

1974

Student Parent Handbook

Michael G. Henning
Eastern Illinois University

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Student Parent Handbook

(TITLE)

BY

Michael G. Henning

Field Study
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
Specialist in Educational Administration
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1974
YEAR

Field Study
I HEREBY RECOMMEND THIS [REDACTED] BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

May 6, 1974
DATE

May 6, 1974
DATE

TABLE OF CONTENTS

Chapter One: Introduction -----	1
Chapter Two: Log -----	4
Chapter Three: Junior and Senior High Parent-Student Handbook -----	8
School Spirit -----	8
Students of DCUJ and SHS 1974-75 -----	9
A Message from your Superintendent -----	10
A Message from your Principal -----	11
Board of Education -----	12
Faculty of Dieterich CUJ and SHS -----	13
1974-1975 Dieterich Community Unit #30 Calendar ---	15
Educational Philosophy and Goals of the Dieterich Schools -----	16
Who Owns this School -----	17
Don't be a Knocker -----	17
Registration Curriculum for 1974-75 School Year ---	18
Course Descriptions -----	20 thru 39
Textbook Rental -----	40
Student Payments -----	40
Refund of Fees -----	40
Senior High School Requirements for Graduation ----	41
Junior High School Requirements for Graduation ----	41
Student Load - Senior High -----	43
Class Standings -----	43
Honor Roll -----	43
Majors and Minors -----	44
Junior High School Bell Schedule -----	45

Senior High School Bell Schedule -----	46
Awards -----	46
Valedictorian and Salutatorian -----	46
D.A.R. Award -----	46
American Legion Awards -----	47
John Schultz Memorial -----	47
Lucille Krabbe Memorial Scholarship -----	47
Guidance -----	47
Tests -----	48
Scholarships -----	48
Homerooms -----	49
Bulletins and Announcements -----	49
Clubs and Activities -----	49
Employment -----	50
Cafeteria -----	51
Rules for Pom-Pom Girls -----	51
Cheerleaders -----	52
Cheerleader Elections -----	52
Dieterich Junior-Senior High School Cheerleader's Code of Ethics -----	53
Class Membership and Dues -----	54
Class Parties -----	55
Use of Telephone -----	55
Report Cards -----	55
Warning Notices -----	56
School Bus Service -----	56
Insurance Program -----	57
Medical and Dental Examinations -----	58

Activity Clubs - Descriptions and Goals ----	58 thru 62
Attendance -----	63
Absence -----	63
Tardiness -----	64
Discipline -----	65
Detention -----	66
Suspension -----	67
Dress and Grooming -----	68
Hall Lockers -----	69
Hall Passes -----	69
Sign Out Passes -----	70
Lost Books -----	70
Permission to Leave School -----	70
Recreation Area -----	70
Field Trips -----	71
Smoking -----	71
Articles Prohibited in School -----	71
Speaking to the Teachers -----	71
Student Cars -----	72
Study Hall Regulations -----	72
Physical Education -----	73
Make Up Work -----	73
Corridor Courtesy -----	74
Care of School Building -----	74
Quiet and Order -----	74
Student Visitors -----	75

Fire Drills -----	75
Disaster Drills -----	75
Substitute Teachers -----	75
Courteous Things to Do -----	77
Chapter Four: Summary and Evaluation of Study -----	78

CHAPTER 1

INTRODUCTION

This study was undertaken in order to develop a student parent handbook which would be useful and meaningful to the Dieterich school system. The Advisory Council for the Dieterich Community Unit #30 set up through the State Superintendent of School's Circular A-160 Program, advised that an administrator in the unit set up such a handbook.

A feeble attempt has been made in past years to bring together pertinent information for the student body, but there never seemed to be enough information for which a school could use to help it run more smoothly.

Many schools were visited personally while many others were contacted by letter relevant to the type of handbook which they used.

It was found that many schools did not have a handbook, but were run by a set of rules which were passed out at the beginning of each school year. I was told that they, who did not have a handbook, would like to develop one and those which already had handbooks felt they were a great help and were in the process of revising them or bringing them up to date.

My research started well over six months ago and I spent the first several months reviewing, reading and collecting information which I felt should be in a handbook here at Dieterich. When the handbook had reached its final form for the 1974-75 school year, I plan on presenting it to the Board of Education so that they might be aware of its contents and also adopt it so it might be used for administration of the school.

It was my intention to produce a handbook taylored exclusively for the Dieterich grades 7 through 12. This handbook could not be used for any other school system with effectiveness. There are phases of this handbook that are characteristic for the Dieterich school system only. The section on philosophy and goals for our students are geared to that which our people expect. Other school systems may have similar goals, but not precisely those for the Dieterich Community Unit. As one might expect our curriculum offerings are somewhat different from other schools as our facilities are quite limited. We offer over fifty units of credit for our students as is outlined in the handbook according to course titles, description and the year a student should enroll in the course plus whether or not it is a pre-college or a vocational course.

There are four other areas in the handbook of major interest to students at Dieterich. The graduation requirements have been spelled out in detail for both junior and senior high school students. A Unit Librarian and a Unit Councelor have been added to the staff at Dieterich. There are sections which describe the services which these two people can and will provide for our students. The activity clubs have a special section in the handbook which briefly describes the goals for each club.

The Dieterich Unit is made up by a majority of Catholic, Lutheran German farmers who expect good behavior from their offspring. Consequently the discipline section of the handbook is written in great detail to conform to the characteristic of the community unit.

I have found the handbook to be very helpful and I am already preparing to rewrite parts of the book to keep it current and up to date.

The remainder of this field study is organized in the following manner. First, is a log of my conversations with other professionals in the field of education who presently are using or are preparing a student-parent handbook. Second, is the body of the handbook itself. Third, is the summary and evaluation of the parent-student handbook in which I refer briefly to the people who advised me on the writing of the study plus my own reaction as to how the handbook will actually work in the field.

CHAPTER II

LOG

Before I began to formulate and compose a parent-student handbook, I managed to visit many schools personally and contacted others by letter.

My research started well over 6 months ago and I spent the first several months reviewing, reading and collecting information which I felt should be in a handbook here at Dieterich.

On October 3, 1973, I spoke to Mr. Don McNary at Marshall High School. He gave me samples of his handbook which he felt was very good for the school for which it was written, but emphasized that no one handbook can be used for all communities or schools. He further stated that it was only a guide to be used in formulating such a booklet for each individual school system.

On September 15, 1973, Mr. Gary Siebert participated on an OSPI visitation team at Brownstown High School. When he returned he had a copy of their handbook. Each handbook must be unique for its own school, but this one appeared to be entirely too sketchy to serve any function.

In several conversations with our school attorneys (Robbins, Nickolas, Schwartz and Lifton) I have determined that rules and regulations for students should be as specific as possible. In suspension cases the courts are asking to see written policy stating reasons why one might be suspended from school. In regards to law in general, the trend is toward being specific.

On October 10, 1973, I talked with Mr. Russ Marvel at Effingham High School about his handbook. He told me that with putting the policies down in writing, it gave greater understanding to all

concerned. He related that with experiences in his school, the more information which can be related to the parent-student and faculty, the greater is the understanding and the more cooperation you can expect. He felt that some areas were definitely of more concern to the public such as the specific rules and regulations.

Mr. Marvel gave me a sample of the handbook which he had developed for the Effingham School System stating that there were areas which would be deleted in future years as well as some improvements to be brought about. He emphasized the importance of the Board of Education becoming very much aware of the contents of such a document so that they are not caught completely uninformed if approached as to the use of some policy in the book.

On October 19, 1973, I conversed with Mr. William Tally at Altamont High School. He felt that his school had a good handbook for the parent and the student. It was constantly up-dated from year to year as they have had one in force for a number of years. Mr. Tally certainly felt strongly about the positive correlation between the parents cooperation and the handbook's accurate quality.

On October 22, 1973, I spoke with Mr. Don Brumleve at Teutopolis High School. At this particular time he did not have a handbook in force at the school, but was formulating one at that time. Mr. Brumleve re-stated the already mentioned needs for a handbook and believed strongly that his school would have one of the very best as soon as he and his staff could get one ready.

On December 6, 1973, I talked with Mr. Larry Bailey at Beecher City High School. From what Mr. Bailey told me, I realized that he was in a similar position as Mr. Brumleve, although he was near completion of his handbook. Mr. Bailey felt that it would be good if all schools could pull their resource people together to help set down objectives, guidelines and policies which will not only affect the student body, but the school as a whole.

On December 7, 1973, Mr. Cary Siebert visited Champaign Central High and picked up a copy of their handbook. The handbook was for a much larger school than ours, and was a very professional type booklet with much materials that would not apply to Dieterich.

It was brought to my attention that the handbook at Champaign was edited, to a great degree, by the student body under the direction of faculty sponsors and administration. These students apply for membership on the staff and new members are chosen each year. It was felt that by using this method that many more students are involved and a greater acceptance is created.

On December 14, 1973, I talked to Mr. Virgil Gregg at Westfield High School. He believed that his handbook was a very complete and up-to-date one. He expressed the need for such specifics in the small school handbook because of the small time politics that can play a big part in villages as related to handling discipline cases.

Mr. Gregg stressed the importance of constantly revising the handbook from year to year.

On January 4, 1974, I spoke with Sister Marie Frances at Effingham St. Anthony High School. Sister explained that she had inherited the handbook that was being used in the school and that it would have to be revised to keep pace with the modular scheduling system used in her school. Sister believed that the handbook was very good, but under the new scheduling system, it would need a big revision for the 1974-75 school year.

In helping me prepare my handbook for Dieterich High School, I had at my disposal the Manual for Preparing the Newest Look in Handbooks. This edition was put out by Colad Inc., Buffalo, New York. This booklet helped me with wording and particularly in thoroughness.

Together with the many conversations, sample copies of other handbook, and the manual for preparing a school handbook I was able to put together this study.

CHAPTER III

JUNIOR AND SENIOR HIGH PARENT-STUDENT HANDBOOK

SCHOOL SPIRIT

One cannot see or touch School Spirit. It is difficult to define. Yet, there is no more powerful force in a school.

It is our teams fighting hard and clean to win. It is in our standing with our fans urging our teams on with ringing cheers.

It is in our classes as through good work we advance the standing of ourselves and of our school.

It is in our students in the halls, in the cafeteria, on the campus, and in the community---proud of our school, backing its every worthy cause, protecting its good name, doing nothing of which it need be ashamed.

It is the thrill of victory, the acceptance of honorable defeat.

It is our affection for our school.

It is determination to put honest effort into high school years and to get honest results from them.

It is courtesy and consideration to classmates and teachers and all school personnel and to visitors in our school.

It is faith in our school.

School Spirit is the most precious thing that we who have gone before can give to you. Guard it well. Hand it on untarnished to your successors.

STUDENTS OF DCUJ & SHS 1974-75

As students in a public high school in the United States, you are being offered a golden opportunity to further prepare yourselves for your future. This is, without a doubt, one of the most important jobs you will have in your entire life. You are exploring possibilities for the future, establishing habits, and setting patterns which you will probably follow through out your life. As you start a new school year, keep in mind the extreme importance of your high school education.

Among your plans for the school year should be the aim to work for the highest level of achievement of which you are capable. Remember that the record you make at school will be with you the rest of your life. All applications for work or further education ask what schools are attended. Information is then requested concerning the initiative, attitude, leadership abilities shown, and other desirable or undersirable traits exhibited at school. Now is the time for you to determine whether the answers that will go from school to possible employers or other schools will be good or bad. You are becoming what you are going to be. Won't you please work very hard to establish a permanent record which you, your parents, and the school can be proud to send to one of your future employers?

When questions arise, use your school handbook to find the answers, or feel free to ask a faculty member or call at the office. We are all eager to help you in any way that we can.

GOOD LUCK.

A MESSAGE FROM YOUR SUPERINTENDENT

This book is designed to give, in convenient form, important information about our school. It is hoped that it may materially assist new students in adjusting themselves to the life of the school and that to all it may be a constant reminder of the school's general procedure, ideals, and traditions. Students are urged to read this book carefully and to keep it for reference throughout the year. Each student will receive one handbook at the beginning of the year and must present this handbook at the request of the school administration or purchase an additional book at the cost of 30¢.

On behalf of the faculty and administration it is my pleasure to welcome you. As a citizen of this school you are expected to follow the rules that are established for the welfare of the entire student body. Following the rules will help all students to become better citizens. We know that the many experiences you will have here as a student will be of value to you and trust that most of them will be long remembered.

Superintendent of Schools
Gary F. Siebert

A MESSAGE FROM YOUR PRINCIPAL

Students:

I urge you to make the best use of your years while a student at Dieterich junior and senior high school. The faculty, staff, your fellow students and I stand ready to assist you in making your own decision while planning your junior and senior high school career.

Depending upon your personal initiative, it is possible to avail yourself of more types of diversified experiences, both academic and extra curricular than have ever been offered to you before. In all probability, exposure to opportunities of this nature will not be available to you again in your life time.

The student-parent handbook has been prepared through the cooperative efforts of students, teachers, and administration. Its purpose is to provide you with a convenient brief description of the school's regulations, organizations, and activities. Please read the book and utilize it for reference during your years in school. I think it will answer many of the questions you have and if there is a need for more information, please feel free to ask your teacher, counselor, or school administrator.

May I take the opportunity to personally wish each and everyone of you well and to offer my personal best wishes for a most happy and productive school life while at Dieterich junior and senior high school.

Sincerely,

Michael G. Henning
Principal DCUJ & SHS

BOARD OF EDUCATION

The local authority for the administration of our school is vested in our Board of Education. They in turn employ the administrators and teachers to take active charge of the school.

The seven members who compose the Board of Education for the 1974-1975 school year are the following

Earnest Garbe, President	Delbert Mundt
Dale Mellendorf, Vice President	Joe Kortte
Doris McKinney, Secretary	Arthur Bierman
Delor Beaulieu	

EMPLOYEES OF DIETERICH SCHOOLS

Grade School Custodian: Eberle ----- Walter Gerth
 Elliottstown ----- Grace Lanthorn
 Montrose ----- Stella Donaldson

High School Custodians -- Clifford Adams and Albert Verdeyen

Bus Drivers -- Howard Bohnhoff	Deloris Flach	Reginald Flach
Harold Miller	Louis Probst	Lucille Flach
Clarence Niemerg	Lucille Probst	Larry Flach
	Harold White	Sally Hilton

Lunch Room Personnel - Eberle ----- Mary Schwengel
 Elliottstown -- Lela Margwarth
 Montrose ----- Cora Schottman and
 Freda McClain

High School -- Elsie Probst, Margie Lustig and Jenny Lou Ervin

Sub Lunch Room Personnel -- Sylvia Hartke and Joan Bohnhoff

School Treasurer -- Gloria Adams

School Secretaries -- Irma Horn, Shirley Althoff, and Wanda Fulk

FACULTY OF DIETERICH CUJ & SHS

Gary Siebert - - - - - Superintendent of Schools
 Southern Ill. University at Edwardsville - B.S.
 Southern Ill. University at Edwardsville - M.S.
 Eastern Illinois University - Specialist

Michael Henning - - - - - Principal
 Eastern Illinois University - B.S.
 Southern Illinois University, Edwardsville - M.S.
 Eastern Illinois University - Specialist

Susan Beals - - - - - $\frac{1}{2}$ time Spanish
 Eastern Illinois University - B.S.

George Buening - - - - - Language Arts
 Eastern Illinois University - B.S.

Connie Comstock - - - - - Girls P.E., Drivers Ed.
 Eastern Illinois University

Jack Durbin - - - - - Agriculture
 Southern Illinois University, Carbondale - B.S.

Martha Elkin - - - - - $\frac{1}{2}$ Time Mathematics
 Eastern Illinois University - B.S.

Diane Hanratty - - - - - English, Speech
 Eastern Illinois University - B.S.

Raymond Hinterscher - - - - - Guidance, Social Studies
 McKendree College - A.B.
 Eastern Illinois University - M.S.

David Landers - - - - - Science
 Eastern Illinois University - B.S.

William McClain - - - - - Boys P.E., Business
 Eastern Illinois University - B.S.

Dollie Martin - - - - - Vocal Music (Unit)
 Eastern Illinois University - B.S.

Karen Orsborn - - - - - Business
 Eastern Illinois University - B.S.

Myra Percival - - - - - Art (Unit)
 Greenville College - B.S.

John Petzing - - - - - Social Studies
 Eastern Illinois University - B.S.
 Eastern Illinois University - M.S.

Michael Poe - - - - - Industrial Arts, Math.
 Eastern Illinois University - B.S.

Tressa Poynter - - - - - Language Arts, English
Eastern Illinois University - B.S.

Carl Schottman - - - - - Science, Math.
University of Illinois - B.S.

Richard Shouse - - - - - Librarian, English
Eastern Illinois University - B.S.

Victor Wilson - - - - - Unit Instrumental Music
Eastern Illinois University - B.S.

D.A.Winkler - - - - - Mathematics
Eastern Illinois University - B.S.

Lois Winkler - - - - - Home Economics
Eastern Illinois University - B.S.

Jo Ann Thomas - - - - - Speech Correctionist
Eastern Illinois University - B.S.

1974-1975 DIETERICH COMMUNITY UNIT #30 CALENDAR

AUGUST

	Tu	W	Th	F	Tot.
				(23)	+1
26	27	28	29	30	5
					5+1

SEPTEMBER

M	Tu	W	Th	F	Tot.
X	3	4	5	6	4
9	10	11	12	13	5
16	17	18	19	20	5
23	24	25	26	27	5
30					1
					20+0

OCTOBER

M	Tu	W	Th	F	Tot.
	1	2	3	4	4
7	8	9	10	(11)	4+1
X	15	16	17	18	4
21	22	23	24	25	5
28	29	30	31		4
					21+1

NOVEMBER

	Tu	W	Th	F	Tot.
				1	1
4	5	6	7	8	5
X	12	13	14	15	4
8	19	20	21	22	5
5	26	27	X	29	3
					18+0

DECEMBER

M	Tu	W	Th	F	Tot.
2	3	4	5	6	5
9	10	11	12	13	5
16	17	18	19	20	5
23	24	X	26	27	0
30	31				0
					15+0

JANUARY

M	Tu	W	Th	F	Tot.
		X	2	3	2
6	7	8	9	10	5
13	14	15	16	(17)	4+1
20	21	22	23	24	5
27	28	29	30	31	5
					21+1

FEBRUARY

	Tu	W	Th	F	Tot.
3	4	5	6	7	5
10	11	X	13	14	4
7	18	19	20	21	5
4	25	26	27	28	5
					19+0

MARCH

M	Tu	W	Th	F	Tot.
3	4	5	6	7	5
10	11	12	13	14	5
17	18	19	20	21	5
24	25	26	27	X	4
31					1
					20+0

APRIL

M	Tu	W	Th	F	Tot.
	1	2	3	4	4
7	8	9	10	11	5
14	15	16	17	18	5
21	22	23	24	25	5
28	29	30			3
					22+0

MAY

	Tu	W	Th	F	Tot.
			1	2	2
5	6	7	8	9	5
2	13	14	15	16	5
9	20	21	22	23	5
6	27	(28)	29	X	3+1
					20+1

O INSTITUTE or WORKSHOP

X LEGAL SCHOOL HOLIDAY

----- NO SCHOOL

EDUCATIONAL PHILOSOPHY AND GOALS OF THE DIETERICH SCHOOLS

The prime objective of Dieterich Community Unit #30 is the growth and development of the individual pupil in ways that will fit him or her to become a well-adjusted, contributing member of society.

Education is the acquisition of habits, knowledge, and attitudes. It invokes new ways of doing things and it operates in an individual's attempt to overcome obstacles or to adjust to new situations. It represents progressive change in behavior as the individual reacts to a situation or situation in an effort to adapt his behavior effectively of demands made of him. It enables him to satisfy interest and to attain goals.

We believe the curriculum should be adequate to the development of the whole child, mental, moral, physical, and social. Since the child is living now as well as preparing for a future fuller life, the work of the school should tie as closely as possible with the everyday life of the child. Learning to meet present needs consciously should be an encouragement toward preparation to meet future needs.

We accept the pupil in whatever level he comes to us, and challenge and assist him to reach the highest levels of achievement and scholarship which his mentality makes possible.

This development of well-adjusted, full-developed young people should be the result of the combined cooperative endeavor of each member of the faculty, this means a deep-seated, sincere and abiding love of children. We believe that sincerity is the most powerful teaching device. We believe members of the staff should be a cooperative and harmonious group, each teacher striving to make definite contributions in helping each pupil

attain enduring values in life.

If we formulate a sound curriculum around their philosophy and work toward worthwhile objectives, we will be able to attain desirable results from our school.

WHO OWNS THIS SCHOOL

Surprisingly YOU do! Your parents and all taxpayers are legally required to pay taxes that build and maintain the Public School system. Everyone pays taxes in one form or another. Therefore, any damage done to this building, equipment, buses, or books must be paid for with your own family's money! It is not enough that you should refrain from doing anything to increase this cost to your parents, neighbors, and yourself, but you must help protect the schools by discouraging or reporting such activity by any others. REMEMBER, most trouble starts as fun.

DON'T BE A KNOCKER

You students and teachers are the very life of this school. It is hoped that all persons within the school will feel friendly toward each other, will cooperate with each other, and will speak well of each other and their school. We all owe a great amount of loyalty to the school which offers us our living and education.

So long as you are a part of an institution, do not condemn it. Not that you will injure the institution-not that-but when you belittle the concern of which you are a party, you lower yourself.

REGISTRATION

CURRICULUM FOR 1974-75 SCHOOL YEAR

FRESHMEN

*English I or Lang. Arts I
 *Algebra I or Gen. Math.
 *Biology or Physical Science
 *P.E. and Health
 Band
 Chorus
 ***Basic Voc. Agriculture I
 **Spanish I
 ***Vocational Ind. Arts I
 ***Vocational Home Ec. I
 Art I or Crafts I

SOPHOMORE

*English II or Language Arts II
 *Drivers Ed. and Personal Typing
 Band
 Chorus
 ***Advanced Voc. Agriculture II
 ***Basic Voc. Agriculture I
 **Biology
 **Spanish I
 ** Spanish II
 Art I
 Art II
 Crafts
 ***World History
 **Geography / Sociology
 ***Voc. Industrial Arts II
 ***Voc. Industrial Arts I
 **Algebra I
 **Geometry
 ***Voc. Home Economics II

JUNIOR

*English III or Language Arts III
 *Business Law/Consumer Ed. or Adult Living
 *American History
 Band
 Chorus
 ***Fertilizer & Chemicals (1st Sem)
 Landscaping & Conservation(2nd Sem)
 ***Large & Small Engines(1st Sem)
 Ag. Machinery (2nd Sem)
 **Chemistry
 **Speech
 **Spanish I
 **Spanish II
 ***Typing I
 ***Bookkeeping
 ***Political Science
 **Geography
 Art II
 Crafts
 Art I
 ***Vocational Industrial Arts II
 *** Vocational Industrial Arts I
 **Algebra II
 **Geometry

SENIOR

- Band
- Chorus
- *** Fertilizer & Chemicals (1st Sem.) Landscaping & Conservation (2nd)
Pre-requisite - Ag. I or Ag. II
- *** Large & Small Engines (1st Sem.) Ag. Machinery (2nd Sem.)
- ** Physics
- ** Chemistry
- ** Speech
- ** Spanish II
- *** Business Law/Consumer Ed. or Adult Living
- *** Shorthand
- *** Bookkeeping
- *** Office Practice
- *** Advanced Typing (Pre-requisite, Typing I)
 - Art I
 - Art II
 - Crafts
- * U. S. History (Required for Graduation)
- *** Political Science
- *** Vocational Industrial Arts II
- *** Vocational Industrial Arts I
- ** Pre-College English
- ** Pre-College Math
- ** Algebra II
- *** Vocational Home Ec. III

* Required Subjects

** Recommended course of study for college bound

*** Recommended course of study for non-college bound

ENGLISH I

English I includes a general study of both oral and written composition, a review of how to use the library including practice with many of the more important reference materials, instruction in how to think clearly, and a study of the various types of literature.

ENGLISH II

This course emphasizes communication both written and oral in modern society. It is designed to aide the college bound student as well as the occupational bound one. Areas of concentration are: a creative writing unit, a research paper, a study of the components of the short story, a reading of Shakespeare's Julius Caesar and George Eliot's Silas Marner.

ENGLISH III

During the first semester English III includes a general study of formal, informal, and non-standard English. Reading, writing, listening, and thinking skills are covered in varying degrees.

The second semester focuses on the study of American literature including selections of fiction, non-fiction, drama, poetry, and biography.

PRE-COLLEGE RHETORIC

Pre-College English includes an intensive study of the various types of composition and the steps necessary for their development.

The first semester focuses on the steps to be used in writing and examples of techniques used by others.

The second semester involves the study of the research paper and daily practice in writing short compositions emphasizing the creativity of the student.

LANGUAGE ARTS

Objectives

1. Reading
2. Listening and speaking
3. Writing
4. Sentences

In English, the parts of speech, writing good paragraphs, punctuation, capitalizations, letter writing, and speaking.

MODERN ENGLISH

1. Types of skills taught:

- A. Sentence writing
- B. Paragraph Writing
- C. Parts of speech
- D. Using dictionary
- E. Letter Writing
- F. Stories
- G. Capitalization
- H. Punctuation
- I. Rules in spelling
- J. Reading
 1. Comprehension

2. Rate

3. Vocabulary

PERSONAL AND OCCUPATIONAL ORIENTATION

This course is to orient students to the world of work. To help individuals in making meaningful occupational choices. To prepare individuals for enrollment in advanced high school programs. To make students aware of all the occupational possibilities in the field of Home Economics, personal and public service occupation areas. To provide knowledge and skills necessary for entry level positions in Home Economics, personal and public service occupation areas.

To provide knowledge in the areas of grooming, manners, cleanliness, dress and other personal characteristics that help to get a job.

CHILD CARE ORIENTATION

This course will include such units as care and understanding of children, food and nutrition for children, activities for children and play school materials. Types of child care programs and job opportunities, the role of child care workers. The course will include some experience with children, field trips, resource people, and visual aids.

CLOTHING OCCUPATION ORIENTATION

This course will include classroom and laboratory experiences concerned with construction, alteration and fitting of women's apparel. Instruction includes style, line and color, cutting fabric to patterns; machine and handstitching, altering finished garments. Classification, identification, and selection of fabrics. Clothing occupational opportunities that are available to students in our area will be discussed.

CHILD CARE OCCUPATIONS

There will be a short review of the above orientation class but this class will include more work with children. It will provide actual training experiences for the high school students in all phases of the child care program. They will have training experiences in the kindergarten, child care recreational programs, residential child care programs, and day care centers. With our kindergarten, first and second grades close by many observation and laboratory classes will be held with these students. A play school for pre-school children will be held in the spring.

CLOTHING OCCUPATIONS

This course will include learning experiences concerned with the fabrication and alteration, by hand and machine, of all types of men's, women's and children's outer garments. Instruction includes taking measurements; preparing patterns; cutting, sewing, and fitting; hand and powered machine sewing, hand pressing, and making repairs and alterations. Students will sew on a contract basis for someone in the community.

LATIN I

Latin I presents a beginning study of the fundamentals of Latin language, of the similarities and differences between Latin and English, of word derivation and the principles of word building. A study of word families proves that Latin lives today in 60% of our English words; it also lives in the languages of France, Spain, Italy and Portugal. Students will develop the ability to read simple Latin stories of Roman customs, character, history, legends, politics, and religion. Extensive use of films, maps, slides, and other audio visual materials.

LATIN II

Latin II is a course designed to maintain and strengthen the skills learned in Latin I, to advance the studies begun in Latin I, and to study the Greek Culture, the history of Rome, and various classical authors.

SPEECH

A course open to juniors and seniors, Seniors may take it in addition to or as a substitute for Pre-College English. Juniors may take it in addition to English III. The course aims to prepare students to meet actual speech situations. It is intended not just for those who have ability to speak, but also for those who would like to acquire the ability. Areas of concentration are daily speech, creative public speech, and tools of speech such as body, voice, and organization. The student will also have experiences in the fields of discussion and debate, oral interpretation, the dramatic arts, and broadcasting.

SPANISH I

The purpose of this course is to lead the beginning Spanish student through the basic levels of the language. The student will hear, speak, read and write Spanish. At the end of the first year, he will have a limited vocabulary of Spanish words; he will be able to comprehend, read, and write in Spanish on an elementary level. He will have learned many grammar points, including regular and irregular verbs and several verb tenses. The student will also learn of the history of Spain and Latin America and of the current culture of Spanish-speaking countries.

SPANISH II

This course is a continuation of Spanish I. Further grammar points are studied, more verb tenses are learned. The student by the end of the year will have a much larger vocabulary, will be more proficient in reading, writing, and speaking; and will have learned the basic rules of the language. He will also have gained more knowledge of the history and culture of Spanish-speaking peoples.

BUSINESS OCCUPATIONS

BEGINNING TYPING

A semester course taken the Sophomore year. The objective is to develop a touch system of typing with mastery of the keyboard; to write business and personal letters; to center; to tabulate; and to type a manuscript. Minimum speed requirement is 20 gross words a minute for 5 minutes.

INTERMEDIATE TYPING

A semester course taken the Junior year. The objective is to continue to build speed and accuracy on straight copy and production writings. Minimum speed requirement is 30 gross words a minute for 5 minutes. Prerequisite: Beginning Typing.

ADVANCED TYPING

A semester course taken the Junior Year. The objective is to develop office typewriting competence through "work experience" projects; to learn how to get ready for an employment interview and test; and to continue to build speed and accuracy on straight copy and production writings. Minimum speed requirement is 38 gross words a minute for 5 minutes. Prerequisite: One year of typing with C or above grade.

SECRETARIAL TYPING

A semester course taken the Senior year. The course includes instruction in office procedures; job getting; personality development; some letter composition; and a simulated office which includes a series of realistic office assignments. Students are required to work as a student secretary. Minimum speed requirement is 45 gross words a minute for 5 minutes. Prerequisite; Beginning, Intermediate, and Advanced Typing with C or above grade.

OFFICE MACHINES AND FILING

A semester course taken the Senior year. The course includes activities in filing; duplicating machine operation; dictation and transcription machine operation; adding and listing machines such as ten key, full key, rotary calculator, printing calculator and electronic calculator; and executive typewriter instruction.

Prerequisite: Beginning and Intermediate Typing.

BEGINNING SHORTHAND

A semester course taken the Senior year. The course includes the basic theory of shorthand and skill is developed in taking dictation from new material. The semester goal is to take dictation of new material at speeds of 40 to 60 wpm for 3 minutes and to transcribe with 95% accuracy. Prerequisite: Typing for one year with C average or above in typing and English.

SHORTHAND TRANSCRIPTION

A semester course taken the Senior year. The course places emphasis on production mailable transcripts of new material. Further skill is developed in taking dictation at high rates of speed. The goal is to take dictation at 80 to 100 wpm for 3 minutes and to transcribe with 95% accuracy. Prerequisite: Beginning Shorthand.

ADVANCED SHORTHAND

A second year course in shorthand offered on an arranged basis for those who take shorthand the junior year and would like to continue their study in shorthand. Prerequisite: Shorthand I and Advanced Typing with C or above.

ACCOUNTING I

A semester course taken the junior or senior year. The course includes the accounting cycle in its simplest form, special journals and an introduction to automated data processing. Typing and office machines helpful but not required.

ACCOUNTING II

A semester course taken the junior or senior year. The purpose of the course is to prepare the student for initial jobs in accounting departments or for keeping the records for a small business. Prerequisite: Accounting I with C or above grade. Includes special transactions involving sales and purchases, payroll, taxes, fixed assets and depreciation, notes and interests, accruals, partnerships, corporations and cooperations.

BUSINESS LAW

A semester course taken the junior or senior year. The course includes the study of business laws and how they affect the consumer. Also, contracts, negotiable instruments, law of sales, insurance, court procedures and business organizations.

CONSUMER ECONOMICS

A semester course for junior and seniors studying such economic problems as credit, banking taxes, savings and investments, advertising and buying consumer goods.

ALGEBRA I

This course holds a review of basic methods of solution of algebraic equations. Then it turns to explanation of basic terminology, notation, concepts, skills and application of elementary algebra to work of fractional equations.

A two semester course offered in the main to upper freshmen and motivated sophomores. A prerequisite course for plane geometry.

PLANE GEOMETRY

A course dealing with the points, lines, polygons, and the circle as associated with a plane. Inductive and deductive reasoning are stressed. The course ends with a short study of right triangle trigonometry.

A two semester course offered to sophomores in the main, juniors and seniors interested in furthering their academic education.

ALGEBRA II

In this course a short review of basic algebra is given, then an expanded concepts of notation, skills and application of elementary algebra. Furthering the structure of the number system, the teaching of logarithms, an extended study of right triangle trigonometry up to applied calculus.

A two semester course is offered to juniors and seniors in furthering their education in fields related to mathematics.

PRE-COLLEGE MATHEMATICS:

A course which includes solid geometry, trigonometry and basic calculus. Solid geometry starts from plane geometry and develops to three dimensional space through the study of the sphere. Trigonometry develops through right triangle trigonometry to triangle measurement. Basic calculus includes in mathematical induction and beginning calculus. (May be changed)

A two semester course offered to seniors planning to further their education in the mathematical related fields.

PHYSICS

An elementary course concerned mostly with mechanics, heat, light, sound and electricity, but, includes laboratory exercises to help develop skills in collecting and using data. The course is problem oriented. Prerequisites are two years of advanced math.

PHYSICAL SCIENCE

This course is to teach basic science which will be of practical use to him in the future. It includes the study of basic electricity and electrical appliances, energy use and conservation, use and conservation of resources, and the effect of science and technology on the environment. A part of the year will be spent working on group projects of special interest to the student.

CHEMISTRY

A fundamental course of elementary chemical concepts with heavy emphasis on laboratory exercises. Major concepts developed are concerned with the atomic theory, kinetic molecular theory, the mole concept and biochemistry. Abstract problems are concerned with the mole theory and the gas laws.

BIOLOGY

The purpose of Biology is to bring the student an overview of Life Sciences as they are now taught in a survey course of one years duration. The main emphasis is toward man as an ecologically important member of the biotic community. An attempt is made toward giving the student the basic knowledge necessary for viewing the ecosystem as a whole, with each organism fitting into the community framework, interacting with all other members of his community. The text is BSCS green version Biology which touches on all main areas of Biological study but emphasises man and the Biosphere. The course is designed for average or better students with 9th grade standing.

BASIC AG

A beginning study in agriculture including a basic study of animal and plant production, basic woodworking, metal working and welding. Included will be a study of Parliamentary Procedures and citizenship. A safety test is required before entry into shop.

AG. II

Required course is Basic Ag. before entry to Ag. II. This course includes a study of advanced plant and animal production, along with supplies and services involved with plant and animal production. A study also of electrical wiring; principles and theories of small gas engines, advanced welding and woodworking.

FERTILIZERS & CHEMICALS

Basic and advanced ag required.

A study of the materials used in fertilizer and chemicals, the amounts and specific kinds needed for certain plants and animals, along with methods of applications and safety precautions for farm and home use.

LANDSCAPING AND CONSERVATION

Basic and advanced Ag required.

This course involves the identification of soil types, land capabilities, and conservation practices used in conserving our soil, water, air, minerals and wildlife. A study, also, of the identification of different plants used in a landscaping scheme, how to design the scheme, construction of the landscape and care of the plants after construction.

LARGE AND SMALL GAS ENGINES

Basic Ag and Advanced Ag required.

This will be a course geared toward the development of skills in trouble shooting of small gas engines, identification of parts, identification and proper use of equipment along with disassemble, and assembly of a small engine. Safety rules will be given to the students.

AG MACHINERY

Requires Basic, and Advanced Ag.

This is advanced study of modern machinery, principles of operations, safety features and safety precautions to use, study of power twins, gears and ratios, supplies and services in the field of power machinery. A safety test will be given to all students before entry into the class.

VOCATIONAL INDUSTRIAL ARTS I

The course consists of the study of six specific areas: Drafting, woods, metals, electricity, graphic arts and power technology. This course utilizes textbook material, class discussions, field trips and audio visual materials to study;

1. The job opportunities related to these fields.
2. Mass production of goods from industrial producer to consumer.

VOCATIONAL DRAFTING

This course is divided into two areas: 1. Sketching, 2. Drawing orthographic views of projects. Approximately one-fourth of class time is used for class lecture and discussion, the remaining three-fourths is used by the students to gain skill in drawing project plans. Special emphasis is put on neatness and accuracy of the plans.

ADVANCED WOODWORKING II

Prerequisite: Industrial arts I-Drafting-and Basic woodworking.

The student will choose a project and draw a complete set of working drawings. The objective of this course is to increase the students woodworking skills by introducing new techniques employing the use of woodworking hand tools and machines. Approximately three-fourths of class time will be used in the shop, working on individual projects, the remaining one-fourth will be used for class discussion of techniques and skills to be learned.

AMERICAN HISTORY - Required of all juniors.

About equal time is devoted to the following five periods in American History:

1. 1600-1781- founding of the colonies, colonial society, Declaration of Independence, and Revolutionary War.
2. 1781-1820- Articles of Confederation, Constitution, and the development of political parties.
3. 1820-1877- reform movements, Jacksonian democracy, Civil War, and reconstruction.
4. 1877-1914- westward movement, industrial growth, and progressive era.
5. 1914-Present- W.W. I, 20's, depression, New Deal, W.W. II, Cold War, and current domestic issues.

All students are also required to pass examination on both the Illinois and U.S. Constitution.

POLITICAL SCIENCE - Open to seniors. Major areas of study Include:

1. The constitution and the powers and problems of Congress, the Presidency, and the courts.
2. Voting, elections, political parties, public opinion and interest groups
3. Civil liberties and citizenship (expecially 1st amendment freedom).
4. State and local government.

GEOGRAPHY- Open to sophomores, juniors, and seniors.

Both cultural and physical geography are studied. Part of the year is spent on culture areas of the world such as the European, Oriental, and American culture areas. Emphasis is placed on understanding the social, political, and economic institutions of these regions: Physical geography includes the study of topics such as: Map-reading, movements of the earth, climatic regions, landforms regions, conservation and pollution problems.

WORLD HISTORY - Open to sophomores, juniors, and seniors.

World History deals primarily with the development of western and institutions though from the earliest civilization to the contemporary world. Major areas studied include:

1. Prehistoric man and early civilizations (Egypt, Sumer, Greece, Rome, etc.) to about 500 A.D.
2. Rise of Christianity, Middle Ages, Renaissance, Protestant Reformation and Catholic Counter Reformation - to about 1500 A.D.
3. Major currents in modern history since 1500 such as nationalism, Totalitarianism, the influence of Marx, Freud, Darwin, etc. and their impact on contemporary life.

ART I

An introduction to the elements of design and their relationship to art forms. A variety of media will be explored. Experiences will include painting, drawing, printing, designing, sculpture, and crafts.

ART II

A furthering of experiences introduced in Art I. Media will be studied in more depth. More study will be done in acquainting students with artists and art history.

ART III & IV

Advanced work in various art forms and materials. Preparation for college bound art students.

CRAFTS

Introduction to various crafts. Work will be done with leather, clay, basketry, tie dye, stitchery, mosaics, macreme, rug hooking, etc.

MUSIC

The goal of music education is to guide young people to the kind of understanding that brings about deep and lasting satisfaction from their musical experiences. Such understanding begins with awareness of sound, rhythm, lyrics, form and style. This is made secure through competence in identifying specific elements of music and is enhanced by this knowledge.

GIRL'S PHYSICAL EDUCATION

The girl's physical education program consists of individual and team sports with emphasis on physical, mental, and social development of each individual, now and in the future.

All sports and activities, including tumbling and dance, will aid the girls in the development of teamwork and assist in the development of poise and grace. Primarily, we want to introduce the girls to activities that may be used in the future for social and recreational value.

BEHIND THE WHEEL

Behind the wheel is that part of drivers education which provides learning experiences for the student as an operator when behind the wheel of a dual-control car. Each student will drive in traffic, on public thoroughfares, under direct supervision of a qualified drivers education teacher, instructing from the front seat. Our primary purpose is to make the student drive safely, efficiently, and enjoyably.

BAND

The band is a performance group. It is taught as a regular high school subject, open to qualified students in grades 7-12. The band meets four times per week in full rehearsal and each group of instruments meets one class hour per week for special instruction. The band participates in parades, concerts, athletic events etc. as required.

LIBRARY

Presently the library is open only during school hours. Students may use it during study halls or during classes with a pass from the classroom teacher. All books but those meant for in library reference work may be checked out for 2 weeks at a time with one renewal period being allowed if necessary. A fine of 2¢ per day will be charged if books become overdue.

The current magazines may be read by students only in the library after having been checked out by the student librarian. They must be returned to the librarian by the end of the period or the student may lose his privilege to read them.

No one is allowed in the magazine storage room but the librarians. If you need a particular back issue which is not over five years old, ask the librarian to see if it is available.

It is the desire of this library to provide for you, the student, any help you might need in acquiring desired information. Please don't hesitate to ask the librarian for aid whenever you need it.

TEXTBOOK RENTAL

A book rental fee of \$5.00 is payable at the beginning of the school year. Student insurance, if desired is payable at the beginning of the school year.

STUDENT PAYMENTS

Entering students will make payments on the following schedule:

- A. All pupils entering during the First Quarter will be charged the full rental price.
- B. Pupils entering during the Second Quarter will be charged three-fourths of the rental price.
- C. Pupils entering after the Second Quarter to close of school will be charged one-half of the rental price.

REFUND OF FEES

In case a student withdraws from school, the following refunds will be made providing the student has followed the proper procedure in leaving school.

- A. If a pupil leaves school during the First Quarter, three-fourths of the rental price will be refunded.
- B. If a pupil leaves school during the Second Quarter, one half of the rental price is refunded.
- C. Pupils leaving after the Second Quarter, NO refund will be made.

SENIOR HIGH SCHOOL REQUIREMENTS FOR GRADUATION

The Illinois State Statutes and the Dieterich Community Unit High School require the following:

1. Sixteen hours of acceptable high school work. Fifteen of these must be in academic subjects:
2. Health, Algebra or General Mathematics, General Science or Biology.
3. Three units of English.
4. American History.
5. All Freshmen students will be required to enroll in Physical Education and Health. Physical Education is required of all other students if schedule will permit.
6. Each student is required to pass an examination on patriotism and principles of representative government, proper use of the flag, and the Australian ballot.
7. Seniors who have completed the requirements for graduation by December 1, who do not wish to attend school during the 2nd semester may request early graduation. Such a request must be on file preceding the end of the 1st semester. Juniors who have completed the requirements by the end of that year may also petition for graduation.
(See attached page for number 8.)

JUNIOR HIGH SCHOOL REQUIREMENTS FOR GRADUATION

1. Students must pass three of the four following subjects in order to move from 7th to 8th or 8th to 9th grades:
 - A. Language Arts.
 - B. Mathematics
 - C. Science
 - D. Social Studies

8. Cooperative Career Education Employment Experience Program-

This program is a cooperative effort between the school and the business community to provide students with career-related training not available in traditional classroom situations. AC.C.E. student spends parts of his school day at a training station provided by the employer at his place of business. The student is also enrolled in a career-related class taught by a C.C.E. coordinator who confers with the training station regarding the students training experiences and progress. The student earns credit for satisfactory performance in the related class and at his training station.

2. Each eighth grade student is required to pass an examination on patriotism and principles of representative government, proper use of the flag and the Australian ballot.

STUDENT LOAD - SENIOR HIGH

The normal load for a student is four academic units plus PE and/or band and/or chorus. Students who have "A" or "B" averages may enroll in five academic subjects with written approval of the Principal. Exceptions can be made for seniors who need more than four credits for graduation with written approval of the Principal. In NO instance will a student be allowed to take more than five academic units during any one semester.

CLASS STANDINGS

Students are assigned to class standing according to the following credits earned:

FRESHMEN	0- -3
SOPHOMORES	3- -7
JUNIORS	7- -11
SENIORS	11- -Graduation

HONOR ROLL

The honor roll is computed by averaging the numerical grades of all major subjects. Qualification would be as follows:

High Honors:	95 - 100 Average
Regular Honors:	92 - 95 Average
Honorable Mention:	90 - 92 Average

MAJORS AND MINORS

To graduate from high school you must have two majors and one minor. Majors and minors are defined below:

MAJOR - A major consists of three unit courses in one field.

MINOR - A minor consists of two unit courses in one field.

The required majors and minors defined above may be selected from the following five groups:

- (1) English. (In all cases one major must be in English.) Only courses in history and appreciation of literature, composition (including oral composition when given as part of a basic English course, and grammar will count toward a major).
- (2) Foreign Language. Two units in Spanish constitute a minor or two units in Latin.
- (3) Mathematics. Courses in General Math, Algebra I, Plane Geometry, Algebra II, and Pre-College Mathematics/Trigonometry will be accepted toward a major or minor in this subject. All students entering the College of Engineering since September 1960 are required to have four units of mathematics for admission to full freshmen standing.
- (4) Science. Includes Physical Science, Biology, Physics and Chemistry.
- (5) Social Studies. Includes American History, World History, Political Science and Geography. All students must have American History for graduation.

The five areas above should be used for selection by all students. However, those students who plan to take up either

Agriculture, Commercial studies, or Homemaking in college should get as much background in those areas as possible while they are at DCUHS. Students may take four years of agriculture, or available courses of commercial studies and three years of homemaking; and you may still choose other electives.

If a student is not going to college, he should prepare himself for some kind of work while he is at DCUHS. This would mean the taking of as much work as possible from one of the fields listed in the preceding paragraph.

JUNIOR HIGH SCHOOL BELL SCHEDULE

8:27--	First Warning Bell
8:30--9:00	First (Activity) Period
9:03--9:48	Second Period
9:51--10:36	Third Period
10:39--11:24	Fourth Period
11:27--12:06	Fifth Period (Lunch)
12:09--12:49	Sixth Period
12:52--1:37	Seventh Period
1:40--2:25	Eighth Period
2:28--3:13	Ninth Period

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10:39--11:24	Fourth Period
11:27--12:12	Fifth Period
12:12--12:49	Sixth Period (Lunch)
12:52-- 1:37	Seventh Period
1:40-- 2:25	Eighth Period
2:28-- 3:13	Ninth Period

AWARDS

VALEDICTORIAN AND SALUTATORIAN

These awards are given each year to the two top ranking students of the graduating class with the highest scholastic average.

D.A.R. AWARD

Each year a good citizen award is presented to a senior girl by the Daughters of the American Revolution, Effingham County Chapter. Qualities recognized for these awards are:

Dependability---Truthfulness, honesty, punctuality.

Service---Cooperation, helpfulness, responsibility.

Leadership---Personality, self-control, initiative.

Patriotism---Unselfish loyalty to American ideals.

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

AMERICAN LEGION AWARDS

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

JOHN SCHULTZ MEMORIAL

Each year the people at J.M. Schultz Seed Company offer a memorial scholarship to all students at St. Anthony, Dieterich, Effingham and Teutopolis schools. The amounts of \$400.00 and two \$50.00 scholarships are presented to those boys and girls who have displayed the most leadership and organization in student council activities. A committee of community members vote to determine the recipients.

LUCILLE KRABBE MEMORIAL SCHOLARSHIP

This scholarship is funded by the teachers of DCU #30. In order to receive the scholarship, the recipient must show desire, stability and sufficient maturity at Dieterich and in regards to further schooling. A committee of two high school faculty members, two board members, three lay people and the Unit Administration.

GUIDANCE

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study helps, help with home, school and/or social concerns, or any question the student may feel he would like to discuss with

the Counselor.

Students wishing to visit the Guidance Counselor should follow arrangements as prescribed and often appointments may be necessary unless the problem is of an urgent nature.

The Guidance Counselor may assist the student:

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

TESTS: Various tests of achievement, aptitude, and interest are given periodically throughout the year. These tests are used to aid the student in identifying his capabilities, accomplishments, and interests so that he may more realistically plan his future.

SCHOLARSHIPS: The counseling office undertakes to assemble the information available on opportunities for financial help for students who wish to continue their training beyond high school.

Examples of scholarships include the following:

1. Grant Program
2. Effingham County 40-8 Nurse Scholarship
3. Veterans Scholarship
4. Basic Educational Opportunity Grant Program (Federal)
5. University of Illinois Scholarships
6. Special Education Grant
7. Illinois State Scholarship

HOMEROOMS

All students are assigned a homeroom. Students must report to their homeroom in the morning during homeroom period.

The basic function of the homeroom are the promotion of extra class activities, the provision of study time for homeroom teachers to counsel with individual students and for announcements and filling out reports, collecting school fees, taking attendance, etc.

BULLETINS AND ANNOUNCEMENTS

The announcements for the day are made by the Principal over the public address system each morning. If you wish to have announcements made regarding school activities, you must have the announcement in written form and initialed by the teacher or adviser responsible before 8:20 A.M.

Special notices are posted on the bulletin boards outside the main office, in the library, or posted as poster signs. All posters must advertise school sponsored events and must be approved by the administration.

CLUBS AND ACTIVITIES

The Activity period enriches the curriculum of the school by making available a wide variety of activities in which a student can participate. Each student also has the opportunity to join the many clubs open every year. It is possible for students to request any new club or activity if enough students are interested in it, a faculty sponsor is available, and if space and facilities can be provided.

1st. Monday ----- Band Club
1st. Tuesday ----- G.A.A.
1st. Wednesday ----- Yearbook
1st. Thursday ----- Lettermen
2nd. Monday ----- F.H.A.
2nd. Tuesday ----- Industrial Arts Club
2nd. Wednesday ----- Student Council
2nd. Thursday ----- Business Club
3rd. Monday ----- F.F. A.
3rd. Tuesday ----- Librarian
3rd. Wednesday ----- Science Club
3rd. Thursday ----- Photography Club
Class Time ----- Spanish Club
Class Time ----- Publicity Committee
Class Time ----- Chorus Club
CLASS MEETING ON ANY UNSCHEDULED DAY

EMPLOYMENT

Students who desire to work at a regular job which requires that they leave school during the 9th period must adhere to the following Guidelines:

Guidelines to Follow For Students Working During 9th Hour

1. Any student working during the 9th hour must be in a study hall.
2. The student employment must be of a daily nature.
3. The principal of Dieterich High School must receive a letter by mail from the student's employer stating that said student is in fact employed by his business.

CAFETERIA

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price.

The lunchroom management and your fellow students will appreciate your cooperation in:

1. Depositing all lunch litter in designated cans.
2. Returning all trays and utensils to the dish washing area.
3. Leaving the table and floor around your place in a clean condition for others. No food may be taken from the cafeteria.
4. Talk in a normal voice.

Students may purchase lunch tickets before 8:25 A.M. There will be NO late selling of lunch tickets. No checks may be cashed by the person who sells lunch tickets. She may, however, accept a check for lunch tickets: Weekly - \$1.75; Student Daily - 40¢; Adults - 60¢.

It is a privilege to have excellent eating facilities at such low costs per meal. Cafeteria citizenship of the highest degree is required of all students.

RULES FOR POM-POM GIRLS

1. There will be ten Pom-Pom Girls.
2. They will be elected each year by a panel of their choosing, involving five faculty members and five students.
3. No Pom-Pom girl may be a cheerleader or majorette and vise-versa.
4. No Pom-Pom girl may be a member of the band.

CHEERLEADERS

Any girl who is selected cheerleader must maintain an over-all grade point average of "C". The Student Council and the Principal will set in session on any disciplinary action required against cheerleaders.

A cheerleader must remember that the eyes of the community will be upon her at a basketball game. Therefore she should always set an example which will bring forth the best attitudes toward her and her school. There will not be more than six members on the varsity cheerleading squad.

Only junior and senior girls may serve as varsity cheerleaders. Eligibility requirements are the same for the junior varsity squad. Four girls will be chosen to serve as junior varsity cheerleaders and their duties will be to cheer at all junior varsity games.

All varsity cheerleaders must attend cheerleader camp or be dropped from the squad.

CHEERLEADER ELECTIONS

Cheerleaders are elected by a panel of ten people, five faculty members, and five students. These ten people are chosen by those going out for cheerleading. They are rated on a score from 1-10. One being the lowest and ten the highest. They are rated on the following categories: poise, definite motion, voice control, enthusiasm, and jumps.

If more than fifteen people go out for cheerleader, the panel will narrow the group down to the top ten and then the entire student body will pick the cheerleaders by popular vote.

In the junior high school it is the same procedure except that their panel consists of five faculty members, five students, and the five varsity cheerleaders, a total of fifteen.

DIETERICH JUNIOR-SENIOR HIGH SCHOOL

CHEERLEADER'S CODE OF ETHICS

1. She is to keep in mind that she is doing a service for her school and her fellow students and that she will serve them the best that she knows how.
2. She should be a leader.
3. She must maintain a "C" average in school.
4. She must exhibit good sportsmanship.
5. She will conduct herself properly at all times.
6. She will not miss games or practice periods unless she has a major reason to do so if she is required to be in attendance at said game.
7. She will report to the sponsor or principal when she cannot be present at games.
8. She will remain under school supervision and use transportation assigned by school going to and returning from game.
9. She must be co-operative.
10. She will devote a reasonable amount of time to cheerleading.
11. She will be asked to remain at home if cheerleading harms her physical fitness.
12. She must maintain a good personal appearance.
13. She should not be a cheerleader if work or family commitments prevent her from devoting the maximum time to cheerleading.
14. A cheerleader who is not in attendance at school the day of the game will not cheer that night.
15. At the beginning of the first game all assigned cheerleaders are to be present.

16. She is to show spirit towards all contests or competition held in school.
17. A cheerleader will abide by the training rules set up by the coaches.
18. The sponsor should critique the cheerleaders at least once a month.
19. Cheerleaders should be held up to standard of ball players and treated with the same respect and discipline.
20. Any cheerleader that fails to follow this code of ethics will be subject to disciplinary action taken by the principal and/or the sponsors.

CLASS MEMBERSHIP AND DUES

Class dues are set by the classes involved. Seniors and Juniors will be limited to no more than \$10.00 per year. Sophomores and Freshmen will be limited to not more than \$5.00 per year.

Students who expect to receive benefits of Class Dues, such as Class Parties, Junior/Senior Prom, Class Trip, etc., must pay all dues in full. A 25% penalty will be added onto all dues not paid during the year of their assessment. There will not be any refund of class dues.

Seniors who have received the official approval of the Board of Education to take a Senior Class Trip must have all outstanding class expenditures paid before the check for said trip will be issued.

Junior and Senior Class Play Profits to be shared percentage wise according to the number from each class participating. The play will be conducted in the Spring of each year.

CLASS PARTIES

Each class will be allowed one party each semester. Parties may be scheduled only for Friday nights or nights before school holidays. Class party scheduling must be done in the principals office at least two weeks before the event is to be held. All class parties must end no later than 10:30 p.m. No guests outside of the Dieterich Community Unit High School student body may be invited to a class party. No smoking, drinking, or use of vulgar or indecent language will be allowed at any class party. Conduct in general is to be Wholly commendable.

USE OF TELEPHONE

Any student wishing to use the telephone may do so between classes after receiving permission from the office. Students will not be called out of class for telephone calls or any other purpose, unless its an emergency. Due to heavy use of the phone "chit-chat" calls are forbidden.

REPORT CARDS

Report cards are issued at the end of each quarter, or nine weeks session. On each card will be a grade for the subject.

The grading system is as follows:

A	95 - 100
A-	92 - 94
B+	90 - 91
B	87 - 89
B-	85 - 86
C+	83 - 84
C	78 - 82
C-	75 - 77
D+	73 - 74
D	67 - 72
D-	65 - 66
F-	Failure - Below 65

WARNING NOTICES

Progress Reports: Student progress reports are sent at four and one-half week periods, or anytime between marking periods to parents of students who need some type of special attention. Acknowledgment of this report by a note, phone call or visit is appreciated.

SCHOOL BUS SERVICE

School buses in this School District are run under regulations set up by the School Code of the State of Illinois.

The "Illinois Manual for School Bus Drivers", distributed by the State Office of Public Instruction, calls our attention to certain rules and regulations for the pupils.

1. The driver is in full charge of the pupils and bus. His relationship with pupils should be on the same plane as that expected of a teacher. Pupils should obey the driver cheerfully and promptly. The right of all pupils to ride on the bus is conditioned on their good behavior and observance of the rules and regulations. Safety demands complete cooperation. SHOULD ANY PUPIL PERSIST IN VIOLATING ANY OF THE RULES AND REGULATIONS, IT SHALL BE THE DUTY OF THE DRIVER TO NOTIFY THE SCHOOL PRINCIPAL AND, AFTER DUE WARNING HAS BEEN GIVEN TO THE PUPIL, THE PRINCIPAL MAY THEN FORBID SUCH PUPIL THE PRIVILEGE OF RIDING THE BUS UNTIL PERMISSION IS GIVEN BY THE PRINCIPAL, SUPERINTENDENT OF SCHOOLS, OR BOARD OF EDUCATION.
2. The privilege of assigning seats is permitted. If SEATS ARE ASSIGNED PUPILS MUST OCCUPY THE SEATS ASSIGNED TO THEM.

3. Classroom conduct must be observed while riding in the bus. Ordinary conversation is permitted.
4. Pupils must not try to get on or off the bus OR MOVE ABOUT INSIDE THE BUS WHILE IT IS IN MOTION.
5. If students are unloading at any place other than home, they must bring an excuse to the school office for approval by the School Principal.
6. Extra Curricular Activities - In all cases students will ride to and from the event unless the parents have personally notified the sponsor.

INSURANCE PROGRAM

Because your school authorities feel so strongly that every student should be protected against accidents during school hours and when traveling to and from school ... and because they know the financial strain many families face to pay doctors, dentists, and hospital bills, each school student may subscribe to the Student Accident Insurance Plan underwritten by Puritan Life Insurance Company. All boys participating in Athletics must carry school insurance.

This plan of insurance costs \$5.00 per year for high school students and \$3.50 for Junior high. Students and parents are asked to read the policy and to determine what is covered and steps to take to file a claim. All injuries must be reported to the Principal's Office promptly so that accident reports can be completed. Written notice of claim must be given to the Company within 90 days of the accident.

The School Plan type of insurance mentioned above for the rates listed, will cover only accidents which happen between the opening day and closing day of the school term, while the 24 hour plan covers the student during 365 days per year.

MEDICAL AND DENTAL EXAMINATIONS

Under Illinois State Law, all ninth grade students are required to have medical and dental examinations. Also, certain immunizations are required. Students schedule their medical and dental examinations with their personal doctors and dentists during other than school hours. Students who do not meet this requirement on the opening day of school can only be admitted on a temporary basis until completed forms are received by the school.

Students who participate during the year in athletics or as cheerleaders are required to have medical examinations annually by a licensed medical doctor in the State of Illinois. Athletes and cheerleaders must secure IHSA forms for physicals in the high school principal's office.

ACTIVITY CLUB DESCRIPTIONS AND GOALS

STUDENT COUNCIL The Student Council is an organization through which the students may express their opinions, assist in the administration of the school, and participate in the management of school enterprises. The council tries to promote leadership, initiative, and self-control among its members.

LIBRARIAN'S CLUB In that our library has only a part time librarian, the Librarian's Club has a great responsibility to the students of D.H.S. The members take turns helping to care for the library during their study halls with such duties as checking in and out books and magazines, posting and collecting fines on overdue books,

straightening shelves, and preparing newspapers and magazines for circulation.

The Librarian's Club is meant only for those students who have the desire to help their fellow students to the best of their abilities with the above mentioned duties.

It is hoped that the members will gain much in terms of becoming responsible people and better acquainted with the way a library operates.

If you feel that you are willing to accept the above mentioned responsibilities, the Librarian's Club wants you.

SPANISH CLUB- Spanish Club is open to all current Spanish I and Spanish II students, plus all former Spanish II students. The purpose of the club is to have experiences which are impossible in the classroom. Some of the activities are going to a Mexican restaurant, having a christmas party, carolling in Spanish, and attending a college level Spanish class.

F.F.A.- This is a very well constructed and efficient youth organization of the Future Farmers of America. This is open to both young men and women and helps students to be better citizens by involving them in leadership training, judging contests, parliamentary procedure contest, public speaking contests and livestock and grain shows. Projects are offered in many areas to help students in keeping good records, making wise business decisions and practicing thrift. Extra school credit can be obtained through the F.F.A.

FUTURE BUSINESS LEADERS OF AMERICA- Any student that has taken business education courses is eligible for membership in FBLA. The club elects officers and plans area activities. These activities consist of educational events such as speakers, films, demonstrations concerned with business topics and social events. Local events may include fund-raising activities.

In addition to local and area activities, a State leadership conference is held annually in the spring of the year. Competitive events, educational activities, exhibits, luncheons, banquets and social get-togethers are part of the two-day State leadership conference. Purposes of FBLA are to develop competent, aggressive business leadership and to create more interest and understanding in the choice of business occupations.

LETTERMEN'S CLUB- An organization for the varsity letter winner to belong. Athletics are formost honored. Money earned for purposes of giving a boost to our Athletic Program.

MIXED CHORUS- The study and performance of all types of choral literature. Emphasis is placed upon developing the individual talents, skills and technique. Mixed chorus is open to all high school students.

Forty minute sectional rehearsals are held twice weekly; combined chorus meets one forty minute period weekly.

Students get $\frac{1}{4}$ credit per year. Chorus presents two concerts annually; special groups perform at contest, festivals and community functions.

F.H.A. - A national organization of high school boys and girls. The goal of the organization is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

YEARBOOK CLUB - The yearbook is opened to seniors. They earn money to pay for the yearbook through the selling of advertisement and yearbooks. We have five co-editors who do the main work of typing, and setting up the yearbook. A business-manager who handles the budget. Photographers, and typists who help a great deal. Any senior who is interested is welcomed to join.

CAMERA CLUB - The purpose of the camera club is to teach developing and printing of black and white film and to gain an appreciation of content, composition, and mood in a photograph. The club should provide many of the informal pictures to be used in the yearbook. A photographic exhibition of the best pictures of the year may be sponsored by the club at the time of the spring concert and art exhibit.

G.A.A. - The Girl's Athletic Association is an organization in which girls are involved in various sports such as swimming, roller skating, bike riding, bowling, volleyball and archery. The organization tries to promote leadership, self-control and good sportsmanship through wholesome activity.

PEP CLUB - The Pep Club is an organization open to the whole student body. This organization tries to develop school spirit and maintain proper student conduct during athletic events.

BAND CLUB

This is an organization of eligible high school people. The band elects officers including a student director and makes any necessary decisions pertaining to the bands activities. Cooperation with the band boosters club is encouraged.

SCIENCE CLUB

The purpose of the Science Club is to offer expanded horizons in science to students who show interest in furthering their knowledge of the subject. We accomplish this through demonstrations, seminars, and field trips which cover a cross-section of science fields. Students are also encouraged to work on reports and projects on an individual basis for presentation to the club. Prerequisite are two courses in science and standing of junior or higher.

INDUSTRIAL ARTS CLUB

Our main goal in the Industrial Arts Club is to provide further experiences in industrial arts to students who desire to improve their skills in this area. The basic format is project oriented, with students gaining skill and experience through planning, execution and completion. This program promotes the development of a cooperative attitude towards fellow workers. Students must be enrolled in Vocational Industrial Arts.

ATTENDANCE

Good school work depends, to a large extent, on punctual attendance. Make-up work cannot completely take the place of regular classroom work. Parents must assume their share of the responsibility for the regular and punctual attendance of their children.

School begins at 8:30 a.m. Students must get absences and tardy excuses before 8:25. When the second bell rings, the student must be in his seat, ready to start working, or he is tardy to that class.

Perfect attendance awards will be presented at the end of the year. To be eligible, a student must not have been absent or tardy for any length of time.

ABSENCE

Absence from school may be classified in three categories.

EXCUSED - Sickness, accident, death in family, or emergency work at home.

UNEXCUSED - Missing the bus, or other reasons for being absent and not under those listed in "Excused" category above.

TRUANT - Skipping school with parents unaware of the situation.

If a student is absent from school, a note from the parents is required on the day of returning to school. The student will receive an absence slip which the student takes with him to the classes from which he was absent. The student has the slip signed in each class by each teacher and then leaves the slip in the office after school.

TARDINESS

A LITTLE LATE IS TOO LATE

If you arrive late to school, report to the office for a late slip.

If you arrive late to class, your teacher must require you to get a late slip from the office.

If you have been detained in the office, or by a teacher, ask for a slip by the person who detained you before going to your next class.

Repeated tardiness will result in penalties and may require a parent-pupil-principal conference.

Any student who arrives late to school or class without the proper excuse is considered tardy.

Penalties for being tardy are as follows:

FIRST TIME: WARNING

SECOND TIME: WARNING

THIRD TIME: NOON DETENTION IN STUDY HALL OR OFFICE.

FOURTH TIME: AFTER SCHOOL DETENTION

FIFTH TIME: A CONFERENCE WITH PARENT WILL BE ARRANGED PLUS APPROPRIATE DISCIPLINARY ACTION.

1. At anytime the Principal has the option to administer any penalty deemed necessary to correct the situation.
2. Students who are tardy three times and work during 9th hour will have the working privilege taken away immediately.

DISCIPLINE

One of the most important lessons education should teach is discipline. While it does not appear as a subject it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

With an understanding of the purpose of discipline in a school, you may form a correct attitude toward it, and not only do your part in making your school an effective place of learning, but develop the habit of self-restraint which will make you a better person.

It is impossible for teaching or learning to take place in a classroom unless good order is maintained.

Students are reminded that they must adhere to a code of good behavior not only for their own benefit, but for the benefit of others as well.

All teachers have been requested to be on the alert for any student behavior which is in violation of school regulations. Students should behave in a manner that will be a credit to our school.

Students are to refrain from the following:

Smoking in the building or on the school grounds

Fighting on or near school property

Flagrant disrespect of teachers

Destruction or defacing of school property

Wearing hats in the building

Eating or drinking outside the cafeteria

Loitering in the areas of heavy traffic

Rowdy behavior or running in the building

Dropping waste paper, candy wrappers, etc. in the building
or on the school grounds

Locker misuse

Hand holding and other displays of affection

Sitting in cars in the parking lot during lunch hour

Possession or use of anything that might be considered a
weapon.

DETENTION

Detention period is a time when the student is assigned to
stay after school for any infractions of acceptable behavior.

Students should fully understand that any teacher or adult
employee has the authority to correct misconduct at any time.

Students may be assigned detention only through the Principal's
Office. The teacher will report serious misconduct to the
Principal and then through the mutual consent of both the teacher
and the Principal the student will be assigned to Detention Period
for X number of day(s) or other disciplinary action will be in-
stituted.

Students will start serving their detention(s) commencing on
the third (3) day after notification by the Principal. This
will allow the student and Principal to inform the parents of the
difficulty and of his detention(s).

Students assigned to detention are to report to the room
designated on the detention notice at the time given and for the
number of days assigned.

Each student is to have sufficient materials and books to study for the amount of time he is in detention. Any student who does not cooperate with the detention supervisor or who does not abide by the regulations of the detention period may be suspended from school.

Detentions will undoubtedly cause hardships concerning transportation home, work after school, and numerous other problems. However, the student and his family must remember that the STUDENT is responsible and not the teacher or administration for whatever hardships that occur.

Additional rules may be attached to the Detention Program and will be announced to all students.

SUSPENSION

There are two types of suspension used. One being suspended from class and remaining in a school assigned area to study while under the supervision of a faculty member or principal. The other, a suspension from school for a period of 1 to 7 days, depending upon circumstances. All suspension time is unexcused. Before returning, a conference with the parents is required.

A student may be suspended from school for the following reasons:

1. Smoking in the building or on school grounds more than one time.
2. Fighting on or near school property.
3. Flagrant disrespect of administration, teachers, and all other unit employees such as swearing at such, hitting such or in some way belittling such in front of other students.

4. Destruction or defacing of school property.
5. Reckless driving in the parking lot.
6. Possession or use of anything that might be considered a weapon.
7. Causing disturbances repeatedly on school bus.
8. Possession or use of anything that might be considered alcoholic or hallucinogenic in nature.
9. And for any other conduct of gross disobedience detrimental to school operation.

DRESS AND GROOMING

There appears to be a definite relationship between good dress habits, good work habits, and proper school behavior.

Girls and boys in Dieterich High School and Junior High School shall be neat in appearance and maintain a high standard of respectability in dress and manner while in school attendance. A student's clothing need not be expensive for him to be clean and neat.

RULES AND REGULATIONS FOR SODA AND CANDY DURING THE NOON HOUR

1. Soda and candy will be dispensed in the hallway during noon hour. Students may drink soda and eat candy in the hallway east of the double doors next to the home economics room, in the cafeteria after all students have finished their meals, and outside when the weather permits. The student council will have containers available for disposing of the trash.
2. It will be the responsibility of all students and particularly the group sponsoring the sale to keep the building and grounds

clear of all trash from soda and candy sales.

3. It is expected that soda and candy will not be sold and/or used during class time either in the hallway or in the classroom.

4. The cooperation of all students in the above rules will assure the continuance of the privilege of having soda and candy on your noon hour.

5. If a person is not satisfied with the choice of candy or soda, please voice your complaint to the sponsoring group.

HALL LOCKERS

Each student will be assigned a locker. Use only the locker assigned to you. All personal items and books, when not in use, are to be kept in the locker. Do not tamper with another locker. Nothing is to be attached to the outside or inside of the lockers in the way of pictures, etc. Locks will not be permitted on the hall lockers, therefore, money, and other valuables SHOULD NOT be kept in these lockers.

HALL PASSES

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member.

If you wish to see a teacher during his conference period, you must arrange for this in advance. The teacher must give you a pass permitting you to be excused from study hall. You must deliver this pass to your study hall teacher at the beginning of the study hall period and return with the pass signed at the end of a period.

SIGN OUT PASSES

When you wish to go to the rest room, you may be excused by getting a pass slip from the teacher in charge. This pass must be signed by the teacher.

LOST BOOKS

Lost books are to be paid for by pupils who lose them. Books damaged in addition to "normal wear" must be paid for by the student. This may be a bindery charge or a replacement charge.

PERMISSION TO LEAVE SCHOOL

Students who desire to leave school during the day must obtain permission from the Principal, preferably before 8:30 a.m. If a student becomes ill he or she should secure permission from the teacher to go to the office. In case of an emergency, any teacher may give a pupil permission to leave, and all such permissions will be reported to the office IMMEDIATELY. Should any student find it necessary to remain at home after the lunch period, it will be necessary for a parent or guardian to notify the school by telephone. Violation - unexcused absence and other disciplinary action.

RECREATION AREA

NO student is to be on the school grounds before 8:00 a.m.

All junior high students must remain in the area west of the junior high during the morning and noon periods, except during inclement weather, when you will remain in the gym.

FIELD TRIPS

It is the policy of the school to furnish supervision for groups which travel and represent the school in competition or as guests. All members of such groups are expected to act in a manner acceptable in the situation. Parents will be notified of all field trips and in some cases asked to give permission for the son or daughter to attend.

SMOKING

In conforming to the state law which prohibits sale of cigarettes to minors, and with the recommendation of physicians that smoking is injurious to health, smoking by students is prohibited on school grounds.

ARTICLES PROHIBITED IN SCHOOL

Problems arise each year because students bring articles which are hazards to the safety of others or interfere in some way with school procedure. Such items as toy guns, water pistols, bean shooters, sling shots, knives, etc. if brought to school are undesirable and will be impounded and returned to the parent at his request. Parents are required to help students understand the necessity for such regulations.

SPEAKING TO THE TEACHERS

Students must call teachers Miss, Mrs., or Mr., and their last name at all times, on and off the school grounds.

STUDENT CARS

Cars driven to school by students must be parked in the school parking lot. No riding in cars or other vehicles during the lunch period. They are not to be used in any way during the lunch recess, unless the driver has in his possession a permit. Sitting in parked cars is not permitted at any time. Many students are on the school grounds at this time and we must cut down the possibility of a mishap.

If you have a good reason, explain it to the Principal, and he may give you a permit, which must be signed by him. This permit will be good for this one trip, and is to be turned back to the principal on returning to school.

A speed limit of 15 M.P.H. will be strictly enforced at all times when students are in the school area. This is for the safety of all concerned.

STUDY HALL REGULATIONS

Each student in the study hall must have something with which to occupy himself for study purposes. Study hall teachers may issue passes to the office, counselor's office, and to lavatories in emergency cases. Students desiring to see a teacher other than their study hall teacher must have previously obtained a pass from that teacher.

A student is to be in an assigned seat at the tardy bell. After the bell, there should not be any talking unless you have secured permission from the study hall teacher.

Not more than one boy and one girl may check out at the same time to rest rooms. When you sign out, do not loiter around the bulletin board outside the office.

PHYSICAL EDUCATION

All students who are enrolled in physical education will be assigned a locker or basket plus a combination lock. During the physical education classes valuables must be placed in these lockers and should be locked.

Your instructor will tell you what equipment is needed.

All lockers and baskets must be emptied the last day of school in any week. Take the gym clothes home and have them washed. All gym clothes will be checked for cleanliness each Monday and any other time the instructor or principal desires to do so.

Soft-sole shoes or basketball shoes that are used for street-wear will not be allowed on the gym floor.

No "Horseplay" can be allowed on the gym floor, shower rooms, or athletic field. After students get dressed they are to sit on the bleachers until they are dismissed.

MAKE UP WORK

Students who are absent for any reason will be required to make up work missed in each class. All make up work must be in by the end of the grading period. Only in extreme cases of prolonged absence will more than one week be allowed for work to be made up unless permission is granted by the school office. A day's absence does not excuse a student from responsibility for all recitations on the day of his return. Grades will be withheld in case make up work is not turned in, and lead to failure if the situation is not remedied immediately.

In case of extended illness for five days or more, assignments may be requested through the Principal's office. Please allow one day for this material to be compiled.

CORRIDOR COURTESY

1. Keep corridors open to traffic by walking to the right. Do not block traffic by standing in groups.
2. Pass through corridors quietly. Be considerate of others in the halls and classrooms.
3. Discard trash in the containers provided. Keep the school clean by picking up paper from the floors.
4. Leave the school building within 15 minutes after dismissal unless under the supervision of a teacher.

CARE OF SCHOOL BUILDING

It is the desire of the Board of Education to give students and teachers the best possible equipment and facilities so that a good school program may be conducted.

Because the school building and grounds are the pride of the community, cooperation is needed of all who are a part of the school.

QUIET AND ORDER

An atmosphere of calm is essential to learning, and nothing so contributes to this atmosphere as quiet; quiet voices, gentle handling of lockers, books, desks; quiet in traffic areas such as halls. Need we even mention the library as a silence zone?

Whenever large numbers of people inhabit a small universe, there must be some rules of procedure to make it possible for them to live together in relative peace and harmony. Thus, it is necessary that traffic move in a reasonable manner and at a reasonable pace. Speeding in halls, using the wrong traffic lanes, and unnecessary use of your "horn" are considered breaches of the peace as are littering the corridors.

STUDENT VISITORS

When any Dieterich Jr. High or Senior High School student wants to bring a student visitor to school, arrangements for the visitation must be made at least one day ahead of the day the visitor wants to come. The Principal will either approve or reject the request for a visitor's permit.

FIRE DRILLS

A fire evacuation plan is posted in each room. Students should study the plan and become familiar with it.

When the fire alarm sounds, students will immediately stand and form a line as they leave the room. No one is to pass another or break the line of march. Running is not permitted. The first students to reach an outside door are to hold it open until all have left the building.

Students are not permitted to talk during a fire drill and are to remain at least 50 feet away from the building until the signal is given to re-enter.

DISASTER DRILLS

Disaster drills for maximum protection during tornados will be held periodically. Proper directions for these drills will be posted on all bulletin boards. ABSOLUTE QUIET during all disaster drills.

SUBSTITUTE TEACHERS

Our school is fortunate in having capable people to help us whenever our regular teachers are ill, or attending conferences. A student teacher is an important visitor whose impressions of

our school will be carried into the community. Let us be certain that these are good impressions by being polite, helpful and considerate, as you would be to your regular teacher.

COURTEOUS THINGS TO DO

IN THE HALLS:

Boys remove hats or caps on entering the building.

Avoid running or sliding in the halls.

Keep to the right in the halls.

Refrain from whistling, shouting and loud talking.

Close lockers quietly.

Be pleasant to everyone.

IN THE CLASSROOM:

Take your seat as soon as you enter.

Avoid talking after the bell has rung.

Give and take criticism in a kindly spirit.

IN STUDENT ASSEMBLIES:

Show respect for the person or persons on the program by paying strict attention.

Make applause cordial, but not boisterous, (no whistling).

CHAPTER IV

SUMMARY AND EVALUATION OF STUDY

As was noted in my log, I talked to Mr. Russ Marvel of Effingham High School. He suggested I make the Board of Education fully aware of the handbook and have it adopted as policy before it is used.

I also spoke with Mr. Brumleve of Teutopolis and Mr. Bailey of Beecher City. Both of these people are in the developmental stage of the handbook and planned to use a good deal of input from different organizations in their handbooks.

Mr. Don McNary of Marshall and Bill Tally at Altamont have been living with their handbooks for a number of years. Both felt that having the expressed policies written down in a place that is easy to find helped them to administer easily plus they felt much more cooperation from parents as well as students.

A number of other handbooks were collected and ideas used from them. Examples of this would be Champaign Central as I gained the editing idea to increase student and faculty involvement. Brownstown helped me to recognize the value of thoroughness as this was not what I would consider such.

I ask for faculty help in selecting items which our first handbook would contain. They were all eager to include their course description.

Faculty members and committees contributed ideas and suggestions as to the kinds and types of information desired. All faculty members were eager to have something, in writing, in order to have greater knowledge of what was expected in different situations.

Quite naturally some sections of the handbook will need revision and up dating as time goes on. Examples of this might be areas of general interest like Don't be a Knocker, Quiet and Order, Employment guidelines, Care of School Building, Class Dues and Fines, Courteous Things to Do and Recreation Area. The general statements in these areas may need revised due to a number of broad statements therein contained.

Any area that might be in contradiction to a future law such as attendance, graduation requirements or discipline procedures may need revised.

Once each year a committee of faculty, students, administrators, parents and board members will be asked to review and make appropriate recommendations for change. It is hoped that this type of communication will result in a great deal of cooperation with part of all concerned.

Once all of the information was collected and assembled into an orderly fashion, it was presented to Dr. Shuff for university approval. After this approval is earned, then the study will be given to the Dieterich Board of Education for approval and adoption. Once this has been accomplished, the study will be produced in booklet form as the Student-Parent Handbook for Junior and Senior High School Students 1974-75.

I believe that this handbook will be a definite asset to the administration, faculty, students and the Board of Education at Dieterich High School.

All will benefit from having the goals and philosophy for the school system written in brief concise statement. From time to time people tend to lose sight of their original goal for

school. Some people believe that the school should meet other goals and objectives beyond those already stated. The philosophy statement in the handbook clearly states the goals for the Dieterich school system. Therefore all students should have a better chance to stay on the right track to a successful learning experience and graduation.

To further expedite this successful learning experience, the curriculum has been spelled out in detail as to the year, title description and course of study. To help students chose the program and courses best for them a guidance councilor has been added to the staff. His duties and responsibilities are spelled out specifically in the handbook. This could easily be a positive asset to all students as a professionally trained person can help each student plan for his future.

The graduation requirements have been set down in writing so that each student will know what is required of him before he can graduate. All the State Statute, Board of Education requirements are therein contained. I believe that this section is particularly important since early graduation has become a major issue for many students. As the rules and regulations are layed out, each student will have the advantage to plan ahead for the goal he desires.

Guidelines for each program plus all the services which students may avail themselves have been outlined in the handbook. A student can select the work program that fits his needs and he will know what is expected of him throughout the course. Via the handbook, students have been made aware of all the services accorded them in the unit. Activity clubs which provide new and

different experience aside from the regular curriculum have been outlined in detail. Service personnel job description have been supplied for the Guidance Councilor, Librarian and others.

A major concern of our school system is discipline. Specific guidelines for this area of learning has been composed for all to follow and apply.

I feel that there are sections which should be deleted and some sections should be added, but I don't feel this or any student handbook should be a rigid document, but a flexible instrument which is subject to change and revision and should be reviewed each year.

As an administrator, I believe that this study improved me in a number of ways. Thoroughness, written rules, politics, organization and workable ideas are the words that describe my personal gain.

While preparing rules and regulations for over 600 people to follow and consider, a consideration and thoroughness must always be present and adapted. A personel knowledge of all rules is a must. Once the rules are put in writing and are Board approved, the politics of who to punish and who not to is a matter that needs no consideration. There is simply one set of rules for all people to follow.

The majority of people appear to be concerned with some type of organization.

The initial outcome of this handbook is to provide students with a set of rules, regulations and services that might help him succeed at school work and set a basic foundation for life

outside the school walls. There are always rules and regulations, rights and responsibilities for all of us to follow; school is a place to begin practicing these habits of living together in harmony and good order. The handbook is geared to help parents understand what the school expects from their offspring both in behavior and in academics. Cooperation between home and school is a giant step toward student success. It is hoped that teachers will benefit from the handbook by parent cooperation in regards to student problems and advice. Discipline cases should be handled with greater ease and fairness. In regard to outcome for the administration and Board of Education; cooperation of all is the number one desired goal.

This handbook has provided this tool of organization that parents and students alike desire and need on their path to a diploma. Many of the ideas in the handbook came from other sources, but I was the one who had to decide if these ideas would work in Dieterich. Only time will tell for certain, but I will be aware of what to look for in regards to the success and failure of the handbook.