school following six months implementation of the Code. Upon recall of the committee, the group, along with the high school administration and superintendent, shall assess the climate of the school and determine the relevance of the Code. (Exhibit E)

## CHAPTER IV

### SUMMARY

The Code of Student Rights and Responsibilities is a document which has long needed implementation at Hillsboro High School. In the past, school administrators and boards of education in some areas were able to function without such a document; however, in today's era of social injustice with violations of civil liberties being challenged at every judicial level in the nation, it is imperative that educators document their expectations for students so that arbitrary, hierarchical manipulations do not violate their civil liberties. With an increasing awareness of the legal ramifications involved, this Code was established to protect the rights of students, teachers, administrators, and parents of the community.

This document was created to service three primary purposes:

(1) to serve as a guide to the student and his parents; (2) to establish, through definite information, correct school habits and a positive mental attitude towards the school and all of its activities; and finally; (3) to provide the parents and citizens of the school district information concerning the overall scope of the school community.

The creation of the Student-Teacher-Citizen Advisory Committee greatly enhanced the outcome of the Code. By initiating public participation, it became quite apparent that local initiative was stimulated;

positive public relations increased; the group influenced change; the school quality of instruction and supervision increased; and the immediate public understanding of the school improved.

If local initiative is to function at a "grass roots" level, more responsibility must be assumed by school administrators toward activating the interest of the various potential participants--parents, public, students. It is encouraging to note that administrators are involving the public in school affairs. Citizens in the community are interested in knowing more about schools; therefore, it is necessary for school administrators to provide an adequate opportunity for the public to serve the schools.

The committee proved its worth as an effective public relations agent. A two-way flow of ideas between the school and public became apparent.

If for no other reason, a line of communication was established which resulted in questions and answers. Many apprehensions and concerns of the public were eliminated as a result of their lay representatives.

Research has indicated that strong advocates and strong critics of the school make for a balanced committee. The committee was composed of such opposition and it became clear that such opposition forced clear, logical thinking. Optimistically, having such critics on the committee will encourage a segment of the community-at-large, who are normally nonsupportive of school programs, to view the schools more objectively.



The Hillsboro advisory committee may be deemed as change agents. The implementation of solid guidelines for student conduct may be considered by a few as controversial. However, it is anticipated that this group's influence within the community will influence others to consider changes which were made as being fruitful. In view of this anticipated gain, it would appear that administrators should look to advisory groups as a means of influencing and effecting school improvement.

With the involvement and presence of the committee, the school climate which dealt with the quality of instruction and supervision seemed to increase. An awareness of direct citizen input seemed to create a self-evaluative attitude within the students and faculty as if to say "things are going to get better," and, "someone cares and is concerned."

The committee's participation in planning the Code was a definite means of improving lay understanding of the administrative problems of a high school. As these individuals became involved with the Code planning, the total understanding of the school program seemed to increase. The administration anticipates that the understanding will be carried over into the community. This committee is in a position to convey the needs of the school to the rest of the people in the district in a manner which the Board of Education or school staff never could do. "When the understanding of good schools arises, the level of expectancy also arises. Consequently, the demand by the public for better schools follows." (Frank M. Marlow)

The preceding might indicate that the committee functioned without any obstacles confronting it; however, this is not the case.

Some of the problems which were encountered are as follows:

1. The schedule of meetings was too frequent and it became apparent that some members were saturated by the final meeting.
2. Lay members need much supervision with planning and an agenda should be planned by an administrative official and chairman before each meeting.
3. The administration should have educated the group more thoroughly as to the problems of the high school.
4. It is imperative to brief the chairman on supervisory techniques to use when leading a meeting. Too much "small talk" wasted time and permitted substantive suggestions to be lost in the interim.
5. A time limit should have been set for each meeting. Many meetings held were too long as compared to their accomplishments.
6. An inherent problem within the high school is the division of factions and/or interest groups within the unit district. There are seven small communities involved within the unit and each possesses its own identity and interests. Each community highly resents attending Hillsboro Community Unit District High School because their identity, due to size, is lost. These groups factionalize to the degree that cooperation and school spirit is at a premium. These groups were represented on the committee; consequently, their interests factionalized the group to the point that reorganization seemed appropriate. The main reason being that they were more interested in their individual area school than that of the high school problems.

7. The selection process was not as ideal as anticipated. Random selection from civic organizations and parent-teacher groups may have had a deliquescent effect upon the group. In the future, advisory committees should be appointed at the pleasure of the Board.
8. The ratio of men to women was 15:7 which was definitely overloaded in favor of the men. This created a problem since much of the male membership, due to other commitments, created a high absenteeism. The problem of follow-up from one meeting to the next wasted time.

Even though this committee was not without its faults, it functioned as well as could have been anticipated. Lay participation in Hillsboro High School shall remain an effective means of arriving at a most desirable end--quality education.

Effective school boards are composed of dedicated, interested laymen. The concerned advisory committee member today may very well become the effective board member tomorrow. What greater training ground for future membership on a school board than membership on one or more citizen advisory committees?

**EXHIBIT A**

President  
Organization  
City, State

Dear Sir:

The Board of Education of Hillsboro Community Unit School District #3 has authorized the creation and implementation of a Code of Student Rights and Responsibilities in the Hillsboro High School, and would appreciate your organization recommending two of its members to serve on a Student-Teacher-Citizen Advisory Committee to determine the content for such a code.

The advisory committee will meet for approximately three months. The first meeting will take place in the school library building on Monday evening, February 11, at 7:30 p.m.

I am confident that your organization's representation on this committee will have a salutary effect in promoting quality education in our school system.

Very truly yours,

Michael J. Mugge  
Superintendent-elect of Schools

MJM:jc

**EXHIBIT B**

**March 25, 1974**

**Dear Citizen:**

**The Board of Education of Hillsboro Community Unit School District #3 has authorized the creation and implementation of a Code of Student Rights and Responsibilities in the Hillsboro High School, and would appreciate receiving some ideas or opinions from you.**

**Kindly complete the attached questionnaire and mail or return, no later than April 12, 1974 to:**

**Hillsboro High School  
522 E. Tremont St.  
Hillsboro, Illinois 62049**

**We are confident that your suggestions and assistance will have a salutary effect in promoting quality education in our school system.**

**Sincerely,**

**Name  
Chairman  
Student-Teacher-Citizen Advisory Committee**

# CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

## Directions:

Please check in Column B the area which best describes your immediate concern over the topic mentioned in Column A.

COLUMN A		COLUMN B		
Topics to be included within the Code	Essential to complete this year	Desirable to complete this year	Not to complete this year but desirable to complete within two years	Could be put off
School Philosophy & Objectives				
History of High School				
Mention & List Board of Education				
Welcome from Administration				
General Information				
Academic Course Offerings				
Listing of Faculty and Administration				
Student Regulations in Specific Detail				
Description of Extra-curricular Activities				
Calendar of Events: Athletic and Social				
Suggestions:				

**EXHIBIT D**

**SUB-COMMITTEE OBJECTIVES SHEET**

CONDITIONS	OUTCOME STATEMENT	CRITERIA
Time Period and/or Target Date	Plans for Change and Problem Solving	Statement Describing Conditions That Will Exist
May 15, 1974	Write a statement of school philosophy and objectives	The student, parent, and citizen shall be able to refer to the statements so that they may read the ideals which influence the educational process within the high school.

## EXHIBIT E

## CODE SUGGESTION TABULATION RECORD

INCLUSIVE DATES AUGUST 26, 1974 THROUGH JANUARY 6, 1975

Area/Index Description	Name of Person or Group Making Suggestion	Suggestion Will Result In:				Supporting Data on File		Indication of Individual or Group Support			No. of Times Suggestion Received
		* Area Change	** New Area	Index Change	Add to Index	YES	NO	High	Med.	Low	

\*Area Change: A change in procedure or description

\*\*New Area: The creation of a new procedure or description

Index Change: Change in Index (description or elimination)

Add to Index: Addition material



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## PREFACE

Purposes of this Code are: (1) to serve as a guide to the pupils and parents; (2) to establish, through definite information, correct school habits and a positive mental attitude toward the school and all of the activities; and (3) to provide the parents and patrons of the school district information concerning the curricular and extra-curricular work of the school. This Code has for its principal function the orientation of the new student. Instead of passing the first days of his high school life in a maze, he can quickly pick up the ideals and traditions of this school, find out what is expected of him in the way of conduct and save time and worry in finding his way about strange buildings. This Code will be revised each year in order to incorporate changes in dates, course offerings, rules and regulations, and various other items of information provided by students, faculty and administration in their efforts to improve the educational program of this high school.

## BOARD OF EDUCATION

### Members of the Board

	Term Expires
James Barbetti . . . . .	1977
Claude Bowen . . . . .	1977
William Schluckebier . . . . .	1975
Arthur Salsi . . . . .	1975
Dale White . . . . .	1975
Thomas Justison . . . . .	1976
Ed Ware . . . . .	1976

## WELCOME TO H.H.S.

We are pleased to welcome you as a member of the student body of Hillsboro High School during the coming year. Remember that this school was established and is being maintained by the citizens of this unit school district for your benefit and the benefit of others like you.

You should not regard your stay here as a sentence imposed upon you by your parents or the public, but rather as an opportunity which is denied to many young people throughout the world.

It is the nature of human beings to resent unreasonable and unwarranted coercion and criticism but it is well to remember that since we are human beings, we are likely to be prejudiced in favor of ourselves and thus feel that we are imposed upon when actually such is not the case.

However, we all realize the utter impossibility of enjoying a game without rules or one in which rules are not strictly observed. School regulations should be regarded as rules of a game rather than laws to be enforced. No school has more rules or restrictions than the immaturity and irresponsibility of the group requires. It is the responsibility of every student to observe these rules cheerfully and voluntarily and not expect special privileges or immunities.

The educational opportunities offered by the high schools of America are unmatched by any other nation of the world. We like to place our high school within this category. Schools such as ours are maintained at tremendous expense to the unit district. This burden is shouldered by all taxpayers regardless of whether or not they have children of school age. As citizens of the unit school district, it is your responsibility to help see that a reasonable return is realized on this investment.

It is also your obligation to help protect school property, to protect the safety and welfare of others and to protect the reputation and rating of the school.

Also, do not neglect your obligation to your parents and to yourself. Your educational opportunities come only once and you will always regret it if you do not make the most of them. Your cooperation and conduct in the classroom and in the corridors, on the playing field, and on the street reflect your own character and background.

In short, it is your obligation to be a good scholar, a good citizen, and a good risk to those who have provided for your training as an investment in the future of our unit district, our state, and our nation.

Board of Education  
Administration  
Faculty

### SCHOOL PHILOSOPHY AND OBJECTIVES

#### PHILOSOPHY HILLSBORO HIGH SCHOOL 1973-74

1. We believe, in Hillsboro High School, the individual student must be the focus of our concern. Believing in the singularity and dignity of persons, we intend to devote as much time, energy, professional skill and personal loyalty as may be required to see to it that every student in the Hillsboro High School has full opportunity to seek his own identity and grow and mature as a useful person in the community.
2. We believe that our school has as its primary obligation the development of capacities to search for knowledge, to reason, and to discover meaning, relevance, and purpose. We believe that this task takes patient and hard effort but that good teaching can make this work exciting.
3. We hope that our Hillsboro High School education will teach pupils to think for themselves, to see the relatedness of things, and never stop asking the incisive questions. We trust our intellectual as well as the community's expectations for a strong preparation for eventual participation in maintaining and perpetuating our democracy

will be realized. We must continue to stress from the very beginning through graduation the major academic disciplines of literature, history, mathematics, languages, and science. But we are agreed that we must provide also rich opportunities and excellence of instruction in the useful and practical arts, the fine arts, the performing arts, and physical and health education.

4. Beyond the classroom and formal instruction we have for many years felt that the school must assist the growth of its students toward social and emotional maturity. There are lessons to be learned in growing up which no direct instruction can ever accomplish. We know that our students can best learn responsibility by assuming it and best acquire self-discipline through the opportunity of exercising it. Hillsboro High School offers a wide variety of extra-curricular activities, many of them student-managed and directed, because we believe that in this aspect of school life our students gain invaluable experience in personal development.
5. Finally, we recognize that we live in a time of revolutionary changes. The next generation of Americans will have to learn to live with unprecedented leisure and material abundance, and such creative and destructive power as men have never known. We know that our rich and fortunate country cannot survive in freedom while millions live in bondage or helplessly starve. We are all involved in humanity's fate and never have we needed more to know humanely how to be our brother's keeper.

OBJECTIVES  
HILLSBORO HIGH SCHOOL  
1973-74

1. Students, faculty, and administration share all educational experiences including media encountered outside the school environment. Students, in the school environment, should be directed, through a variety of courses, to solve their everyday problems. In this way, they will be prepared and experienced to meet the problems of tomorrow. Each experience should be meaningful to each student regardless of his achievement potential. Each potential should be fulfilled and each student should leave the school with attitudes, skills, and ideals favorable to the existing concept of a free society.
2. The motivation to participate in a school environment is achieved through:
  - a. Classroom instruction that stresses cooperative and considerate action through planned programs and example behavior of the instructors and administration.
  - b. Awareness and evaluation of current events.
  - c. A student government that is made aware of school problems and shares in the solving of them.

- d. Homeroom organization that is meaningful to all students.
  - e. Student organization and participation in patriotic activities both in school and community.
  - f. Student prepared assembly programs.
  - g. Student and administration chosen lyceums.
  - h. Student and parent committee working with faculty and administration in the formulation of school policies.
  - i. Students volunteering for service work for the school and community.
  - j. Coordinate program K-12 in all areas.
3. Individual effort is emphasized through:
- a. Personalized instruction.
  - b. An honors program that meets national standards and recognition.
  - c. A guidance program geared to the vocational as well as college prep interests.
  - d. Work programs in which the schools cooperate with the community.
  - e. Constant evaluation of student progress within their own achievement level.
  - f. Athletics, school sponsored clubs, and field trips.

#### HISTORY OF HILLSBORO HIGH SCHOOL

The character and the reputation of a people are both dependent upon the influences and the individuality of their promoters. The early settlers of Montgomery County came here from Tennessee, Georgia, Kentucky, and the Carolinas, Ohio, and a few from the northeastern states--all motivated by a common purpose, that of securing homes where the soil was remarkably fertile and could be obtained for a pittance.

The first white settlement in Montgomery County was made during the fall of 1816, or in the very early spring of 1817, by a colony who settled on Hurricane Creek in the extreme southern part of the county. Another settlement was made by some colonists from Kentucky and Tennessee on Shoal Creek, in what is now Hillsboro Township, during 1817-18. Among its early pioneers we must mention the names of Hiram Rountree and John Tillson.



Judge Hiram Rountree was a ruling spirit in Hillsboro for many years, exerting great influence on the community. In 1821, as circuit clerk, he assisted in organizing Montgomery County, and for 48 years in succession he served in an official capacity.

John Tillson, prominently involved in connection with the church and school history, was the first treasurer of Montgomery County. He was also the first postmaster, the first merchant, and one of Hillsboro's most energetic and useful citizens. He had a genius for succeeding in whatever he undertook, and always chose that which benefited the community as well as himself. He not only founded the Hillsboro Academy and sustained it for years, but also Illinois College and was one of its trustees.

The people of Hillsboro displayed an early interest in educating their children. As Mr. Rountree said in his early reminiscences of Hillsboro:

"It is a remarkable fact that Hillsboro. . .was a kind of Athens of Illinois. The early citizens, coming as they did from the older states, where education was the rule, the great mass of them were intelligent, well educated men and women. In the early days . . . schools were private institutions and each parent felt it his duty to raise and educate his own family, at his own expense, and consequently he felt it to be his interest, as well as his duty to see that proper teachers were employed and that the teachers taught the pupils not only what was to be found in books, but also how to behave in the world.

One of the earliest teachers was Nancy Crumba, a refined, cultivated lady. Girls were sent to her from Vandalia, Carlyle, and Edwardsville, so that she might put the finishing touches to the education they had received at home."

The first schoolhouse built in Hillsboro was in the winter of 1825. Its construction, like that of all similar edifices of that day, was of the simplest kind. It was built of scalped logs, with the cracks chinked with mud. The floor was of puncheons, the benches of split logs. Situated as it was on the crest of the hill above the natural spring in Rountree's pasture, in the eastern part of what is now the main city, it was on high and dry ground, convenient to water. The site was surrounded by forest and hazel thickets that provided switches for the unruly and protection for the horses.

This house was perhaps the most useful one in the town. It was used not only for school purposes, but also for all purposes of assemblage including religious services. It was "the first temple of learning with which the youth of Hillsboro became acquainted, and in the unpretending structure, the foundation of the education of some of Illinois' great men was laid."

About the year 1835, the people of Hillsboro united and built the Academy. At the time of its erection it was one of the most magnificent temples of learning in the state. The architect was Dr. Benjamin Shurtleff, who was instrumental in John Tillson's moving from Boston to Illinois. Mr. Tillson was the moving spirit in the construction and endowment of the Academy, and to him, more than to any other individual was the community indebted for the high reputation of the institution. Students came from all sections of the West and South, some even from as far south as Louisiana, to receive academic training at Hillsboro Academy.

The Academy opened on the first Wednesday in November of 1837. John Tillson gave freely of his time and money, both in the erection of the building and in the securing of excellent teachers for the staff. He guaranteed to the teachers their full pay and presented the school with a fine set of philosophical apparatus, a piano, and other equipment. He brought the first superintendent, Issac Wetherell, from the East, with his wife, who served as an associate teacher, also Professor Edwin Wyman, and Miss Elizabeth Hadley, instructor of instrumental music.

In 1846, the name of the Academy was changed to the Lutheran College, although it continued to be referred to as the Hillsboro College, or Academy. In 1852, the Lutherans, seeking a larger center of population for their school, moved it to Springfield. Finding inadequate support in Springfield, they eventually moved the institution to Kenosha, where it has since been known as Carthage College. But the Academy continued to receive students, and no other school building was erected in Hillsboro until the free (Winhold) school was constructed in 1861. After the introduction of the free school system, it became increasingly difficult to maintain the Academy on a sound financial basis. According to the News of October 4, 1867, the Academy operated on a year-by-year basis.

However, private schools flourished to some extent for several years while the Academy was open. The Montgomery Herald of October 11, 1857 announced, "Miss Eunice Clark would respectfully inform the citizens of this place that she is still engaged in teaching at the Frank Dixon place. Terms: Reading and Spelling, \$2.50 per quarter; Arithmetic and Geography, \$3 per quarter." On January 2, of the following year, the same publication reported that Professor W. D. Gunning would resume the charge of his high school in the basement of the Lutheran Church.

\*In March 1880, Miss Maggie Beck advertised that she would teach a select school in the basement of the Lutheran Church, commencing the first Monday in May and continuing for ten weeks with "tuition \$2 to \$3 per term." In addition to the regular studies, instruction was given in fancy work and plain sewing.

The year 1880 also marked the end of Hillsboro's only college. The News of March 12, 1880 states: "The Academy closed last Friday and its principal, Professor F. H. Helsell, left Monday for Odebolt, Iowa. He claims to have lost money while teaching in the Academy, the receipts not being sufficient to meet the current expenses."

The other school officials and citizens of Hillsboro did not give up without a fight. Immediately after the departure of Professor Helsell, the trustees announced that "Miss Emma Cromer would teach a select school at the Academy for a term of twelve weeks." But the Academy failed to open in 1881, and eventually the building was moved to another part of town and converted into a barn. In its last days, its walls, which had once heard learned professors expound the classics, now echoed the grunting of pigs and the lowing of the cattle.

The public school system of Hillsboro also encountered financial difficulties. When the term opened in the fall of 1858, under the superintendence of Mr. and Mrs. J. A. Douhit, formerly of Shelbyville, the Montgomery Herald commented: "We understand that there are efficient teachers and that their services are engaged for six months. We are also informed that there are funds now in the treasury to keep the school up nearly that length of time."

The building of a new school house was looked upon by many citizens as an unnecessary expenditure. Although the Winhold school was talked of in 1858, a tax "for the purpose of building a common school house" was defeated on July 10 of that year by a 68-40 vote.

Through the perseverance of the directors, A. H. H. Rountree, J. T. Eccles, and Wm. Witherspoon, and through the interest of other Hillsboro residents, the North school was erected in 1861. The building was later renamed in honor of Miss Mary Winhold, who taught in the Hillsboro schools from 1860 until 1897, when ill health forced her to resign.

The same year in which the electorate voted down the construction of a free school, the teachers of Montgomery County asked for a meeting of all instructors interested in organizing a "Teacher's Institute." On Saturday morning, October 23, 1858, teachers from town and rural schools met at the Academy and held Montgomery County's first Teacher's Institute.

The high school was organized in 1881. Since the Academy had closed its doors, the old building was rented for school purposes until 1888, when the new Edison school was ready for occupancy. While the Academy was being used as the high school, commencement activities and exhibitions were held in the Presbyterian church. The first high school commencement was May 18, 1883.

It was during the spring and summer of 1887 that the project of erecting a new school building was agitated. At a special election held on the second of July, a majority was in favor of the new school building. The work was begun early in the fall of 1887. It was completed in the spring of 1888 and the high school was moved from the old Academy into the new Edison school building on Wednesday, May 7. In 1903, the twentieth class to graduate from Hillsboro High School, the students prepared the first yearbook known as The Historian.

Although Edison school was still new, the need of a separate building for the high school purposes became more acute each year. In 1904, land was purchased from Arthur Kinhead, and work began on the junior high, now known as Beckemeyer elementary school. The building was to have been completed by October 15, but some delay was experienced and the students moved into their new building in December, after holding school for a few weeks in the basement of the Presbyterian church.

In 1912, the school board found it necessary to enlarge Edison school, and four more rooms were added to the east side. In May 1915, the Hillsboro firm of Johnsey and Nichols was awarded a contract to build another school, and in the following year, Burbank, named in honor of the scientist, Luther Burbank, was ready for Hillsboro's growing school population.

When it became evident in 1920 that the old high school on Fairground Avenue was inadequate, a community high school district was formed and a bond issue of \$180,000 was voted to finance the construction of the building. Ground was broken on July 19, 1920, and the building was ready for occupancy in the fall of 1921. The total cost of the community high school building was approximately \$250,000.

The Hillsboro Community High School, on East Tremont Street, is approached by a lane that winds past stately oaks, elms, and willows on the landscaped campus. The three-storied brick building stands on a 21 acre tract of land purchased from the estate of John T. Maddux.

On October 11, 1938, the Evans Brothers' Construction Company of Springfield submitted a low bid of \$127,000 for a gymnasium building. Work was started immediately and the structure was completed in November of 1939. It was financed in part by W. R. A. funds.

The agricultural building was added in 1954, followed by the library building in 1961, and the business building in 1967. These much needed buildings completed the present Hillsboro Community High School campus. And to fill these buildings, the enrollment reached 785 in November 1971, students coming from Hillsboro, Butler, Coffeen, Donnellson, Irving, Panama, and Taylor Springs. Superintendent F. Ernest Tuthill and Principal Jack Zimmerman supervise these students along with a qualified staff of 48 teachers.

#### ADMINISTRATIVE STAFF

Tuthill, F. Ernest	Superintendent
B. Ed. Southern Illinois University; M. A. University of Illinois; Guid. Spec. Southern Illinois University	

Ford, Wayne	Asst. Superintendent
B. S. Western Illinois State; M. S. Western Illinois State	

Zimmerman, Jack F.	Principal
B. S. Eastern Illinois University; M. S. Southern Illinois University	

Mogge, Michael J.  
B. A. Southern Illinois University;  
M. A. Southeast Missouri State University

Bale, Mickie

Carlyle, Janet

Asst. Principal

Administrative Secretary

Administrative Secretary

### FACULTY

Allen, Sandra  
A. B. Blackburn College

English, Dev. Reading  
World History

Ball, David  
B. S. Colorado State University  
M. S. Southeast Missouri State  
University, Eastern Illinois  
University

Physical Education,  
Sociology, Head Football  
Coach, Civics

Blankenship, George  
B. S. Southern Illinois University

Adv. Power Machines,  
Power Mechanics, Farm  
Machines & Management

Brumleve, Patricia  
B. S. Eastern Illinois University

Physical Education,  
Health

Cairns, Dorothy  
B. S. Southern Illinois University,  
Illinois State, Shurtleff  
College

Guidance

Catron, Lois  
A. A. Central College  
B. A. Greenville College

Typing I, Business  
English

Ceney, Frank  
B. S. Southern Illinois University;  
M. S. Eastern Illinois University,  
Purdue University

Math, Physics

Dagon, William  
B. S. Greenville College;  
M. S. Blackburn College,  
Southern Illinois University

Bookkeeping, Typing

Deabenderfer, Ronald  
A. A. Warren Wilson Junior College;  
B. A. Indiana University, Blackburn  
College, Southern Illinois University

English

Evans, Josephine B. A. Iowa State College; M. A. University of Chicago	English
Grotts, Claude B. F. A. Southern Illinois University, Los Angeles Art Center, University of Illinois	Art
Hart, Cecil B. S. University of Illinois,	Athletic Director, Physical Education, Driver Training, Head Golf Coach
Hewitt, Barbara A. B. Greenville College	English
Higgins, Dorothy B. A. Southern Illinois University, Blackburn College	Spanish
Horst, Stanley B. S. Centralia Junior College; M. S. Southern Illinois University	Physical Education, Driver Training, Social Studies, World Geography, Head Cross Country Coach
Hubbard, Paul B. A. Carthage College, Illinois State University, Eastern Illinois University	Biology, Physical Science, Coaching Staff
Johnson, Jean B. A. Illinois State University Southern Illinois University	French, English
Kirchhofer, Ervin B. S. Eastern Illinois University; M. S. U. S. Naval Academy; University of Illinois, Illinois State University, Southern Illinois University	Geometry, Algebra, Math
Kober, Stephen B. S. Illinois State University M. S. Illinois State University	Typing, Consumer Education
Krummel, Harold B. S. Greenville College, Eastern Illinois University, University of Illinois, Illinois Wesleyan	Math, Chemistry

Kull, James B. S. Eastern Illinois University M. S. Eastern Illinois University	Industrial Arts
Logsdon, Phil B. S. University of Illinois M. S. Southern Illinois University, Western Illinois University	Driver Training
Morrison, Jennifer B. S. Southern Illinois University	Shorthand, Office Machines
McGartland, Steven B. M. Ed. Illinois Wesleyan University	Band, Freshmen Girls' Chorus
Oliver, Stephen B. A. MacMurray College	English, Coaching Staff
Page, Terry B. S. University of Illinois M. S. Eastern Illinois University	Technical Math, Industrial Arts
Plew, Elmer B. A. University of Illinois M. A. University of Illinois	Physical Education, Head Basketball Coach
Rademacher, L. E. B. A. Illinois Wesleyan; M. A. University of Illinois University of Colorado	World History, World Geography
Rappe, Joan B. M. E. Illinois Wesleyan University College, Millikin University	A Cappella Choir
Schaal, Kenneth B. S. Eastern Illinois University	Genetics, Anatomy, Physiology
Schurter, Wayne B. A. MacMurray College, Hofstro University, Southern Illinois University	German, Head Wrestling Coach
Shankland, Robert B. M. North Carolina State College; M. A. St. Louis Institute of Music, Columbia University, Southern Illinois University	English

<p>Sievers, Manford  B. S. Southeast Missouri State,  M. S. University of Illinois,  Eastern Illinois University,  Antioch College,  Indiana University</p>	<p>Physical Science,  Earth Science</p>
<p>States, Lodema  B. S. Olney Central College,  Southern Illinois University</p>	<p>Homemaking</p>
<p>Strahl, June  A. B. University of Illinois  Olivet Nazarene College,  Taylor University  Greenville College,  Southern Illinois University</p>	<p>Physical Education,  Dean of Girls</p>
<p>Stretch, Dale  B. S. Eastern Illinois University  M. S. Chicago Teachers' College,  Illinois State University</p>	<p>Director of Vocational  Education</p>
<p>Tarran, David  B. S. E. University of Illinois  M. C. E. American University,  Rensselaer Poly Tech.,  University of Washington,  Greenville College,  Southern Illinois University,  Lewis College</p>	<p>Algebra, Geometry</p>
<p>Thomas, Randal  B. S. Southern Illinois University</p>	<p>English</p>
<p>Urbancek, Andrew  B. S. University of Illinois  M. S. University of Illinois</p>	<p>American History</p>
<p>Voils, Edward  B. S. Southern Illinois  M. S. University of Illinois</p>	<p>Welding, Electrification,  Plant Science, Animal  Science</p>
<p>Ward, Ralph  B. S. Southeast Missouri State University  Greenville College,  Southern Illinois University</p>	<p>Vocational Counselor,  American History,  Coaching Staff</p>
<p>Weatherford, Janet  B. S. Southern Illinois University</p>	<p>Physical Education</p>



Welge, Don B. S. Ball State University	<b>Industrial Arts</b>
Wilson, Marilyn M. A. Peabody Library School	<b>Librarian</b>
Earl Bohn B. S. Southern Illinois University	<b>Physical Science, Algebra</b>
Wisdom, Mary Jane B. S. Illinois State University, Southern Illinois University	<b>Homemaking</b>
Young, Jan B. A. St. Benedict's College; M. S. Southern Illinois University, University of Missouri	<b>Guidance</b>

### GENERAL INFORMATION

#### Standing

The Hillsboro Community District High School is rated by the Department of Public Instruction of the State of Illinois as a recognized four-year high school.

It has been continuously recognized since 1926 by the North Central Association of Colleges and Secondary Schools as an approved four-year secondary school.

#### Requirements for Admission

Admissions to the high school may be in one of two ways: by diploma from the eighth grade, or by transfer of credits from another accredited high school.

#### Freshman Record

For the student's permanent record, all freshmen are asked to give the following information: the student's name, address, number of school district, whether resident of school district, nationality, occupation, the school from which the student enters high school, and age at time of entering high school.

The School Code of Illinois (Article 26-1) provides that, with certain exceptions, whoever has custody or control of any child between the ages of seven and sixteen years shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session. Article 26-2 provides that, with certain exceptions, any person having custody or control of a child who is above the age of seven years or below the age of sixteen years who is enrolled

in any grade 1 to 12, each inclusive, in the public school shall cause him to attend public school in the district wherein he resides when it is in session.

Any parent who refuses to abide by these requirements may be charged with contributing to the delinquency of a minor.

#### Freshman Physical Examination

Physical examinations are required by law. Usually this is done when the student enters kindergarten or the first grade, when he enters the fifth grade, and when he enters the freshman class in high school. Those who object to the examination should bring to the office of the principal a statement of such objection signed by a parent or guardian.

The report, given by the physician to those examined, should be taken by the student to his parents for examination after which it must be brought to the principal's office where it will be made a part of the student's permanent record in compliance with the law. This law, which applies to the entire state, was passed as a safeguard to the health of the individual and the community.

Physical examinations required of those participating in inter-scholastic athletic activities will be acceptable in lieu of the above.

#### Grading System

Grades are given every nine weeks on a letter basis. A comparison of the LETTER system and NUMBER system follows. This is the method of determining grades for any one nine weeks grading period.

A - 93-100    Excellent  
B - 86-92     Good  
C - 80-85     Fair  
D - 75-79     Passing

F - Below 75    Failure  
Inc. - Incomplete  
E - Conditional

#### Semester Grades

In computing SEMESTER averages, the following method is used. Any one nine weeks grade and the semester examination is given a point evaluation as follows:

A - 5 points  
B - 4 points  
C - 3 points

D - 2 points  
F - 1 point  
E - 0

In determining the semester average, the nine weeks grades count 40% and the semester exam counts 20%. This is a very general policy and the main determination for any SEMESTER grade is left to the discretion of the classroom teacher.

Examinations will be given at the end of each semester, in January and May. No one is exempted.

In some cases a nine weeks' grade may be recorded as an "Inc." indicating that some requirement is incomplete. This is to be changed to "E" if the work has not been made up by the end of the next grading period.

An incomplete grade for the second nine weeks of any semester may denote failure for the complete semester as no time remains for the work to be made up.

### Requirements for Graduation

16 units of credit . . . . . Class of 1974

In addition to this general requirement, the following specific courses are required.

- |  |                                       |
|--|---------------------------------------|
| 1. Four units of English                                   | 5. Four years of                      |
| 2. One unit of American History                            | Physical Education                    |
| 3. One unit of science (Earth Science/<br>Physical Science | 6. Consumer Education<br>(1/4 credit) |
| 4. One unit of mathematics                                 | 7. Health                             |
|  | 8. Environmental Ed.<br>(1/4 credit)  |

All students are also required to pass an ~~exam~~ examination of the Illinois and United States Constitution.

Exceptions to or changes in requirements for graduation may be made by the Unit Board of Education.

### College Entrance Requirements

For entrance requirements, a student should always consult the catalogue of the college or university he wishes to attend. Students should feel free to consult with the counselors to obtain further information.

### Student Insurance

If the student desires, he may obtain accident insurance which helps pay medical expenses for accidents occurring while at school, while enroute to or from school, or while participating in any school-sponsored activity.

This insurance is optional for all students except those who participate in sports. All students participating in sports are required to pay the basic fee the first day of practice. The athletic fund of the school pays the extra premium for football coverage.

Neither the school district nor the school administration is liable for injuries received by pupils at school or while participating in school activities, but since accidents are always possible, especially in physical education classes, in shops and laboratories, at parties, and on picnics, we feel obligated to make this service available to the students and the facts concerning the service known to all parents.

### School Bus Transportation

All school buses will arrive at the high school between 8:00-8:25 and will leave the school not later than 3:45 p.m. All students living a distance of  $1\frac{1}{2}$  miles or more from the high school are entitled to free transportation. They may board a bus at the most convenient place along the regular route.

### REGULATIONS

In general no regulation is restrictive. They are made for the benefit of the whole student body. Do not expect or request privileges that cannot be granted to others under similar conditions. The general rule for conduct is that all students conduct themselves as ladies and gentlemen at all times. Develop the habit of doing the right thing because you want to and not simply because you are required to.

1. Students are expected to be attentive and cooperative in the classroom. Any student who interferes with the educational atmosphere of the classroom will be dismissed from the class.
2. Each student is supplied with a schedule of classes and activities, and it is the student's responsibility to see that he is punctual in reporting to these assigned classes and activities.
3. Courteousness is contagious! Students should display a high level of courteousness to fellow students and teachers at all times.
4. Boys or girls over 16 years of age, with written permission from parents, may smoke at a designated location behind the gymnasium during their lunch module.
5. No student may leave school during the day, except for juniors or seniors who have parental permission during their lunch module, unless he has permission from the office. A student who is ill should never spend a period alone in the restroom. If a student becomes ill, he should report to the office. If a student needs to leave school for any reason, he must receive permission from his respective dean and sign out in the office before leaving the campus. If a student

is home for lunch and becomes ill, the school expects the parents to call and report the student ill.

6. One of the most serious threats to a good educational atmosphere is the existence of ill feelings between students. It is not uncommon for such friction to arise in a large student population, but when such feelings turn into a fight, then definite action will be taken by the administration. Anyone actively engaged in a fight will be suspended from school for three days.
7. Any kind of activity that involves gambling, or any activity that looks like gambling regardless of an exchange of money is forbidden. Parents of offenders will be notified and the students involved will be suspended from school at the discretion of the administration.

#### Student Code of Dress

The Board of Education believes that the primary responsibility of student dress, appearance, and grooming rests with the parents and students. The manner in which one dresses reflects many aspects of one's personality, emotionality, maturity, and respect for others. While the high school is concerned with protecting one's individual freedoms, it is also concerned with protecting an educational climate for learning. As long as a student's dress and grooming is not disruptive to the educational program, not a violation of any health, safety or decency aspect of the school operation, a student's dress will be acceptable to this school.

#### Use of Telephone

The telephone in the school office is to be used for school business calls. Students are expected to use the pay phone for personal calls.

#### Bicycles

Bicycles, motorized or not, should be parked on the north side of the agriculture building.

#### Student Vehicles and Registration

Since traffic control and student conduct are frequently correlated to the student and his vehicle, the following registration procedure has been adopted.

1. All student vehicles must be registered at Hillsboro High School.

2. Parental approval must be given before a student can drive a vehicle to school.
3. A 75¢ registration fee will be assessed to cover the cost of a bumper or window sticker for identification per vehicle.
4. Any vehicle not properly registered will be towed away at the owner's expense after sufficient notification and warnings have been given.
5. Any student who persists in violating registration procedures or traffic rules on campus will be barred from driving a vehicle to school.
6. It is recommended that only juniors and seniors be permitted driving privileges; however, special exceptions to this rule will be considered when necessary.

#### Parking and Traffic Regulations

1. No student vehicle will be parked in the first three rows nearest the main walkway in the parking lot in front of the library building.
2. All student parking will be in the remaining spaces available on the main parking lot or on the cinder parking lot below the tennis courts.
3. All vehicles will be parked within all yellow lines and away from fire lanes.
4. No student vehicles will be parked in front of the agriculture building, behind the gymnasium, in reserved areas, or in the area between yellow lines and the curbing immediately south of the main building.
5. Once a student has arrived at school, the vehicle should be immediately parked.
6. Sitting in cars, on cars, or around cars will not be permitted.
7. Commuting back and forth to cars between classes will not be permitted.
8. Do not discharge passengers west of the main building except in an emergency.

9. There is to be no traffic in front of the gym when buses are loading or discharging passengers. Vehicles leaving the parking areas before the buses are to leave by way of the back gate, slowly and safely with all due caution.
10. Drive slowly, carefully, and always give consideration to pedestrians and other drivers. A 15 MPH speed limit shall be observed at all times while driving on campus.

### Lunch Program

The hot lunch program will begin the first full day of classes, and lunches will be served each full day of school during the year. You may bring your lunch to school; however, you must eat in the cafeteria during your designated lunch hour. No food, candy, soda, etc. is to be eaten in the locker areas, gym, or in the foyer of the cafeteria building or hallways.

Lunches may be purchased by the day or by the week. If you lose your ticket or leave it at home, you may replace it with a substitute in the office. Do not give your ticket to anyone else to use. If you are absent from school, your dean must sign your ticket when you return and credit will be given when you purchase another lunch ticket. Credit will be given only for excused absences.

Lunch tickets must be purchased in the morning before school or when you are dismissed for lunch during fourth period.

Trays, dishes, silverware, and waste paper are to be returned to the proper receptacles and please leave the tables clean.

Candy, soda, and potato chips are sold in the concession area in the basement of the boys' gym. These items must be eaten in this area.

### Off-Campus Privileges at Lunch Hour

Recognizing that some students need to leave the school campus during their lunch period, the following policy has been established for the following year.

Any junior or senior student who has written parental permission is permitted to leave the school campus during his lunch period if he agrees to follow all rules set forth.

1. Student must have a signed permission slip on file in the office. This slip must be signed by either parent or guardian.
2. Student must not leave campus early nor return late for afternoon classes. Three tardy slips will result in the loss of the privilege.

3. Any notification of student misconduct from local authorities or citizenry will result in the automatic revocation of the privilege.
4. Students driving automobiles may not transport other students who do not have parental permission to leave campus.
5. If a student violates any of the above rules, he or she may lose the privilege of leaving campus at lunch hour.
6. Continuous violation of any of these rules may result in a suspension.

#### Attendance

If you are absent from school, you must bring a note from your parents explaining the reason for your absence. This note should be presented to the Dean of Girls' or the Assistant Principal, and they will give you an admission slip which must be signed by each of your teachers including the study hall supervisor. The note from your parent or guardian should bear their signature and be dated.

To be excused for a funeral, you must bring a permit from your parents asking that you be excused.

If you are ill and want to go home, you must be excused from the office. The office must notify one of your parents before you are dismissed from school. If for any reason you cannot attend class, you must report to the office.

Do not leave the buildings for any purpose while school is in session without reporting to the office. Violation of this regulation will be considered as truancy.

Following an absence, a student will be readmitted to class under one of the following provisions:

1. Justified -- Illness, funeral, or any other excuse which is determined to be justifiable under Article 26, Sec. 26, of the Illinois School Code.
2. Verified but Not Pre-arranged -- These excuses are not covered under Article 26, Sec. 26, of the Illinois School Code; therefore, the determination as to whether such excuses are legitimate will be left to the discretion of the Dean of Girls, Assistant Principal, and the classroom teacher.



### 3. Not Excused -- Truancy

Students who are to be excused for school sponsored or school approved activities should request a pre-arranged absence slip from the Dean of Girls or the Assistant Principal. This slip should be presented to the teacher of each class missed as a result of the absence.

This should be done early enough to secure assignments. Carefully prepare them and present the prepared assignments to the teacher prior to the contemplated period of absence. If the subject matter is of such a nature that assignments cannot be made or work completed in advance, teachers may approve with the understanding that work will be made up promptly after the period of absence. In such cases, it is necessary for the student to obtain a re-admission slip to classes upon his return to school.

If you are tardy to school, you must come to the office and sign in before going to class. At the time of your arrival to school, you should present to the Dean of Girls or Assistant Principal a written excuse from your parents stating the reason for your lateness.

One of the primary purposes of any school is to afford an opportunity for every pupil to learn as much as he can in the amount of time available to do this. This becomes a difficult task unless students practice good attendance. Attendance is a state requirement, please do not make it necessary for the school to use legal means to insure that this requirement is met.

### Lost and Found Department

There is a lost and found department in the Principal's Office. Please return all articles found to the office and call there for lost articles.

### Truancy Policy

All students who are absent from school except those who are physically or mentally unable to attend or who have been excused for such absence for cause by the Principal, Assistant Principal, or Dean of Girls may be considered truant.

The establishment of whether a student is truant or not rests with the above mentioned individuals who apply the above rule as well as their judgment on other extenuating circumstances. Once this identity has been established, the following procedures will be observed.

#### A. For students under the age of 16

1. First offense -- The Principal, Assistant Principal, or Dean of Girls contacts the parents and advises them and the student on the seriousness of the offense and

outlines what future such occurrences will mean. Other appropriate actions may be taken as deemed advisable.

2. Second offense-- Following a second conference with student and parents the truant officer will be notified.
3. Third offense -- Formal notification will be given to the County Superintendent, Unit District Superintendent, and the truant officer.

B. For students over the age of 16

1. First offense -- The Principal, Assistant Principal, or Dean of Girls contacts the parents and advises them and the student of the seriousness of the offense and outlines what future such occurrences will mean. Other appropriate actions may be taken as deemed advisable.
2. Second offense-- A conference with the parents, the principal, and the superintendent will be held.
3. Third offense -- An expulsion hearing before the board or its appointed hearing officer will be held to determine whether or not expulsion for the balance of the year is necessary.

### Discipline

Self-discipline is the goal of any disciplinary action. Having the self-discipline to stand on our own two feet, make wise decisions, and implement those decisions is part of the educational process. We would encourage all students to acquire and maintain good self-discipline as early in life as possible. Hillsboro High School students are expected to display proper attitudes and behavior at all times.

### Hillsboro High School Code of Conduct

The following code sets forth school rules prohibiting certain types of student conduct that constitutes major offenses:

1. A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

2. A student shall not intentionally cause or attempt to cause substantial damage to valuable school property or steal or attempt to steal school property of substantial value.
3. A student shall not intentionally cause or attempt to cause substantial damage to valuable private property or steal or attempt to steal valuable private property either on the school grounds or during a school activity.
4. A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to a school employee, either on the school grounds or during a school activity.
5. A student shall not intentionally do serious bodily injury to any person on the school grounds during and immediately before or immediately after school hours; on the school grounds any other time when the school is being used by a school group, or; off the school grounds at a school activity, function, or event.

Neither self-defense nor action undertaken on the reasonable belief that it was necessary to protect some other person is to be considered an intentional act.

6. A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon.
7. A student shall not knowingly possess, use, transmit, or be under the influence of any narcotic, drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind during school hours or when attending school functions after school hours.
8. A student shall not willfully or persistently violate any rules of the school. The above offenses may result in suspension or expulsion from Hillsboro High School.

#### Detention

\* There may be occasions when individual teachers or the school administration will assign students to detention before or after school. In all cases, the student is always given the option of one day of grace. This allows him to inform his parents that he must remain after school and to make plans for transportation home.

#### Class Dismissal

In order to maintain a good learning atmosphere at all possible times, students may have to be dismissed from class. In order to provide for due process the following system has been instituted.

All students dismissed from class will be sent to the Principal or Assistant Principal with a written disciplinary notice. This slip will have a categorized statement from the teacher concerning the student's behavior problem. Upon receipt of the notice, the Principal or Assistant Principal will provide a statement of disposition. A carbon will be returned to the teacher, and another will be forwarded to the student's parents. A final copy will be filed in the student's discipline file.

First offense -- The Principal, Assistant Principal, or Guidance Counselor will attempt to affect necessary behavior change with the student using all resources that are necessary.

Second offense-- A conference with the student, parent, and classroom teacher will be held before the student is readmitted to class. The Principal and/or the Assistant Principal will also be involved.

Third offense -- The student will be dropped from class and reassigned. He will lose all credit for that semester.

The administration reserves the right to use Step Three for flagrant violations of conduct and use any other reasonable disciplinary measure in order to protect the learning atmosphere at the teaching station.

#### Short-Term Suspension

A short-term suspension is a denial to a student of the right to attend school and to take part in any school function for any period of time up to five school days. The Principal may invoke a short-term suspension only after investigating the misconduct and only for the following reasons: ANY VIOLATION CLASSIFIED UNDER THE HILLSBORO HIGH SCHOOL CODE OF CONDUCT OR TRUANCY POLICIES.

#### Notification to Parents

When a student is suspended, the Principal shall attempt to reach the student's parents or legal guardian to inform them of the school's action and to request that they come to school for their child. If the Principal cannot reach the parents, or the parents are unable to come for their child, the suspended student must remain on school property under the supervision of the Principal or his delegate until the close of the school day.

Notwithstanding the above requirement that a suspended student be released only to a parent, the Principal may order students to leave the school premises immediately when he is faced with mass violations to school rules and it is not possible to keep the students on school grounds and restore or protect people on the school grounds. Even then, the Principal shall notify the parents.

When a student is suspended, the Principal shall:

- a. Send a statement to his parents and to the Superintendent fully describing his misconduct, stating the rule violated, and stating the Principal's reasons for action;
- b. Make every effort to hold a conference with the parents before or at the time the student returns to school;
- c. Secure written statements and keep on file all documents and relevant information received about the misconduct.

#### Long-Term Suspension

A long-term suspension is a denial to a student of the right to attend school and to take part in any school function for any period of time from five up to ten school days. The Principal may invoke such a suspension only after investigating the misconduct and only after receiving permission from the Superintendent of Schools. The reasoning for this suspension is warranted due to the serious nature of the offense.

Any further suspension or expulsion will be referred to the Board of Education for formal consideration.

#### Status of Student Under Suspension of Expulsion

Students who are under suspension by administrative action, and those who have been expelled by action of the Board of Education, are not permitted to be on school property, or to participate in or attend any school-sponsored activities during the period of the suspension or expulsion.

#### Visitors Policy

Resolved that any person or persons, other than students and staff, entering upon the school grounds or any school buildings is to go to the Principal's Office and identify himself and the purpose of his presence. All school employees are authorized to request the above information and ask that visitors report to the Principal's Office.

If, in the judgment of the Principal, or a designated representative, their presence and purpose interferes with the smooth operation of the school, he may ask them to leave. In the event they refuse to leave, the Principal, or a designated agent, is to request the assistance of law enforcement officers.

### Lockers

Lockers are provided for the use of all students, who are expected to keep their valuable possessions and books in them. Failure to do this is the cause of considerable loss in the course of the year.

Do not put your things in someone else's locker and do not ask to have their locker opened. You will not be given the key to any locker other than the one assigned to you. There are plenty of lockers for everyone to have one. Lockers will be assigned in homerooms the first day of school. Students are responsible for proper care of lockers. The student is to use the locker assigned to him and is not to exchange lockers with some other student. If a student has a locker problem, see one of the secretaries in the office or one of the custodians.

## LIBRARY REGULATIONS

### Attendance Rules

1. Students must study or use library materials to remain in the library. If he has library work to do, he may also go to the library before or after school.
2. No one should be admitted after the period begins unless he has a blue admit slip.
3. There should be no sign outs the first and last five minutes of the period except in case of an emergency.
4. No pupil should leave without permission from the teacher-librarian. If a student should sign out he should not be gone over five minutes.
5. Only one pupil at a time should be given permission to leave.
6. Student should not be allowed to leave for any length of time to see a teacher or work in shop, etc., unless he has brought in a yellow slip first.
7. Any pupil violating library rules will lose his library privileges for that period for four weeks for the first offense. Thereafter, the time will be extended another four weeks for each subsequent offense.
8. A "black book" is to be kept at the circulation and teacher library desk in which is to be written each offender's name, date of dismissal, reason for dismissal, teacher who dismissed, and the date he may return.

9. All dismissed pupils are to be given a blue slip to take to the office showing reason why he was sent out. The office will admit him to the study hall.
10. When the pupil's "waiting period" is up, he may apply to the librarian for an admit slip to present to the teacher-librarian who dismissed him to show that he is no longer on the "black list." If any person returns without the above, he may lose four more weeks.

#### Rules of Conduct

1. There must be no talking in the library. There is to be no studying together without permission from the librarian or supervising teacher.
2. Work should begin shortly after the beginning of the period and continue until the bell rings at the end of the period.
3. Students should walk quietly into and out of the library.
4. Students should not move chairs from their places at any time.
5. At the close of each period, each person is responsible for pushing his chair under the table and leaving his place for the next person coming in.
6. Pupils should return to their proper places all materials used. Each magazine should be returned to the periodical room. All dictionaries should be returned to the charging desk at the end of the period. Students should be reminded to do this five minutes before the end of the period.
7. Five minutes before the end of the period, students must pick up all scraps of paper lying around or under their tables.
8. If tables are marked up or written on, all students at the table will be responsible for cleaning it off.
9. Gum chewing, defacing of magazines, tearing up newspapers or any other act which shows evidence of poor citizenship will not be tolerated.
10. Students will not be allowed to scuff chairs or sit with their feet on the chairs opposite them.

#### Rules of Circulation

1. Books may be charged out for two weeks with the privilege of one renewal. Audio-visual materials may be used in the library unless a teacher requests that a student be allowed to take the material out.

2. To renew a book, the student must bring it into the library to be signed out again.
3. When charging out material, be sure the librarian stamps both the book and the card, and that you have signed your name legibly.
4. Overnight materials may be charged out at the close of each day, but must be returned by 9:00 a.m. the following day. Failure to do so will incur a fine of five cents.
5. Students may use all reference materials freely, but none are to be taken from the room without special permission from the librarian. The librarian may grant special permission to students who do not have a study hall to take reference materials out. If he has a study hall, however, he should arrange to use the material during that period.
6. The following fines will be charged for overdue materials:
  1. Two-week books - two cents per day.
  2. Overnight materials of all kinds - five cents per day.
7. Lost articles or damaged articles:

These materials are to be paid for at the current price of replacement.

#### Rules Regarding Periodical Room

1. The use of the periodical room is limited to students using audio-visual equipment, requesting periodicals and using Reader's Guide.
2. Only one student at a time may use audio-visual equipment. He must obtain permission from the librarian to do this.
3. Back issues of magazines may be requested by filling out a magazine request slip, with a reference from the Reader's Guide.
4. Only one student at a time will be allowed to request magazines at the desk.
5. Each request must be on a separate slip. These should be completely filled out before magazines are requested at the desk.
6. If students are not using Reader's Guide for specific magazine information, they must still fill out request slips listing the name of the periodical and the month wanted. They will not be allowed to thumb through a periodical box.



7. Only five periodicals may be checked out at a time, and the student may request magazines only once during that period.
8. Any pupil who disregards the directions for magazine usage may lose his library privileges.
9. All magazines and newspapers will have a definite position in the shelving. Every article taken from a shelf or rack must be replaced by the borrower in the place from which it was taken.
10. All magazines checked out are to be returned to the depository box at the attendant's desk.

#### Student Library Helpers

1. There will be four library helpers for each period.
  - (1) One for the circulation desk
  - (2) One for the periodical room
  - (3) Two for taking attendance and running errands
2. All library assistants will see that materials are properly discharged in the area in which he works.
3. Library assistants will help other pupils to find materials.
4. Each helper is expected to follow the same rules of the library as any other student. However, by the nature of his work, it may be necessary for him to move around more than others.
5. He should not be allowed to visit with other pupils or leave for non-library purposes without permission.
6. He must get permission from the librarian and sign out at the front desk.

#### Care of School Property

Much time, effort, and money are spent annually in maintaining the building and grounds in a clean, sanitary, and attractive condition. You are expected to refrain from deliberately or thoughtlessly defacing or destroying school property and to cooperate with the custodians in helping to keep it presentable at all times. Hillsboro High School is most fortunate in having one of the most attractive high school campuses in the state; therefore, we should always attempt to maintain the natural beauty for which we have been blessed. The stately trees, grounds, and buildings are indicative of the traditions and standards for which we are all proud. This is your school, BE PROUD OF IT.

### Change of Class Schedule

All schedule changes must be approved by the counselors, Assistant Principal, or the Principal. Students should feel free to consult with the Guidance Department concerning requirements, course offerings, etc.

### Withdrawal From School

Should a student drop from our school for any reason, the student should come to the office and pick up a "Release Slip." The student will be required to return all of his textbooks to his teachers and clear all of his records with individual classroom teachers. He should also clear with the library and Physical Education Department. This procedure is very important to the student as it may mean a refund of money and will protect him against future claims of non-clearance. Transfer of credit to another school will depend upon clearing your record before you leave our school.

### Fire Drills

Hillsboro High School has a very sensitive and expensive fire alarm system. All students are expected to treat this system with the utmost respect. Remember, lives are at stake when the fire alarm sounds.

The purpose of fire drills is to perfect a system of evacuating the building in a quick and orderly fashion which will be of great value in saving lives in case of fire or other emergencies.

When the fire alarm is sounded, students should leave the buildings quickly but without confusion by the nearest exit as instructed.

Do not congregate just outside the exit but move well away from the buildings so that there will be no congestion and remain until the signal to return.

All students are to leave the building regardless of where they are or what they are doing. Teachers will instruct their respective classrooms as to the route of exit to use. Teachers should establish the practice of seeing that all are out of their respective rooms and adjoining corridor area and of closing the classroom doors and corridor fire doors before leaving the buildings.

In case of a real emergency, remain calm even if an exit is blocked. The greatest danger is from panic, so try to remain calm regardless of the circumstances. Give some thought to what you should do in a possible emergency so that you will be prepared to exercise good judgment. Remember that you might be able to save a life or you might be the cause of loss of life depending upon the judgment you use in an emergency.

## Tornado Drill

When "tornado drill" is announced over the public address system, teachers will instruct students to go to predetermined areas within each building. It is imperative that students remain completely silent in order to hear and follow instructions. Such a drill is practiced for the safety of the school community as a whole. It should not be taken lightly.

## HONORS AND AWARDS

### Honor Roll

At the end of each nine weeks grading period, the honor roll of students with high scholastic achievement is compiled. To be eligible for the honor roll a student must carry at least four regular classes; however, if a student is in five regular classes, all five grades will be used to determine the average. All "A's" qualifies the student for the "A" honor roll. A 4.5 average or better places the student on the "B" honor roll. All honor roll students must maintain those qualities of a good citizen.

## EXTRA-CURRICULAR ACTIVITIES

Any student who measures up to the requirements is encouraged to take part in extra-curricular activities. A student who is an officer or holds any responsible position in these activities must maintain an average of "C" in his studies, maintain those qualities of a good school, or forfeit his office.

### Interscholastic Sports

Hillsboro High School will field a representative team in seven sports. The sports are cross country, football, basketball, wrestling, track, golf, and baseball.

Football practice will start in August. Basketball practice will begin with the close of football. The basketball season will end during March, at which time the spring sports will begin.

### Cheerleaders

Cheerleaders are selected in the spring of each school year. Former cheerleaders must try out in competition with inexperienced candidates before an assembly of the student body. Each class should encourage its most capable members to try out. Selections will be by vote of the student body.

### Homecoming

The first big activity of the year is the annual homecoming held in mid-fall. The festivities extend over a two-day period starting with a parade in the first afternoon to the business district with a pep rally in front of the courthouse. The parade headed by the "snappy" Hiltop marching band is accompanied with colorful floats competing for prizes and recognition. The main event of the first day of activities is when the fighting Hiltoppers compete on the gridiron.

Following the first day's activities, a homecoming dance is held the next evening with the highlight of the evening being the coronation ceremony of the Homecoming Queen of Hillsboro High School.

### Junior-Senior Prom

The Junior-Senior Prom is held each year as the main social event for the senior class. The event is highlighted by attractive decorations in one of the gymnasiums, fast moving music, dancing, and a feast of refreshments. The semi-formal, formal attire of the students adds to a gala event for all.

The Junior-Senior Prom has been one of the lasting annual traditions at Hillsboro High School since the first banquet of record being held March 28, 1924, in the old gymnasium.

### Commencement Exercises

The final event of the year takes place in the main gymnasium beginning at 8:00 p.m. The graduates are present in cap and gown. The program includes an address by a noted speaker, selections by the school music departments, and the presentation of diplomas to the graduates.

### Freshman Class

The freshman class organizes with its sponsors during the first few weeks of school. The class is divided into rooms where frequent meetings are held throughout the years to take care of pertinent school business. Homerooms are a means whereby small group identities and lasting friendships may occur. It is hoped that students will take advantage of these small group settings and become acquainted with as many people as possible during their first days at H. H. S. The homeroom teacher acts as a guide and helper to the students during their initial orientation of the school.

### Sophomore Class

A student must have four or more credits at the beginning of school to be a member of the sophomore class. The sophomore class will select a Student Council representative.

### Junior Class

A student must have eight or more credits at the beginning of the year to be a member of the junior class.

### Senior Class

A student must have 11 or more credits at the beginning of the school year to be a member of the senior class.

It is the responsibility of each student to make sufficient preparation to pass the final examinations in order to receive credit for his course work.

All seniors must reasonably expect to have at least 15 units of credit by the close of the school year in order to have their diplomas ordered with the class. Those who do not have all graduation requirements will not be graduated at the regular commencement. Seniors who are failing at the end of the third grading period may make plans for graduation at their own risk.

Senior rings are selected during the middle part of the junior year. Purchase of a ring is not required or even encouraged by the school. A junior class officers' committee selects a design but the purchase of rings as well as graduation announcements is entirely optional.

At the beginning of the second semester of the senior year, a field representative of a printing company presents a display of invitations. It is the responsibility of the individual student to select the style of invitation which he desires. Orders are placed directly with the field representative.

Caps and gowns for graduation are ordered by the school. They are issued to graduates before commencement practice and returned following the graduation exercises. A nominal fee will be charged in order to provide a fund for cleaning, repairs, replacement, and the rental.

### Concert Band

The concert band is open primarily to any student in the high school who has had at least one year of prior instrumental study. All students in the concert band are also automatically members of the marching band. The band performs at all home basketball games and presents at least two major concerts each year which include the Christmas Concert and Spring Concert as well as others which may be scheduled.

A state or jazz band is formed with members of the concert band. This is usually done after the beginning of each school year. It is on an audition basis only with selection determined by the student's ability to read and play all types of popular music.

### Marching Band

This unit performs at all football games held at Hillsboro, and at school and community parades, such as the Homecoming parade, Old Settlers' parade, and Decoration Day festivities.

The marching band is one of the best known musical organization of our school. All students who play musical instruments are urged to take part in the marching band activities, even though they are unable to take regular band during school time. Drill work is planned and given during the half-time intermission of our home football games.

### Fliptoppers

Fliptoppers is a gymnastics group consisting of any high school student interested in working and improving skills on the apparatus and stunts and tumbling. The club meets on Tuesdays from 7:00-8:30 p.m. approximately five months out of the school year. Members work toward a final production in which they show what they have learned throughout the year.

### French Club

The French Club affords advanced students of French the opportunity to extend their language interest in a variety of ways. The club meets in the evening on a monthly basis. Some of the activities enjoyed by members of the French Club are speaking informally in the language, playing games involving language skill, group singing, and preparation and presentation of short skits. The club also takes one field trip each year to the "International Night" at the Heritage House in Springfield. Membership is restricted to those students who have completed one or more years of French.

### Future Farmers of America

The F. F. A. is a national organization of, by, and for students enrolled in vocational agriculture. The F. F. A. is an intra-curricular organization and is considered a part of the high school vocational agriculture curriculum.

Programs of work participated in by all members are set up annually by every chapter, each state association, and the national organization. These programs are built on the needs of the individual and the community. The items included are guide posts pointing the way. A program indicates the direction and course to follow in order to reach definite goals, and there is a relationship among local, state, and national programs. All F. F. A. activities are student-initiated and student-directed. Results attained, therefore, are due to farmer-training objectives set up and carried out by the boys themselves. Cooperation, group thinking, and purposeful action are displayed in all programs of work.

### F. H. A. - H. E. R. O.

F. H. A. - H. E. R. O. is an organization under the sponsorship of the home economics department. Our local chapter is chartered by the national and state associations. In order to be eligible to join, a person must have been enrolled one semester in homemaking. Its purpose is to create interest in homemaking and at the same time develop better citizens in the school and the community. It also encourages students to seek occupations in the areas of home economics. It gives girls experience in correct parliamentary procedure.

Besides sponsoring wholesome recreational activities for members, the club encourages members to help with civic projects such as helping with community drives, collecting used clothing for needy people. The club sponsors a needy child--sending \$20 per month for her welfare.

### German Club

The German Club exists to enhance the cultural, social, and oral aspects of the language.

### Girls' Athletic Association

The Girls' Athletic Association is an organization for all girls enrolled in physical education and maintaining a "C" or above average grade.

G. A. A. creates an opportunity for girls to participate in leisure time activities, develop skills, provides competition, promotes new and different sports, and gives an opportunity for leadership.

Activities take place after school regularly from October through April with some activities on weekends (volleyball, bowling, skating, skiing, canoeing, etc.). Business meetings are held monthly after school.

Numerous social and fund-raising events are held during the year (all-school Winter Formal, Penny Carnival).

Recognition is given for those girls who have shown outstanding participation and leadership abilities at the Mother and Daughter Awards Banquet in the spring.

### Hiltop Preface

The school newspaper is published regularly during the school year by the journalism class of the English department. It emphasizes school events and makes it possible for all the students in school to know what is going on in each department of the school. Prerequisite for a staff position is completion of Journalism I during the second semester of the junior year or an interview with the advisor.

### Biology Club

Biology Club provides a link between book knowledge and the environment. Emphasis is on action. . . recent activities have included clean-ups, recycling, hikes, and picnics.

Active membership averages around 20 and is open to all students who have completed one semester of biology. Mr. Schaal serves as the advisor and mediator at the meetings held upon request of the members.

### Booster Club

Booster Club workers devote their time to H. M. S. by working in the concession stands for football and basketball games and special events which occur occasionally, and by serving at banquets sponsored by local organizations. Hard work by Booster Club members brings in money that is used to pay a large portion of the cost of our HILTOP.

### A Cappella Choir

The A Cappella Choir is an advanced choir open to freshmen, sophomore, junior, and senior boys and sophomore, junior, and senior girls. It is highly desirable that girls participate in one year of girls' chorus before trying out. Tryouts from girls' chorus are at the end of the school year and for boys at the beginning of the year. The choir presents several concerts.

### Ensembles

Several ensembles, such as swing choir, concert choir, barbershop quartet, etc., are picked from the A Cappella Choir members. These organizations give as many as 20 extra programs a year to churches, social, and community organizations and requires much time outside of school.

### Girls' Chorus

The girls' chorus is open to any girl who wishes to sing. No tryouts are required. The girls participate in the Christmas Concert, Spring Concert, and some others during the year. It provides fine training for girls wishing to try out for the A Cappella Choir.

### Drama Club

The Drama Club was conceived and organized by interested students. It was begun in November 1973 and the first play was presented to the public in March 1974. All debts incurred were paid for from the proceeds of this play. The club is open to all students who are interested in drama, stage techniques, and hard work. It is sponsored by Mrs. Sandra Allen and Mr. Randal Thomas.



### Chess Club

Chess Club is a semi-monthly gathering where students match wits and exchange conversation over a game of chess. Beginners and experienced players alike attend the informal meetings.

Mr. Harold Krummel sponsors the group. An annual picnic is held at the end of the year.

### Hiltop Staff

The Hiltop Staff is comprised of eight senior literary staff members; and during the second semester, eight junior literary staff members. The juniors become the senior literary staff the following year.

These students are chosen by the yearbook advisor with the help of other instructors on the basis of Booster Club membership, scholastic standing, availability, and interest in joining the staff.

The staff is responsible for the organization and creation of the HILTOP by setting up picture schedules, drawing special forms (layouts), and soliciting advertisements to help offset the cost of the yearbook.

### Inter-Club Council

The composition of the Inter-Club Council explains its purpose. The organization consists of the president or a representative of each club or group on campus. This executive council discusses the comprehensive school calendar, school problems of mutual concern, and any activity pertaining to the school. This organization can be one of the most important groups in the school.

### Lettermen's Club

This club is composed of any individual who has earned a varsity letter and who is currently active in his respective sport. Its purpose is to give athletes a chance to work and associate through various social activities with fellow students who have similar interests. The Lettermen's Club also offers its services to the school whenever special help is needed in administering the athletic program--ushering, canvassing, recycling, etc. There is one major moneymaking project per year with the proceeds going to aid both athletics and physical education.

### Library Club

The Library Club is an all-school service club. All library helpers are eligible to join. Assistants are selected on the basis of grades, interest in library work, and recommendations made by the Dean of Girls and the Dean of Boys. Its purpose is to promote better library service through student participation, and to arouse greater student interest in the library and library profession. Any student who wants vocational experience which might lead to self-help in earning his way through college should seriously consider being a member of this club and assist in the school library.

### Office Assistants

Office assistants are chosen by the high school secretaries on the basis of scholastic standing, availability, leadership qualities, appearance, and professional attitude.

The duties of office assistants include answering the phone, delivering announcements and messages, helping students, selling meal tickets and school supplies, and meeting guests.

Being an office assistant affords students the opportunity of vocational experience which might help in acquiring a job after completing high school training. Should any assistant not meet the requirements set forth, changes may be made at the discretion of the secretaries.

### Quill and Scroll

The Quill and Scroll is a club which gives recognition to high school students who do well in the field of journalism. To be eligible, a student must be a junior or senior as well as a member of either the Preface or Hiltop staffs.

### Spanish Club

The purpose of the Spanish Club is to further acquaint students with the customs of Spanish-speaking people in ways that are not possible in the classroom. The club sponsors a needy Mexican boy every year by paying for his school supplies and clothing through the Save The Children Federation. Other activities include parties, skits, field trips to places that feature Spanish or Mexican food or entertainment. Several Spanish students took a tour of Mexico partially sponsored by the Spanish Club. The club usually meets once a month. Membership is open to those students who have completed one semester of Spanish.

### Student Council

The purpose of the Student Council is to work with all school personnel to provide a school atmosphere that is conducive to the maximum learning by the maximum of students.

### PLEDGE TO THE FLAG

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.

### THE STAR-SPANGLED BANNER

O 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, thro' the perilous fight,  
O'er the ramparts we watch'd, were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof thro' the night that our flag was still there.

#### CHORUS:

O say, does that Star-Spangled Banner yet wave  
O'er the land of the free and the home of the brave?

### H. H. S. LOYALTY SONG

We're loyal to you H. H. S.  
We're orange and black H. H. S.  
We'll back you to stand  
Against the best in the land  
For we know you have sand H. H. S.  
Rah! Rah!

So crack out that ball H. H. S.  
We're backing you all H. H. S.  
Our team is our fame protector  
On boys, for we expect  
A victory from you H. H. S.

Chee Hee! Cha Haw! Cha Haw! Haw! Haw!

Chee Hee! Cha Haw! Cha Haw! Haw! Haw!

Hillsboro! Hillsboro! Hillsboro!

Fling out that dear old flag of orange and black,  
Lead on your sons and daughters fighting for you.  
Like men of old on giants, placing reliance, shouting defiance  
Osk-kee-wa-wa!!

Amid those broad green fields that nourish our land,  
For honest labor and for learning we stand  
And unto thee we pledge our hearts and hands.  
Dear Alma Mater, H. H. S.

## CALENDAR OF EVENTS

### ATHLETICS

#### Varsity Football Schedule 1973

September 7	Jerseyville (7:30 p.m.)	There
September 15	Staunton	There
September 21	Gillespie	Here
September 28	Shelbyville	There
October 5	Taylorville (Homecoming)	Here
October 12	Litchfield	There
October 19	Pana	Here
October 26	Effingham	There
November 2	Vandalia	There
November 9	Greenville	Here

#### Junior Varsity Football Schedule 1973

September 17	Gillespie	There
September 24	Greenville	There
October 1	Shelbyville	Here
October 8	Taylorville	There
October 15	Litchfield	Here
October 22	Pana	There
October 29	Effingham	Here
November 5	Vandalia	Here

Freshmen Football Schedule  
1973

September 20	Taylorville	There
September 27	Greenville	Here
October 4	Pana	There
October 11	Vandalia	There
October 18	Carlinville	Here
October 26	Litchfield	Here
November 1	Carlyle	Here

Cross Country Schedule  
1973

September 7	Morrisonville	Here
September 11	Raymond	There
September 14	Carlyle	There
September 18	Pana	There
September 20	Taylorville	There
September 25	Effingham	Here
September 27	Eisenhower	There
October 2	Pana	Here
October 4	Carlyle	Here
October 9	Carlinville Invitational	There
October 16	Raymond	Here
October 18	Taylorville	Here
October 23	District	
October 27	Sectional	
November 3	State	

Varsity and Junior Varsity Basketball Schedule  
1973-74

November 30	Raymond	There
December 7	Effingham	There
December 8	Shelbyville	Here
December 14	Pana	There
December 15	Gillespie	Here
December 27, 28, 29	Edwardsville Tournament	
January 4	Taylorville	Here
January 5	Litchfield	Here
January 11	Vandalia	There
January 12	Carlinville	Here
January 14-18	Litchfield Tournament	
January 25	Greenville	Here
February 1	Taylorville	There
February 2	Shelbyville	There
February 8	Pana	Here
February 15	Vandalia	Here
February 16	Litchfield	There
February 22	Greenville	There
February 23	Jerseyville	There
March 2	Effingham	Here
Class AA Regional - March 5, 6, 8		
Class AA Sectional - March 12, 13, 15		
Class AA Super-Sectional - March 19		
Class AA State Finals - March 22, 23		

Sophomore Basketball Schedule  
1973-74

December 3	Nokomis	There
December 10	Taylorville	Here
December 17	Greenville	Here
December 18	Pana	Here
January 7	Vandalia	There
January 10	Pana	There
January 17	Nokomis	Here
January 21	Raymond (Fresh. & Soph.)	There
January 31	Taylorville	There
February 4	Litchfield	Here
February 11	Vandalia	Here
February 14	Litchfield	There
February 18	Greenville	There
February 25-28	Jerseyville Tournament	

Varsity Wrestling Schedule  
1973-74

November 27	Highland	Here
November 29	Divernon	There
December 4	Mascoutah	Here
December 6	Taylorville	There
December 11	Carrollton	There
December 18	Greenfield (7:00)	There
December 22	Mascoutah Tournament (10:00 a.m.)	
January 8	O'Fallon	Here
January 10	Litchfield	There
January 15	Vandalia	There
January 22	Mt. Olive	Here
January 29	Jerseyville	Here
January 31	Mt. Zion	Here
February 5	Nokomis	Here
February 8, 9	Conference Tournament	
February 11	Shelbyville	There
February 15, 16	District Tournament	
February 22, 23	Sectional Tournament	
March 1, 2	State Finals	



Varsity Golf Schedule  
1974

April 2	Viriden	There
April 4	Carlinville	There
April 5	Viriden and Girard	Here
April 9	Mt. Olive and Carlinville	Here
April 12	Hillsboro and Shelbyville	At Taylorville
April 16	Shelbyville and Litchfield	At Hillsboro
April 17	Girard	There
April 19	Hillsboro and Pana	At Vandalia
April 23	Hillsboro and Effingham	At Pana
April 26	Hillsboro and Litchfield	At Vandalia
April 30	Effingham and Taylorville	At Hillsboro
May 3	Open Date	
May 5	Conference Tournament	At Taylorville
May 11	Golf District	
May 18	Golf Sectional	
May 24, 25	Golf State Finals	

**Varsity Baseball Schedule**  
1974

March 31	Gillespie	Here	1:00 D. H.
April 1	Carlinville	Here	4:00
April 5	Raymond	Here	4:00
April 6	Madison	Here	1:00 D. H.
April 8	Worden	Here	4:00
April 11	Effingham	Here	4:00
April 15	Shelbyville	There	4:00
April 18	Pana	Here	4:00
April 22	Taylorville	There	4:00
April 24	Raymond	There	4:00
April 25	Litchfield	There	4:00
April 27	First Rain Date		
April 29	Vandalia	Here	4:30
May 2	Greenville	There	4:30
May 4	Second Rain Date		
May 7	Worden	There	4:30
May 13-15	District Tournament		
May 20-22	Regional Tournament		
May 28-30	Sectional Tournament		
June 6, 7	State Finals		

**Varsity Track Schedule**  
**1974**

April 6	Pana Open	
April 9	Greenville	Here
April 11	Effingham	There
April 16	Litchfield	There
April 19	Shelbyville	Here
April 23	Taylorville	Here
April 26	Pana	There
April 27	Mt. Olive Invitational	
April 30	Vandalia	Here
May 3	Raymond	Here
May 7	Conference Meet	
May 9	Raymond	There
May 18	District Track Meet	
May 24, 25	State Finals	

**Tentative school calendar for the school year 1974-1975 adopted by  
Hillsboro Community Unit School District No. 3 Board of Education**

August 23	Beginning of school, teachers' workshop
August 26	Students' first day of attendance
September 2	Labor Day, no school
September 30	End of first month, 25 days for attendance register
October 1	Beginning of second month
October 14	Columbus Day, no school
October _____	Teachers' Institute, date to be announced later
October 25	End of first nine weeks
October 31	End of second month, 21 days for attendance register
November 1	Montgomery County Teachers' Workshop
November 4	Beginning of third month
November 11	Veteran's Day, no school
November 27	Early dismissal - 2:00 p.m.
November 28-29	Thanksgiving Day and holiday
November 29	End of third month, 17 days for attendance register
December 2	Beginning of fourth month
December 23	Early dismissal 2:00 p.m. Christmas vacation begins at this time; 16 days for attendance register, end of fourth month
January 2	School resumes, beginning of fifth month
January 17	End of first semester
January 31	End of fifth month, 22 days for attendance register
February 3	Beginning of sixth month
February 12	Lincoln's Birthday, no school
February 28	End of sixth month, 19 days for attendance register
March 3	Beginning of seventh month
March 21	End of nine weeks period
March 27-31	Easter Vacation; end of seventh month, 18 days for attendance register
April 1	Beginning of eighth month
April 30	End of eighth month, 22 days for attendance register
May 1	Beginning of ninth month
May 29	Teachers' Institute
May 30	Memorial Day, no school
June 2	End of semester, 21 days for attendance register

Use of snow days will determine actual closing date of school.  
You will receive the actual attendance days for your register at the  
beginning of the school year.