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The Development of a Program of Studies and Curriculum Guide for Secondary School Students Attending St. Elmo Community Unit District #202 High School

Carl Gene Robertson

Eastern Illinois University

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

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THE DEVELOPMENT OF A PROGRAM OF STUDIES
AND CURRICULUM GUIDE FOR SECONDARY SCHOOL STUDENTS
ATTENDING ST. ELMO COMMUNITY UNIT DISTRICT # 202 HIGH SCHOOL
(TITLE)

BY

CARL GENE ROBERTSON

FIELD STUDY

~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1973
YEAR

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

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EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

REPORT OF FIELD EXPERIENCE IN
ADMINISTRATION

Prepared as partial requirement
for Education 601, and Education 602
"The Field Experience in Administration"

Prepared by
Carl G. Robertson

Dr. Walter Garland, Advisor
Mr. James E. Smith and Mr. Gary Traub, Supervising Administrators

ACKNOWLEDGMENTS

I would like to take this opportunity to sincerely thank the many people who have made this project become a reality. The administration of Community Unit School District #202, and the professional staff of Eastern Illinois University.

Carl G. Robertson

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Chapter I

DETERMINATION OF A SUITABLE PROJECT

Purpose

One of the more important and meaningful phases, if not the most important phase, of the program for the Certificate of Advanced Study is the comprehensive field experience. This practical experience of working with an in-service school administrator provides a first hand opportunity for the intern to observe and take part in the functioning of a school system.

During the summer of 1971, with the cooperation of Dr. Garland of Eastern Illinois University, a working agreement was established between Mr. James E. Smith, Superintendent of Community Unit School District #202, Mr. Gary Traub, St. Elmo High School District #202 principal, Dr. Garland, and myself. This was a verbal agreement that expressed a willingness of all parties involved, that Carl G. Robertson, teacher at St. Elmo High School would be given the opportunity to carry out the field experience in school administration in Community Unit #202, under the supervision of the superintendent of schools and the high school principal, with the cooperation of the professional advisor.

The next phase of the program was to decide upon a suitable project that would be of value to the school district as well as the intern and a project that would be within the realm of the field experience.

After conferences with the cooperating administrators and the professional advisor, it was decided that the development of a student curriculum guide for Community Unit District #202 would be a suitable project. Various aspects of the proposed project were discussed with Mr. Smith and Mr. Traub as well as procedures to be followed in the establishment of the curriculum guide. In the fall of 1971 this project began with the understanding that there would be no released time from normal school duties for work on the project and that all conferences with faculty and administrative personnel would be planned in advance and not interfere with any other school activities.

As reported in this study, the purpose of this program of studies and curriculum guide is to present to the students of St. Elmo Community High School and their parents the following:

1. A brief but comprehensive survey of the school's curriculum.
2. Information regarding possible career choices and suggestions for specialization.
3. An opportunity to sit down together at home and develop guidelines for both choosing courses of study and career possibilities.
4. A workable knowledge of what opportunities are available to the students attending this school.

Justification for the Study

It is felt that an educational tool such as a program of studies and curriculum guide for students is a needed and welcomed aid, not only to the students and their parents, but to the school personnel as well. It serves not only to inform the citizens of what their public school has to offer but to develop wholesome school-community relations through better understanding by the art of written conversation as well.

The development of the program of studies and curriculum guide for secondary school students attending St. Elmo High School is not only justifiable as a needed and welcomed aid for the school system, but in the value it has had as a project for the intern. In working on the program of studies and curriculum guide the intern was allowed to develop a considerable amount of insight into not only the problems of administration but also those of curriculum coordination and guidance. One might even go so far as to say that, for the purpose of this project, the intern became an in-service curriculum coordinator as well as a full-time teacher and part-time administrative intern. While this experience placed the intern in an often times awkward position it allowed him the opportunity to work with each of the teachers and administrators as individuals and become much better acquainted with their individual programs and how they are being carried out. This experience has been most helpful and rewarding.

Delimitations

This project was limited to the development of a program of studies and curriculum guide for the students of St. Elmo Community Unit District #202 High School. It was further limited to existing school publications, departmental materials, and information received from personal conferences. The publications were those which contained pertinent information to the project, and the personal conferences were with those persons who could be of knowledgeable assistance.

Definitions

As used in this project, a program of studies and curriculum guide for students will be defined as being a looseleaf pamphlet consisting of a brief but comprehensive survey of the school's curriculum with information regarding possible career choices and suggestions for specialization. It is a tool whereby students and their parents are given the opportunity to obtain a workable knowledge of what programs are available to the students attending this school. It also provides the students an opportunity to sit down together with their parents at home and develop guidelines for both choosing courses of study and career possibilities.

Chapter II

DEVELOPMENT OF THE PROJECT

Existing Data

Prior to the work which began with this project, there had been very little effort made in Community Unit District #202 toward the development of course descriptions by either the administrative staff or the teaching personnel. Therefore, no curriculum guide per se has been developed by the school district. The following is a composite of materials available from which the program of studies and curriculum guide for students could be developed.

STUDENT HANDBOOK

This handbook is published by the board of education of Community Unit District #202 and is revised and redistributed to the student body every school year. The purpose of this handbook is to give, in convenient form, important information about the St. Elmo Junior and Senior High Schools.

The handbook contains comments from the superintendent and principals and lists the members of the board of education and their respective duties. It also lists the teaching staff and their duties and contains a school calendar. Other important information contained in this handbook consists

of fees and book rentals, requirements for graduation, bell schedules, information on the grading system and grade reporting and a list of courses being offered. It also contains a section of general information which consists mostly of student rules and athletic schedules.

COURSE OUTLINES

Each department has on file outlines of all courses being taught in that department. Most of these outlines contain little if any course description and many are out of date. Some, however, are quite lengthy and very well detailed. The most descriptive course outlines are found in the vocational departments. The least descriptive course outlines are found in the English and social studies departments.

Procedure for obtaining Data

The information needed for the project was obtained from school publications, departmental materials, and information received from personal conferences.

The first step with regard to procedure was a survey of existing curriculum guides in districts similar to or located near Community Unit District #202. It was found that most school administrators were more than willing to discuss student curriculum guides, even though they might not exist in their districts.

Although many conversations were of a casual nature, all administrators contacted were willing to cooperate.

After surveying all available curriculum guides, it was noted that the guide could be just about as extensive or as brief as an individual would care to make it. One guide surveyed included 20 dittoed pages kept in the superintendent's office. The other extreme was a 122 page "book" that involved not only curriculum, but policy, and the procedures, duties, regulations, and codes of ethics for faculty and students. No student curriculum guides per se could be obtained.

Following various conferences with Mr. Smith, and Mr. Traub, it was decided that the most feasible type of student curriculum guide for Community Unit District #202 would be a looseleaf booklet that would contain a program of studies, requirements for graduation, college entrance requirements, suggestions for pupils who wish to specialize and course descriptions.

The next phase of the project, and the most time consuming, was the collecting of curriculum materials from which the guide could be developed. Since there was no facsimile of a curriculum guide available for District #202 materials had to be gathered from each department, reorganized, structured, and approved by both the department and the administration.

Treatment of the Data

As was mentioned before, there has been very little effort made toward the development of course descriptions and no curriculum guide

per se has been developed by the school district. Therefore, the writer had to examine all of the information made available to him, both verbal and material. He then organized and structured it into an acceptable form. Conferences were held at the convenience of those persons with whom such discussions were desired. Also, no released time from normal school duties was allowed for the purpose of the project and all conferences with faculty and administrative personnel were planned in advance and did not at any time interfere with any other school activities.

One outstanding difficulty encountered in development of the guide was in convincing each department to agree to the type of standardized course description being used in the guide. Some departments wanted far more elaborate course descriptions than were feasible for this type of project.

The most difficult area to work with both in course description and departmental materials, was the vocational areas. The vocational subjects consist of several "mini" courses from which students may "pick and choose" taking any one part or "course" without necessarily taking the next or preceding one. Needless to say, this created a terrific problem in making the vocational courses "fit" into the general scheme of the project.

Another factor that was evident from the researching of each department's curriculum materials was the lack of up-to-date information. In several departments it was found that course descriptions were several

years old and what were stated as course objectives were no longer appropriate. One explanation for this, however, is the fact that teachers have not been expected to develop course descriptions, and until now no effort to develop a curriculum guide has ever been made.

To date, very few suggestions have been made by the principal. However, Mr. James Smith submitted a list of areas which he thought should be covered in the guide. This list is not necessarily in order of importance but a collection that has been used as the framework around which the student curriculum guide was developed.

1. Requirements for graduation
2. College entrance requirements
3. List of courses
4. Course descriptions
5. Student organizations
6. Suggestions for students who wish to specialize
7. Accrediting relations
8. General explanations

Chapter III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

During the summer of 1971, with the cooperation of Dr. Garland of Eastern Illinois University, a working agreement was established between Mr. James E. Smith, Superintendent of Community Unit School District #202, Mr. Gary Traub, St. Elmo High School District #202 principal, Dr. Garland, and myself. This was a verbal agreement that expressed a willingness of all parties involved, that Carl G. Robertson, teacher at St. Elmo High School would be given the opportunity to carry out the field experience in school administration in Community Unit #202, under the supervision of the superintendent of schools and the high school principal, with the cooperation of the professional advisor.

After conferences with the cooperating administrators and the professional advisor, it was decided that the development of a student curriculum guide for high school students in Community Unit District #202 would be a suitable project. In the fall of 1971 this project began with the understanding that there would be no released time from normal school duties for work on the project and that all

conferences with faculty and administrative personnel would be planned in advance and not interfere with any other school activities.

As reported in this study, the purpose of this program of studies and curriculum guide is to present to the students of St. Elmo Community High School and their parents a brief but comprehensive survey of the school curriculum with information regarding possible career choices and suggestions for specialization. It also presents a workable knowledge of what opportunities are available to the students attending this school and presents them with the opportunity to sit down at home and develop guidelines for both choosing courses of study and career possibilities.

The development of the program of studies and curriculum guide for students is justified in that it was a needed and welcomed aid not only to the students and their parents but to the school personnel as well. It is further justified by the value it has had as a project for the intern. In working on the program of studies and curriculum guide the intern was allowed to develop a considerable amount of insight into the problems of guidance and administration.

This project was limited to the development of a program of studies and curriculum guide for the students of St. Elmo Community Unit District #202 High School. It was further limited to existing school publications, departmental materials, and information received from personal conferences. The publications were those which contained

pertinent information to the project, and the personal conferences were with those persons who could be of knowledgeable assistance.

Prior to the work which began with this project, there had been very little effort made in Community Unit District #202 toward the development of course descriptions by either the administrative staff or the teaching personnel. Therefore, no curriculum guide has been developed by the school district. Since there was no formal guide from which the material for the project could be obtained the information needed had to be gathered from the Student Handbook and departmental course outlines. This material was further supplemented by existing curriculum guides in districts similar to or located near Community Unit District #202 and information received from personal conferences.

The writer examined all of the information made available to him, both verbal and material. He then organized and structured it into an acceptable form. Once the material had been organized and structured it was resubmitted to the departments and administration for their final approval before being placed into the program of studies and curriculum guide for students. Once the program of studies and curriculum guide for students had been developed into final draft form it was once more submitted to the departments and administration for their final approval.

Few suggestions were made by either the principal or the staff of the high school. Their only concern was that the material be accurate and acceptable to them. This lack of concern could only be attributed

to the fact that no released time was allowed for their work on the project and that no one was holding them accountable for their degree of cooperation.

One outstanding difficulty encountered in development of the guide was in convincing each department to agree to the type of standardized course description being used and the most difficult area to work with was the vocational area. Another factor that had to be dealt with was the lack of up to date information in several of the departments.

The guide was developed around the following areas:

1. Requirements for graduation
2. College entrance requirements
3. List of courses
4. Course descriptions
5. Student organizations
6. Suggestions for students who wish to specialize
7. Accrediting relations
8. General explanations

Conclusions

In working on the project many insights were gained into the various aspects of administration and curriculum coordination. In coordinating the information compiled for the guide the intern was given the opportunity to work with the teachers and administrators as individuals and become much better acquainted with the individual programs of each department and how they function within the full context of the high school program.

There are many problems encountered in the development of a program of studies and curriculum guide for students. The most difficult of these for this intern was the lack of information

immediately available for the project. A considerable amount of time was spent in collecting, assimilating, reorganizing, and obtaining approval of material. This was further complicated by lack of interest or concern on the part of both administrative and teaching staff.

There are several reasons which one can cite for the lack of interest and cooperation this intern encountered while working on the program of studies and curriculum guide for students. The most important of these was the lack of released time for the staff to work on their individual programs of study. This left the teachers in a position where they were forced to use their own time to work on something which the administration apparently felt was needed but not important enough to merit too much concern. Therefore, they felt little, if any, obligation to be of too much assistance in the project.

Another factor which contributed to the difficulty encountered in obtaining information from the teaching staff was the lack of administrative backing. Had the high school principal requested course descriptions be submitted to him for approval and then passed on to the intern for the project many problems could have been avoided. This was not done however and the faculty felt no pressure to cooperate. The writer, being a faculty member himself, was in no position to do any more than request such action be taken. Since the request had been made and denied there was little that could be done but contend with the situation.

The negative conclusions which have been previously cited do not monopolize the conclusions which may be drawn from the development of this project. They have merely been reported here as evidence that such difficulties were encountered. The basic conclusion to be drawn from the project is that it was a worthy and worthwhile undertaking. It not only served a useful purpose as an excellent field experience but presented the high school with a program of studies and curriculum guide for students which, with revisions, will be a great asset to the school program for many years to come.

Recommendations

The writer could not help but notice possibilities for further work beyond the scope of this project. To anyone finding this type of project of interest, the writer recommends the following projects which may be of interest and could prove of value to Community Unit District #202.

1. The development of an indepth curriculum guide for the entire school district.
2. The development of a St. Elmo Community Schools brochure.

For anyone finding this project of interest and considering developing a similar program of studies and curriculum guide for students in another school district the writer has the following suggestions to make:

1. Before beginning the project make sure that released time for working on the program of studies has been arranged for the faculty.

2. Arrange for the high school principal to request course descriptions to be submitted to him for approval and then pass them on to the intern for the project.
3. Make sure that the program of studies and curriculum guide for students is not only needed but wanted prior to developing it.
4. Be sure that the administration is aware of the cost of printing which will be required before the program of studies and curriculum guide can be used. (The cost of printing for this program of studies and curriculum guide for students at St. Elmo High School is \$235.00 per year.) It may be that the school district would not want to spend this much money for the guide, and development of it would therefore be useless.

Chapter IV

LOG OF ACTIVITIES

July 9, 1971:

On this date I met with Dr. Garland, my advisor, to discuss the type of project that could be developed as a requirement for Education 601 and Education 602, "The Field Experience in Administration". At his suggestion I deferred any decision until after doing a study of other such projects already on file in the Eastern Illinois University Library and talking with the superintendent of Community Unit School District #202.

July 12, 1971:

Two hours were spent in the Eastern Illinois University Library going over projects which had been completed as a requirement for Education 601 and Education 602, "The Field Experience in Administration". From this research several ideas were developed which might be worked into a project in St. Elmo Community Unit District #202.

July 16, 1971:

At a meeting with Mr. James E. Smith various project possibilities were discussed and the conversation tended to center around curriculum, curriculum coordination, and curriculum guides. At his request an appointment was made with Mr. Gary Traub, the high school principal, for the following day to obtain his opinion on what would be the best type of project dealing with curriculum development in Unit District #202.

July 19, 1971:

In a meeting with Mr. Traub we discussed the St. Elmo High School curriculum and what was needed in the way of a curriculum guide for the high school. We came to the conclusion that a student curriculum guide would be a great asset to not only students but faculty as well.

July 20, 1971:

I met with Mr. Smith and discussed the possibility of developing a student curriculum guide for the high school. He was in full agreement that such a guide would be of great value in the district and promised full support for the project. However, he cautioned me that no released

time could be allowed for working on the project and that any other faculty involvement would have to be planned in advance and not interfere with any other school activities.

July 22, 1971:

Dr. Garland and I met to settle on a project and discuss the procedures which would have to be followed. Dr. Garland felt that a student curriculum guide would be an excellent project. He also pointed out that since there would be no released time offered to either myself or the high school faculty a large scale curriculum guide would not be a very good project because the faculty would not like giving up so much of their own time for such a difficult project.

August 26, 1971:

This was teacher workshop day for Unit District #202. All teaching personnel were to report to their respective principals and spend the day preparing for the opening of school. Upon reporting to Mr. Traub for the day I informed him that I had decided to develop a student curriculum guide for the high school. He stated that he felt this to be a worthwhile project and suggested that I see Mr. Jack Fowler, the guidance counselor for the high school, to see what materials and suggestions he might have for me.

August 30, 1971:

After school, I met with Mr. Fowler in his office and we discussed the project. He thought the project would be an excellent one and felt that a program of studies and curriculum guide for students would be an asset to him in his work. He gave me a copy of all materials which he had access to from his office and recommended that I also consult the student handbook as a source of further information.

August 31, 1971:

Mr. Traub granted me permission to address the high school faculty during our faculty meeting. I explained what a student curriculum guide was and how it could be used by both students and faculty. I also explained that I would be needing their help and cooperation in collecting and assembling the material needed for the guide. They were very receptive to the idea. Mr. Traub then explained that no released time would be allowed for work on the project and that any information they had for the program of studies and curriculum guide was to be given to me and not his office as he did not feel that he had the time to go over their programs of studies before they had been written up into an acceptable form.

September 3, 1971:

During my free time and lunch period I visited with various members of the faculty about the project. Several of the teachers expressed concern over having to write course descriptions for the classes they taught. They did not feel that they had the time to go through their outlines and develop descriptions for every course they taught. A few went so far as to say that they would not waste their own time on such "busy work". Realizing that there was going to be a problem develop in getting cooperation from some of the teachers I consulted Mr. Traub on the matter. I told him that I felt that it might prove more effective if he requested the course descriptions be submitted to him first for his approval prior to my acquiring them. Mr. Traub did not feel that this was necessary and that if cooperation could not be obtained from a teacher I should develop my own descriptions for the courses taught by that individual. He also stated that he did not feel that I should ask the teachers to do any additional work on the materials they already had in their files. He suggested that I collect what materials were presently available and develop the descriptions from them and when these descriptions were completed present them to the various faculty members for their approval.

September 6, 1971:

Today I placed a memo in each of the faculty mail boxes. The memo requested that each faculty member place a copy of any course outlines and course descriptions which they had on file in my mail box. It also stated that if they wrote "only copy" on their material it would be returned to them.

September 12, 1971:

Having already collected most of the material from the various departments I began sorting through it to see if some facsimile of a program of studies could be developed. Most of the material consisted of very sketchy outlines and vague philosophies. It was not hard to see that a considerable amount of work would have to be done before I could even consider developing the program of studies and curriculum guide for students. I decided that I would work with one department at a time and consult the chairman of each department on the course descriptions rather than each teacher.

September 22, 1971:

This evening was spent in working on course descriptions for the science department. Since I teach most of these courses myself it was not too difficult to develop the descriptions.

September 23, 1971:

Several hours were spent in finalizing the draft of the course descriptions for the science department and beginning work on the descriptions for the math department. The material collected from the math teachers consisted of brief course outlines and no course descriptions. This made the writing of descriptions very difficult.

September 25, 1971:

By appointment, I went to Farina to visit with Mr. Jim Page, superintendent of Farina-Lagrove schools. Mr. Page showed me the materials he had on file and we discussed curriculum guides. Although he did not have a curriculum guide for his district he was very cooperative and offered to help in any way that he could.

September 27, 1971:

Mr. Clyde Jenkins, superintendent of Altamont School District, was seen by appointment this afternoon. While Mr. Jenkins did not have a curriculum guide for his district he did keep in his files course outlines and course descriptions. He was very cooperative and interested in what I was doing. He supplied me with copies of his course descriptions which were very well-written. I assured him that he had been most helpful and that the material with which he had supplied me would be put to a considerable amount of use. The Altamont and St. Elmo schools are of equivalent size and their programs are very much alike. Therefore, the course descriptions for many subjects taught at Altamont would be very similar to those same courses being taught at St. Elmo.

September 28, 1971:

The course descriptions supplied by Mr. Jenkins contained course descriptions for every class being taught in the St. Elmo High School math department. Therefore, these descriptions were typed into a draft which would then be subject to change by the chairman of the math department. Upon examination it was found that the courses being taught in the English department at St. Elmo were the same as those being taught in the English department at Altamont. For this reason, and the fact that I had very little to go by, I typed the descriptions from the Altamont English department into a draft which would then be subject to change by the chairman of the English department.

September 29, 1971:

Using the course descriptions supplied by Mr. Jenkins as a guide I began developing descriptions for the art department. The St. Elmo art department is not as large as the Altamont art department and the program of studies is less extensive. However, art is a new subject at St. Elmo and the department has not had an adequate amount of time to reach full development. Mr. Summers, the art instructor for St. Elmo, had supplied me with an excellent course outline for both Art I and Art II. It was easy therefore, using the Altamont descriptions as a guide, to develop descriptions for this department.

October 9, 1971:

This afternoon, quite by accident, I met Mr. John Griffin, principal of Hoopeston High School, at the Family Rest-Cue in St. Elmo. Mr. Griffin was principal of St. Elmo High School from 1963 to 1966. During our conversation he informed me that Hoopeston High School had a very comprehensive curriculum guide and that he would send me a copy of it. This was exceptionally good news to me because up until now I had nothing resembling a curriculum guide to follow.

October 11, 1971:

Mr. Bob Cox, band and chorus instructor, had supplied me with more than adequate information from which descriptions for his department could be developed. Using descriptions for the music department at Altamont as a guide it was not too difficult to develop course descriptions for the music department at St. Elmo. Once this task had been completed I turned my attention to the business education department. Mrs. Shirly Muchow had taken the time to write out excellent course descriptions for all of the courses offered in the business department and all that I had to do was type them into an acceptable draft form.

October 16, 1971:

I received the copy of the curriculum guide for the Hoopeston High School. Upon examination of this guide I developed several ideas which could be included in the program of studies and curriculum guide for students once the course descriptions were completed.

October 24, 1971:

Since absolutely nothing had been received by me from the physical education department I simply copied the Altamont program for my draft. This draft could then be submitted for changes by the teachers in the physical education department. Once this draft had been completed I began the most difficult task of trying to comprehend the material supplied to me by the social studies teachers. Since

this department has several different teachers, including coaches, it tends to be the most disorganized and least comprehensive of any department in the entire high school. At one point I was not even sure which outlines went with which courses or if in fact some of them were for courses being taught in this school system! I finally decided to take the entire bulk of the material to Mr. Schutte, chairman of the department, and plead with him to help me. I called Mr. Schutte and he, rather reluctantly, consented to see me this evening. After going through the material himself he realized what type of problem I was having and offered to keep the material for a few days to allow himself time to write the descriptions for me. His offer was accepted without hesitation.

October 25, 1971:

The outlines which had been obtained from the foreign language department seemed to indicate that descriptions for these courses would resemble the descriptions made available to me from Altamont. Therefore, I copied the course descriptions which Mr. Jenkins had provided verbatim. Also, in looking through my materials, I could not find anything on driver education so I proceeded to copy this information from the Altamont description as well. Both of these drafts will be subject to change by the teachers.

October 27, 1971:

The industrial arts department, vocational agriculture department, and department of home economics had each supplied me with extensively detailed course descriptions. The problem I was now faced with was that of condensing these descriptions into a more consistent form so that they would "fit" into the same type of general context as the other course descriptions. This proved to be a most formidable task. These courses are not in any way, shape, or form like the other courses in the curriculum. My problem was further complicated by the fact that I had absolutely no concept of what was going on in these departments. On this date I made a most futile attempt to condense these descriptions.

October 28, 1971:

This morning I received the draft copy of the course descriptions for the social studies department from Mr. Schutte. Also, this evening I typed the social studies draft and made another attempt at further condensing the descriptions for the vocational departments. Once more I felt that my efforts were expended upon a lost cause. At this point I reached the conclusion that the only way I was going to be able to make the vocational courses "fit" into the guide was to omit many sections of the descriptions which seemed to be unnecessary.

November 1, 1971:

By appointment, I met with Mr. Smith to show him what had been accomplished on the project and we discussed it at length. He had no suggestions to make at this time and was pleased with the progress which I had made.

November 6, 1971:

Tonight I decided that I would complete the process of condensing the descriptions for the vocational courses and then wait for help from the instructors in these departments before working on them again.

November 7, 1971:

Work was started on the remainder of the program of studies and curriculum guide for students. The suggestions to pupils who wish to specialize were completed and I typed up the requirements for graduation and college entrance requirements. I decided that the project was now ready for the faculty to read, evaluate, and where needed correct.

November 8, 1971:

Appointments were made with various faculty members from each department to privately discuss the project.

November 9, 1971:

After school, I met with Mr. Tom Webb, math teacher, to discuss the curriculum in the math department. He read over my material and made several minor changes and offered a few suggestions for improvement.

November 12, 1971:

I met with Mr. Cox, band and music teacher, after school to discuss the curriculum in the music department. Since he had supplied me with very good information from the beginning there were few changes that he wanted made.

November 15, 1971:

During the lunch hour Mrs. Johnson, English teacher, and I went over the course descriptions I had prepared for her department. Since these descriptions had been taken from material for another school district there were several areas which needed to be revised. Also, this evening was spent in making suggested changes in the course descriptions for the math, music, and English departments. Most of these changes were quite minor and it was possible to complete this work in one evening.

November 22, 1971:

Mr. Cameron, coach and physical education teacher, and I met by appointment to discuss the curriculum in the physical education department. Even though this material had been copied from the program of another school district he found it most agreeable to him.

November 29, 1971:

After school, I met with Mr. Lowe, vocational agriculture teacher, to discuss the curriculum in the agriculture department. We discussed at length the difficulty of working the vocational subjects into the program of studies and curriculum guide for students. He was not too happy with how I was treating the material on vocational subjects and suggested that I meet with him later to work on these programs. I accepted his offer and we set a meeting for this coming Saturday afternoon at 2:00 p.m..

December 4, 1971:

Mr. Lowe and I met for a long session of work on course descriptions for vocational agriculture courses. This was a most rewarding meeting and for the first time I felt like we were getting somewhere in "fitting" these courses into the over-all scheme of the program of studies.

December 10, 1971:

Mrs. Harder, home economics teacher, and I met by appointment to discuss the curriculum in the home economics department. Mrs. Harder, like Mr. Lowe, felt that the vocational subjects should be given a much more detailed course description in the curriculum guide. We went over the home economics curriculum and discussed the additions which she felt were important. Our conversation ended with the understanding that the program of studies and curriculum guide was for high school students and must be written in such a way as to serve them as a guide in choosing courses. She offered to make the needed changes in her course description herself and her offer was accepted. From this conference I developed the understanding that the vocational people were in the process of changing their curriculum and classes into a much more complicated form than could be truly understood in a short course description.

December 11, 1971:

This evening was spent in completing the changes in the draft material for the agriculture department. At this point I still felt that this description was too complicated. However, since it is much shorter than it was, and still pleases Mr. Lowe, I do not plan to make any further changes.

December 12, 1971:

Mrs. Harder brought her course descriptions back to me this afternoon. We discussed the changes which she had made and came to the conclusion that they were very good ones. After she left I retyped the draft for her department into the final draft form.

December 15, 1971:

By appointment I met with Mrs. Muchow, business education teacher, to discuss the curriculum in the business department. Since Mrs. Muchow had previously supplied me with adequate course descriptions for her department she had no changes to make in the draft material. She also expressed her interest in the completion of the project and stated that she felt this to be one of the best improvements being made in the high school this year.

January 6, 1972:

I met with Mr. Murphy, industrial arts teacher, by appointment after school today to discuss and work on the course descriptions in the industrial arts department. Mr. Murphy, like Mr. Lowe and Mrs. Harder, could not at first understand why so much information he had supplied to me had to be cut from the curriculum guide. Once I had explained to him what our problem was he began working on the course descriptions with me. It took us a long time to complete the work on his material but when it was completed I felt much better about the content of the course descriptions.

January 10, 1972:

Since Mr. Schutte had already rewritten the draft material for the social studies department for me our meeting today was only to confirm that it was satisfactory. The social studies course descriptions meet with his complete approval.

January 17, 1972:

At Mr. Lowe's suggestion I attended an area vocational education meeting which was held this evening at the St. Elmo High School. From this meeting I developed a much better concept of what was taking place in vocational education in this area. After the meeting Mr. Lowe and I discussed the difficulty educators are going to have in adjusting the entire class schedules of the schools to meet the requirements of vocational education.

January 19, 1972:

By appointment I met with Mr. Summers, art teacher, to discuss the curriculum in the art department. Since this is relatively a new department and Mr. Summers has had to develop the program for it from "scratch" the materials which he had supplied me for my draft were quite comprehensive. Therefore, he had few suggestions or changes to make at this time.

January 21, 1972:

In a meeting with Mr. Curry, basketball coach and driver education instructor, I discussed the draft material on driver education. Mr. Curry seemed to think that the draft material was in good shape and had no suggestions to make at this time.

January 22, 1972:

The foreign language teacher, Miss Daughy, and I met by appointment to discuss the draft material for the curriculum in the foreign language department. Miss Daughy had several minor changes she wished made in the program of studies for the language department. We discussed these changes and came to an agreement on how they should be made.

January 31, 1972:

This evening was spent in making the final changes in the draft material for the course descriptions. The next step was to organize and develop the final draft of the entire program of studies and curriculum guide for students. A considerable amount of time was spent in organizing my material for this purpose.

February 4, 1972:

Today I worked on the final draft copy of the complete program of studies and curriculum guide for students. I also made an appointment with Mr. Traub for February 8 to discuss the project.

February 8, 1972:

Mr. Traub and I met to discuss the completed draft of the program of studies and curriculum guide for students. He requested that I leave the draft with him so that he could read through it when time permitted. He did not have any suggestions to make at this meeting.

February 11, 1972:

Mr. Traub returned the draft of the program of studies and curriculum guide to me during my lunch period. We talked about the value it may have to the students in St. Elmo High School and he recommended that Mr. Smith be given the opportunity to look over the material. He did not have any suggestions for further improvement of the guide.

February 14, 1972:

I left the material for the program of studies and curriculum guide with Mr. Smith's secretary so that when he had an opportunity he could study it. After school Mr. Smith came by my room to return the draft material. He was quite pleased with the draft and had no suggestions to make at this time.

February 23, 1972:

After class I presented the draft of the project to Dr. Matzner to keep until he had time to go through it. I also requested that he pass the material on to Dr. Smitley so that he too could have an opportunity to make changes and suggestions.

March 1, 1972:

This evening Dr. Matzner returned the draft copy of the program of studies and curriculum guide to me. After class we spent quite a bit of time going over his suggestions and corrections. We also discussed the note written by Dr. Smitley which contained his own suggestions.

March 4, 1972:

Today I worked on the suggested changes in the program of studies and curriculum guide for students. Upon examination I realized that between them Dr. Matzner and Dr. Smitley had made a very large number of minor changes in the structure of the project draft.

March 6, 1972:

This evening I spent a considerable amount of time working on the changes Dr. Matzner and Dr. Smitley had made in the program of studies and curriculum guide for students.

March 11, 1972:

As was true for the 4th and 6th of this month I spent several more hours working on the changes to be made in the program of studies and curriculum guide for students.

March 18, 1972:

This evening was spent in finalizing the changes and corrections being made in the program of studies and curriculum guide.

April 14, 1972:

By appointment I met with Mr. Traub to present the finalized copy of the program of studies and curriculum guide to him. He looked over the material and we talked about the changes which had been made in the structure of the project draft. He did not have any suggestions or corrections to make and felt that the program of studies and curriculum guide for students was going to be an excellent addition to the school program.

April 21, 1972:

In my final meeting on the project with Mr. Smith I presented the finalized copy of the program of studies and curriculum guide to him. We discussed the project and the guide and also the possibility of having it printed for the 1973 - 1974 school year.

May 2, 1972:

This evening I began typing up the log of activities which had been compiled during the work on the project.

May 5, 1972:

Again this evening was spent typing on the log of activities.

May 11, 1972:

This evening the typing on the log of activities which had to this date been compiled was completed.

June 29, 1972:

Today I met with my advisor Dr. Garland to go over the program of studies and curriculum guide for students and make plans for the completion of the project. At this meeting Dr. Garland informed me that an abstract of the project must be placed on file with the department before completion of the project and we discussed what should be contained in the abstract.

June 24, 1972:

Today I started working on the draft for the abstract of the project.

July 8, 1972:

A considerable amount of time was spent in typing on the draft for the abstract of the project.

August 26, 1972:

On this date the draft of the abstract was completed.

September 9, 1972:

This evening I began work on the first part of the project paper dealing with the determination of a suitable project.

September 10, 1972:

This afternoon I continued the work on the first part of the project paper.

September 17, 1972:

Work was completed on the first part of the project paper.

September 23, 1972:

Today I began work on the second part of the project paper dealing with the determination of a suitable project.

September 24, 1972:

This afternoon a considerable amount of time was spent working on the second part of the project paper.

October 8, 1972:

Work on the second part of the project paper was completed.

October 14, 1972:

I started working on the third part of the project paper. This part of the paper deals with existing curriculum material.

October 15, 1972:

This afternoon I completed the work on the third part of the project paper and began work on the next part. The fourth part of the paper deals with materials which are needed for the development of the program of studies and curriculum guide.

October 21, 1972:

Work was completed on the fourth part of the project paper.

July 11, 1972:

I began sorting through the work which had been completed on the project and added a fifth part which is a brief summary of the developments which occurred during and after the completion of the program of studies and curriculum guide for students.

July 18, 1973:

A considerable amount of time was spent on this date typing on the project paper.

July 21, 1973:

Today a considerable amount of time was spent typing on the project paper.

July 22, 1973:

The project paper was completed and ready to be reviewed by Dr. Garland.

July 23, 1973:

I met with Dr. Garland to go over the project paper and abstract. Dr. Garland informed me that the abstract was entirely too long. He stated that I needed to rework it before submitting it to the graduate office. He also suggested that I organize the project paper into chapters rather than parts or sections and that the log of activities be studied for over use of words and phrases.

July 25, 1973:

The abstract was reorganized and prepared for final copy.

July 27, 1973:

The abstract was submitted and accepted.

July 27 thru August 1, 1973:

The final copy of the project paper was organized and submitted to Dr. Garland on August 1 for final checking

APPENDICES

APPENDIX A

PROGRAM OF STUDIES
and
CURRICULUM GUIDE
for
SECONDARY SCHOOL STUDENTS

ST. ELMO COMMUNITY HIGH SCHOOL
DISTRICT NUMBER 202
ST. ELMO, ILLINOIS

PROGRAM OF STUDIES
and
CURRICULUM GUIDE
for
SECONDARY SCHOOL STUDENTS

1973 - 1974

PREFACE

The purpose of this program of studies and curriculum guide is to present to the students of St. Elmo Community High School and their parents the following:

1. A brief but comprehensive survey of the school's curriculum.
2. Information regarding possible career choices and suggestions for specialization.
3. An opportunity to sit down together at home and develop guidelines for both choosing courses of study and career possibilities.
4. A workable knowledge of what opportunities are available to the students attending this school.

It is felt that an educational tool such as this is a needed and welcomed aid not only to the students and their parents but to the school personnel as well. It serves not only to inform the community of what their public school has to offer but to develop wholesome school - community relations through better understanding by the art of written conversation as well.

To Parents and Pupils:

The following program of studies sets forth requirements for graduation and suggests the courses a pupil should follow in order to prepare for college, business, or industry. It is prepared in the hopes of serving as a useful guide in planning a well-balanced schedule.

As a Freshman, Sophomore, Junior or a Senior, you and your parents will want to study this program carefully in planning your schedule for next year, keeping in mind the requirements necessary for graduation and your plans for the future.

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FOREWORD

This bulletin is written for the purpose of better acquainting students, parents, and other friends of the St. Elmo Community Unit High School with opportunities provided at our school.

ACCREDITING RELATIONS

The St. Elmo High School is fully recognized and accredited by both the State Department of Public Instruction and the North Central Association of Colleges and Secondary Schools.

Being fully recognized by the former means that our school meets all requirements and standards prescribed by the Office of the Superintendent of Public Instruction. Being accredited and unqualifiedly approved by the North Central Association is a privilege that is enjoyed by only the better schools. Membership in this association signifies that a school voluntarily meets and measures up to the policies, regulations, and criteria which are deemed essential by educational authorities for the maintenance of an efficient high school.

GENERAL EXPLANATIONS

As you consider your school schedule for next year there are a few things you will want to keep in mind. A nine period day will be in effect and a minimum class load of four subjects will be required of all pupils. If you are planning on a definite career or entering a specific college, you may want to discuss your program with the counselor, principal, or teacher to be sure you are meeting all the necessary requirements.

DEFINITIONS

Required Course - A course in which a student must do acceptable work before graduation.

Elective - One of several courses which a student may choose in planning his program of studies.

Credit - A term used to measure the amount of work a student has completed toward graduation. All academic courses which are pursued for an entire school year offer the opportunity to earn at least one credit. All academic courses designed for one semester afford the student an opportunity to earn $\frac{1}{2}$ credit.

Academic Course - Any course offered except band, chorus, physical education and driver education.

College Preparatory Courses - All courses offered in the areas of Science, Social Science, Foreign Language, English, and Mathematics (except General Mathematics).

REQUIREMENTS FOR GRADUATION

English - 3 credits from the following: English I, II, III, IV, or Speech/Journalism

Mathematics - 1 credit from the following: Practical Math or Algebra I

Science - 1 credit from the following: General Science or Biology

Social Studies - 1 credit in U.S. History

Consumer Education - 1 unit of study from the following: American Problems, General Business, Basic Business, and Family Living. The requirement may also be met in part or entirely through the combination of vocational Placement programs, Agriculture Science, Ag. Business Management, and Office Practice.

Driver Education - $\frac{1}{2}$ credit that includes successful completion of classroom and behind-the-wheel instruction.

Physical Education - $\frac{1}{4}$ credit per year for 4 years.

Health Education - $\frac{1}{2}$ credit.

COLLEGE ENTRANCE REQUIREMENTS

The entrance requirements of different institutions of higher learning vary to some extent. Also college courses within many institutions vary as to the requirements for admission. The best plan to follow is to decide upon a college or university which the student wishes to attend and to plan the high school course in such a way as to meet the entrance requirements for that particular institution. Either the administration of the high school or the faculty and guidance department will be glad to consult with any parent or student.

Students who are planning to attend college, but who have not decided which school they are going to attend would probably do well to follow the recommendations of the University of Illinois. General admission requirements at the University are as follows:

1. At least 15 credits from high school work
2. Two majors and one minor with 9 credits of work in the following subject areas: Science, social science, foreign languages, mathematics and English
3. One of the majors must be in English. (a major is 3 years of work in one field - minor is 2 years)

ST. ELMO COMMUNITY HIGH SCHOOL
LIST OF COURSES

<u>Course</u>	<u>Recommended Year</u>	<u>Prerequisite</u>
ART:		
Art I	9, 10, or 11	none
Art II	10, 11, or 12	Art I
BUSINESS EDUCATION:		
General Business/Personal Typing	10, or 11	none
Typing I	9, 10, or 11	none
Typing II	10, 11, or 12	Typing I
Basic Business	9 or 10	none
Shorthand	11 or 12	Typing I
Bookkeeping	11 or 12	Basic Business
Office Practice	12	Typing II, Bkpg., and shorthand
DRIVER EDUCATION		
Driver Education	10	Minimum age of 15
Classroom (7weeks)	10	before Nov. 15
Behind-the-wheel	10	Classroom instru- ction
ENGLISH		
English I	9	none
English II	10	English I
English III	11	English II
English IV	12	English III
Speech/Journalism	11 or 12	English I & II
FOREIGN LANGUAGES:		
Spanish I	9, 10, or 11	none
Spanish II	10, 11, or 12	Spanish I
French I	9, 10, or 11	none
French II	10, 11, or 12	French I
HOME ECONOMICS:		
Home Economics I	9 or 10	none
Home Economics II	10, 11, or 12	Home Economics I
Home Economics III	11 or 12	Home Economics II
Home Economics IV	11 or 12	Home Economics II
Family Living	12	none
INDUSTRIAL ARTS:		
Industrial Arts I	9 or 10	none
Industrial Arts II	10, 11, or 12	Ind. Arts I
Industrial Arts III	11 or 12	Ind. Arts II
Industrial Arts IV	12	Ind. Arts III

MATHEMATICS:

Practical Math	9	none
Algebra I	9 or 10	none
Plane Geometry	10 or 11	Algebra I
Algebra II	11 or 12	Plane Geometry
Trigonometry/Solid Geometry	12	Algebra II

MUSIC:

High School Band	9,10,11,12	Beg. & Jr. H. Bar
High School Chorus	9,10,11,12	none

PHYSICAL EDUCATION:

Men	9,10,11,12	
Women	9,10,11,12	($\frac{1}{4}$ yrs. required)
Health Education	10	($\frac{1}{2}$ yr. required)

SCIENCE:

General Science	9	none
Biology	9 or 10	none
Chemistry I	10,11 or 12	Biology
Chemistry II	11 or 12	Chemistry I
Physics	11 or 12	Algebra I & Geom.

SOCIAL STUDIES:

Civics/Geography	9,10 or 11	none
U. S. History	11	none
World History	10, 11, or 12	none
American Problems	11 or 12	none
Psychology	10, 11, or 12	none

VOCATIONAL AGRICULTURE:

Agriculture I	9 or 10	none
Agriculture II	10, 11 or 12	Agriculture I
Agriculture III	11 or 12	Agriculture II
Agriculture IV	12	Agriculture III

SUGGESTIONS TO PUPILS WHO WISH TO SPECIALIZE

A. College Preparatory

In general, in addition to the required subjects, college preparatory pupils should consider the following:

Spanish	Algebra I	Biology
French	Plane Geometry	Chemistry I
Speech/Journalism	Algebra II	Chemistry II
English IV	Trigonometry/Solid Geo.	Physics

B. Commercial or Business

Pupils interested in commercial work, in addition to required subjects, should consider the following:

Basic Business	Bookkeeping
Speech	Shorthand
Typing I	Office Practice
Typing II	

C. Vocational or Industrial

Pupils interested in learning a trade or in finding a place in industry, in addition to taking the required courses, should consider the following:

Vocational Agriculture I, II, III, IV
 Industrial Arts I, II, III, IV
 Home Economics I, II, III, IV
 Family Living

COURSE DESCRIPTIONS

ART

The educational goals of Art are to transpose what one has observed, to teach appreciation of Art forms, and to recognize, with some degree of intelligence, various art periods and artists of those times. These goals are attained through student activities including drawing and painting of still forms and live forms, techniques of making ceramic materials, enameling, paper mache, mobiles and wire figures.

ART I

Grades 9, 10, 11, or 12

This course teaches the appreciation of art forms, and aids the student in recognizing, with some degree of intelligence, various art periods and artists of those times. These goals are attained through drawing and painting, ceramics, enameling, paper mache, mobiles and wire figures, as well as by field trips and the study of art appreciation and art history.

ART II

Grades 10, 11, or 12

Students will do advance work in all art facets. Each student will specialize in one particular form of Art. These various forms that will be studied in detail are: (1) Oil Painting, (2) Advance Ceramics, (3) Art Design, (4) Sculpturing.

BUSINESS EDUCATION

Business education is that field of general education in which the adjustment of the individual is made to his business environment--training in those phases of business that concern every member of organized society, and specialized instruction for those who wish to become wage earners in specified occupations.

The first major purpose of business education is non-technical and involves: (a) the education of persons to be intelligent consumers of the services of business and (b) a clear understanding of the nation's economy. The first objective is associated with the student as an individual; the second, with the student as a member of the community.

The second major purpose of business education is (a) to provide specific job skills, and (b) achieving the ability to use these skills in the environment of business. The latter is often called "occupational intelligence." It is an aspect of social intelligence or social adaptability.

BUSINESS EDUCATION

GENERAL BUSINESS/PERSONAL TYPEWRITING

Grades 10-11

General business introduces to the student everyday activities in the business world. Topics of special interest as banking, budgeting, insurance, spending, credit buying and other areas which are needed to be a good citizen and consumer are covered. Field trips and special projects as planning a vacation are included.

Personal typewriting is a one-semester course which is taught strictly for personal use. No speed requirements are to be met. The use of the typewriter in preparing themes, typing personal letters, typing class notes, etc., are taught. Anyone taking personal typing cannot take typewriting I.

TYPEWRITING I

Grades 9-10-11

Typewriting I is open to students who are interested in a business career and also to those who want more than one semester of typing. In addition to problems to type, emphasis is also placed on speed and accuracy. A speed of 35 words per minute on a five-minute writing is required.

TYPEWRITING II

Grades 11-12 and Typing I

Typewriting II is offered to students who have successfully passed Typewriting I. The first semester is spent improving speed with accuracy and a review of Typewriting I. The second-semester work gets more detailed with new forms, new letter styles, and tabulated reports. Great stress is placed on a good final copy with papers being graded "acceptable" or "unacceptable". This helps the student be more "error conscious". Several employment tests are given at the end of the year. A speed of 45 words per minute is required by the end of the second year.

BASIC BUSINESS

Grades 9 or 10

All students interested in the business field are required to take this course. This course will include all essential phases needed for a well-rounded business career. Sections on business mathematics, business letter writing and grammar, some phases of general business, and an introduction to other business courses will be covered. This course will make the rest of the business courses easier to learn and understand.

BOOKKEEPING

Grades 11 or 12

Students learn to understand and keep financial records for different kinds of businesses. Accuracy in problem solving is stressed. Two practice sets using typical business papers are used during the year. A unit on figuring income tax returns is also included. Basic business is a prerequisite for this course.

SHORTHAND I

Grades 11 or 12

The fundamental principles of writing shorthand are taught, and the students are encouraged to use this skill in other classes. The students are to be able to write at least 60 words a minute and transcribe accurately by the end of the year. In transcribing, spelling and grammar are emphasized. Typing I is a prerequisite for this course.

OFFICE PRACTICE

Grade 12

The main purpose of office practice is to put the final touches on previous business courses. This three-period lab course will prepare students for business positions when completed. Some areas thoroughly covered are filing, adding machines, communications, transcribing machines, duplicating, letter-writing, and an eight-week work-experience program at the end of the year. At various times during the year, each student works for a teacher and is evaluated by the teacher on finished products. Both typing II and shorthand are prerequisites for this course.

DRIVER EDUCATION

Driver Education is required in the sophomore year. It is offered for the purpose of instructing students in the proper use of operating motor vehicles safely and efficiently. In the first weeks of the year, classroom instruction places special emphasis on building sound driver attitudes. During the remaining school year, practice driving is required of all students who are enrolled in the course, and each student receives six hours of instruction behind the wheel.

ENGLISH

The English courses offered at St. Elmo High School are designed to develop the ability to use English adequately in writing, speaking, and to comprehend written and oral communication. Since communication is the basic tool in any learning process, all students are required to take and pass three years of English and are encouraged to take four years. The courses offer grammar, punctuation, writing practice, practice in reading for learning and criticism, and a background of literary masterpieces of the world.

Since skill in language is an acquired skill, students are expected to become more mature while they are becoming more correct in language usage.

ENGLISHEnglish I

Grade 9

First year English is required of all freshmen. Subject material in the course includes work in a review of grammar, spelling, punctuation, capitalization, and simple composition. Special concentration is given to the correct usage and the mechanics of basic grammar. A major concern or goal in the course is that students find fresh and creative ways of self-expression through oral and written work.

English II

Grade 10

To communicate effectively and to understand the efforts of others to communicate to one another are two goals of language study. English II emphasizes the rules of grammar as basic to either goal; therefore, a careful study of all the elements of grammar is offered. Sentence structure is emphasized. This is followed by a survey of all the areas of communication: speaking, listening, reading, and writing.

English III

Grade 11

There are two major objectives of this course. The first is to develop and improve the student's composition skills through the study of various writings and through actual practice. The second objective is to survey and understand the major literary works of America.

English IV

Grade 12

This course has the same goals as the previous ones in English with special emphasis placed on continuing to write for self-improvement in expression, vocabulary study, study of literature for students' interpretation and example of writing style. The course also offers further research practice and continued development of speaking ability. The other areas of concentration is in the study of world literature, with stress on English literature.

Speech/Journalism

Grade 11 or 12

Juniors and seniors may choose to take journalism the first semester and to take speech the second semester.

In journalism "The Echo", a column of the St. Elmo Banner, is organized and written each week. A textbook, outlining the skills and procedures to follow in writing all types of newspaper articles, is used.

Speech is a lecture and participation class, because listening is as important as speaking. Thus the two-fold purpose of this course is to learn to speak responsibly and to listen analytically and critically.

FOREIGN LANGUAGES

French-Spanish

French and Spanish are available as two year programs. The goal is to be able to speak the language well, but in order to do this a certain amount of basic grammar must be mastered. It is felt that the study of a foreign language will enhance a student's ability to deal more effectively with the mechanics and fluency of English.

A concomitant of the study of any foreign language is the study of that country's history and civilization resulting in new understandings of the people and the world situation.

French I

Grades 9,10,11,12

The major objectives of the first-year French course are to aid the student in acquiring some mastery in listening comprehension and speaking, reading and writing the language. Some basic knowledge of France and the people are included.

French IIGrades 10,11,12 and
French I

The second-year French stresses increased reading and discussion of the materials in French, as well as greater emphasis on the study of grammar.

Spanish I

Grades 9,10,11,12

Objectives of Spanish I include speaking, reading, writing, and translating the Spanish language. Various grammar points and Spanish accent marks and punctuation are also stressed. A general history of the Spanish speaking countries is also included.

Spanish IIGrades 10,11,12 and
Spanish I

Reading skills are practiced through reading conversations and short stories. More formal grammar is learned which includes many tenses of verbs. Some time is devoted to conversational Spanish which gives students the opportunity to express themselves in the language.

HOME ECONOMICS

The classes in home economics are designed so students may learn about home making and home economics related careers. Home economics I and family living are one year classes. The other home economics classes are offered on a semester basis so the student may choose the career area in which to specialize. The main areas are: Foods and Nutrition, Clothing and Related Areas, Child Care and Development, Housing and Home Furnishings, Family Living and Consumer Education with Management and Relationship taught in each area. F.H.A. - H.E.R.O. is the leadership phase of Home Economics.

Home Economics I.

Grades 9 and 10

This is an orientation class in which the student studies basics in child development, clothing and related areas, foods and nutrition, housing and home furnishing and social relationship. This course also places special emphasis on the basic principles and interrelationships among these areas.

Home Economics II.

Grades 10 and 11

Foods and Nutrition: The first semester of home economics II is the study of food and its role in personal and family living, including the basic principles of health, food management and economics. In practice, emphasis is frequently placed on meal management as a means to understanding the significance of food and the nature of food and its preparation for individuals and families.

Clothing and Related Areas: The class content of the second semester home economics II provides experiences in wardrobe planning, constructing garments, plus learning extending the service of clothing, studying equipment for repairs and construction, and emphasizing the importance of appearance and purchasing ready - made garments.

Home Economics III.

Grades 11 and 12

Advanced Clothing: This first semester class instruction includes fitting and altering, tailoring and dress making, laundry and dry cleaning techniques in relation to clothing the family and types of employment in this area.

Food Management and Service: This is a second semester class for the study of food as related to managing a home -- buying within the food budget, preparing and serving meals -- and preparation for a variety of employment related to food services --quantity cookery.

Home Economics IV.

Grades 11 and 12

Housing and Home Furnishing: This class is taught first semester and is designed to develop judgment needed for creating a favorable environment for family living. The class includes the study of types of employment from assistant interior decorators to custom-made furnishings such as draperies.

Child Care and Development: During the second semester the class studies children -- their physical, mental, emotional, and social growth and development -- and their care and guidance through case studies and nursery schools. Type of employment related to child care is studied in detail.

Family Living

Grade 12

This course on consumer education is open to senior boys and girls who are interested in the study of the following subject matter: Who am I?; Dating, engagement, love and marriage; Managing a home; Money; Securities; Health in marriage; Using resources.

INDUSTRIAL ARTS

The school industrial arts laboratory or shop is the first real introduction of the student to industry. Practically every student has a parent or relative who is associated with industry; however, most students have never had an opportunity to visit industry and observe industrial practices. If education is life, then the school situation should be real and life-like.

Industrial arts is one of the practical arts; it is a form of non-vocational education which has for its purpose the giving of information about and experience in the use of tools, materials, and processes incident generally to the home and to the manufacturing industry.

School industrial shops should represent progressive industry if they are to fulfill the purpose for which they were established as a part of the educational system.

Industrial Arts I--Drawing and Woodworking

Grades 9,10,11,12

During the nine weeks of Mechanical Drawing, the student is introduced to drawing and planning. He is taught the proper use of the tools and materials found in the drawing room.

The main areas of instruction consist of the proper use and meaning of lines, lettering, three-view drawings, pictorial drawings, sketching, geometric constructions, project plans and designs. The importance of neatness, accuracy of measurement and completion of details is stressed.

During the nine weeks of woodworking, an introduction is given. The main items of instruction consist of shop safety, common woods, forest products and their uses, layout and measuring operations, sawing and squaring of stock, boring and drilling holes, common wood joints, use of common fastening devices. Through the use of the basic hand tools and the common wood processes, it is possible to construct useful projects.

Industrial Arts I--Electricity and Metals

Grades 9,10,11,12

The nine weeks course in general metals is designed to give the student basic information in the broad field of the metal industry. In the classroom, a study is made of the metals basic to our economy, namely, steel, copper and aluminum. Some attention is also given the newly developed alloys used in the advancement of our space programs. A study of the basic metal working tools and processes is also undertaken as part of the classroom work.

The major portion of the course is spent in the laboratory. Selected projects are used as a means of teaching the manipulative skills of metalworking. Operations involved in constructing the various projects are measuring, laying out, cutting, drilling, riveting, filing, smoothing, bending, finishing, etc. Most work is performed with hand tools with little emphasis being placed on power tools.

The nine weeks course in electricity has been planned as an introduction to the basic principles of electricity. The course emphasizes the use of electricity in everyday living. The primary function of the course is to present information on the electron theory, sources of electricity, terms, measurements, conductors, insulators, splicing, circuits, switches, practical wiring applications and electrical safety.

Both subject matter and laboratory assignments are used in conducting the course. The subject matter phase consists of lectures, demonstrations, discussions and notebook work.

Industrial Arts II--Drawing and Woodworking

Grades 10,11,12 and
Ind. Arts I

In the second course of drawing, ten weeks are devoted to mechanical drawing and eight weeks to architectural drawing. In this course, it is very important that the alphabet of lines be learned and used. A more extensive study of such phases of drawing as the theory of shape description, principles of size description, lettering, sketching, pictorial representation and basic principles of architectural drafting, is made.

The second course of woodworking consists of 18 weeks or one semester. More skills are developed in the use and care of the basic hand woodworking tools. Instruction is also given on the proper use and care of power tools. The student is required to have a detailed plan of his project which involves various operations in woodworking.

Industrial Arts II--Metals and Electricity

Grades 10,11,12 and
Ind. Arts I

Advanced metals is a semester course and a continuation of the first course in general metals. Much of the basic material is reviewed and studied in more detail. In addition, new tools and processes are studied in the classroom phase. The new areas deal with sheet metal pattern making, sheet metal machines, power tools, forging, heat treating decorating and finishing.

BASIC ELECTRONICS

This course in Basic Electronics will introduce the student to the theory and application of electricity used in radio, television and other equipment where electron tubes and transistors are used. It will give you an opportunity to observe the scientific laws and principles, and to use these laws and principles in construction and operation of electrical and electronic products and testing equipment.

Some of the items to be covered in this course of electronics are as follows:

1. Basic math in electronics.
2. Circuit structure and computation.
3. Use of electromagnetism.
4. Electrochemical devices and processes.
5. Sources of electrical energy.
6. House wiring system.
7. Heating and lighting with electricity.
8. Electric motors.
9. Major home appliances.
10. Automotive electricity.
11. Electron tubes.
12. Semiconductors.
13. Radio and television.
14. Sound reproduction.
15. Telephone communication.
16. Radar.
17. Electronic control circuits.

Also, some other topics of interest to the student may be covered if time permits.

INDUSTRIAL ARTS III (Drawing-Woodworking)

In this third and final course of drawing, you will be expected to have a basic knowledge of drawing well at hand and be able to apply it. We will cover most of the areas covered in the first two courses but will go into much greater detail. In addition we will cover some new and different areas.

The laboratory phase of the course, which consumes the major portion of time, consists of the construction of some teacher selected projects and later, student selected projects. The student gains more experience in the operations he performed in the first course, plus many new metalworking techniques and operations are undertaken.

The second course in electricity is a review and continuation of the first course and consists of one semester. The basic principles of electricity are reviewed and a broader application made of these principles. Much more time is spent on the application of electrical circuits in motors, generators, low voltage devices, residential wiring, etc.

Another feature of the course is a study of automotive electricity. With a basic understanding of the automobile electrical system, the student will be able to find many of his own ignition system problems and take corrective action himself.

Basic Electronics

This course in basic electronics will introduce the student to the theory and application of electricity used in radio, television and other equipment where electron tubes and transistors are used. It will give an opportunity to observe the scientific laws and principles, and to use these laws and principles in construction and operation of electrical and electronic products and testing equipment.

Industrial Arts III--Drawing and Woodworking

Grades 11 and 12 and
Ind. Arts I & II

In the third and final course of drawing, the basic knowledge of drawing will be expected. Most of the areas covered in the first courses will be taken in greater detail. Written reports, in addition to a required number of drawings, must be completed. In the architectural drawing section, each student will be requested to turn in a set of presentation drawings. A set of working drawings will then be compiled by the entire class.

Experience will be provided in using drafting tools and materials as a means of communication, and the student will be acquainted with occupations and activities depending on drafting.

The woodworking class is designed to develop a measure of skill in the use of common woodworking tools and equipment, an understanding of the problems involved in common types of constructions and repair, and to develop a basic knowledge regarding woodworking processes, equipment, products and working techniques. An appreciation of good design and workmanship and the ability to select, care for and use industrial products wisely will be developed.

A major project to complete, in addition to several small ones, is expected of each student. These projects will be started from stock lumber; each and every operation will be completed by the student. This will be of great value in problem-solving experience.

Building Trades

Grade 11 and 12
Ind. Arts I,II,III

The students of the drawing and woodworking classes may take building trades during their junior and senior years, if they meet the standards for the building trades program. The building of a house is not the main objective of the program. The house is merely a vehicle of instruction for teaching both the skills and the related information.

MATHEMATICS

In a high school such as ours, one will find enrolled students whose aims in life vary greatly. There are those who will complete their formal education with their senior year, while others will use their four years in high school as only a beginning for several years of more advanced training. Since these students proceed through high school side by side, studying in part the same subjects, the mathematical training must be given in such a way that each student will be helped in realizing his ambitions.

Courses in Mathematics at St. Elmo High School are designed:

1. To develop in every student the mastery of the fundamentals of arithmetic essential to his every day living after he leaves high school.
2. To develop in every student an appreciation for the fact that the understanding and application of mathematics has been responsible for much of the progress made in any country.
3. To give those students interested and especially gifted in mathematics, a thorough basic preparation so that further study in higher institutions of learning will be facilitated for them.
4. To arouse in those with mathematical ability an interest in the study so that they will, upon their own initiative, pursue the study beyond high school.

Practical Math

Grade 9

Practical math is a course designed mainly for those students who do not wish to continue with higher mathematics. It is an extension of the principles studied in grade school mathematics, extending the ideas and concepts into fields of most practical worth to the student.

Algebra I

Grades 9 or 10

Algebra I is actually generalized arithmetic and simplifies the transition into higher mathematics. Algebra I provides the basic foundation for all further studies in mathematics and leads to many new processes and operations which are only suggested by previous mathematics courses. Positive and negative numbers, equations and inequalities, ratio and proportion, square roots and radicals are some of the topics studied during the first year mathematics courses.

Plane Geometry

Grades 10 or 11

Plane Geometry is an orderly series of statements about plane figures and lines. Considerable attention is given to helping pupils understand the nature of deductive proof, the role of definitions and underlined terms, the meaning of and use of logical sequence and the requirements of necessary and sufficient conditions.

This course is primarily a course in logical thinking providing opportunities whereby pupils may practice deductive reasoning in problem situations similar to those they meet in everyday living. Lines and angles, triangles, parallel and perpendicular lines, circles, arcs, constructions and polygons are some of the topics studied and developed in the course.

Algebra II

Grades 11 or 12

Algebra II is an advanced course in mathematics, using Algebra I as a base. It drills on basic conceptions in order to develop an understanding

of principles as well as the mastery of the use of formulas and equations. Various topics studied offer a hint of ideas and principles to be developed in more advanced courses of mathematics.

Trigonometry/Solid Geometry

Grade 12

This course is offered only to seniors who have completed three previous years of mathematics. It is offered for those students who wish to have a stronger background in mathematics and will be majoring in the math field or one which is closely related to mathematics. It is divided into one semester each of trigonometry and solid geometry. Students enrolling in the course should be very good math students with a strong desire to continue in the field.

MUSIC

The music department offers musical experience to all students in St. Elmo according to their individual interests and abilities.

Scheduled classes with emphasis on group participation include concert and marching band, boys' and girls' chorus, and mixed chorus.

In addition, there are numerous special instrumental and vocal groups, all growing out of the scheduled classes and designed for those with musical talent, capacity for work, and interest in accomplishment.

High School Band

High school band is available to all high school students. Beginning and/or Junior High band is not demanded as a prerequisite if the student has time for private instruction. Band offers the following groups: (1) Marching Band, (2) Concert Band, (3) Pep Band, and (4) Stage Band. In addition to the above large groups, many smaller ensembles and solo opportunities are made available to interested students. All band students are involved in the spring musical. The band also participates in several festivals, contests, and activities of the district and state.

High School Chorus

High school chorus is open to all interested high school students with no prerequisite. When enough interest is shown, mixed, girls' and boys' choruses are offered. Chorus activities includes concerts, festivals, solo and ensemble contests and an annual musical in the spring.

PHYSICAL EDUCATION

In the physical education classes for boys and girls, the entire program has, as its purpose, the development of the whole personality-- physical, social, and mental. It is concerned with the emotional responses, personal relationships, mental learning and other social, emotional, and athletic aspects of individual growth.

The objectives of the total physical education program are to:

- (1) develop physical fitness, (2) increase skill range and accuracy,
- (3) socialize the individual, (4) create favorable attitudes and appreciations, (5) increase knowledges, and (6) foster better use of leisure time.

The role of the teacher is to educate each student through physical education by helping him to develop as a totally functioning human being while engaging in carefully selected activities which are best suited for his needs, interests, and capabilities.

Students should have experience in all phases of the physical education program--quiet and active games, individual and team games, tumbling, rhythmical games, apparatus activities, and exercise.

Boys' Physical Education

The physical education activities for the boys, in the course of a year, would include touch football, softball, tennis, soccer, basketball, volleyball, badminton, wrestling, tumbling, gymnastics, ping pong, and archery. A special section on health is included in this course.

Girls' Physical Education

Activities for the year for girls' physical education would include archery, speedball, volley tennis, volley ball, deck tennis, tumbling, badminton, trampoline, ping pong and calisthenics. A special section on health is included in this course.

Health Education

Grade 10

All students are required to take this one semester course. The purpose of this course is to provide the student with needed information about the problems of physical health, growth, and development during the adolescent years. Special emphasis is placed on communicable diseases, sexual maturity, and daily hygiene.

SCIENCE

The role of science in this modern, yet constantly changing, society can hardly be over-emphasized. In science courses, students are helped to:

1. Understand and appreciate the experimental approach to problem solving.
2. Develop an appreciation of the natural environment.
3. Understand man's dependence upon his natural resources and how to use them wisely.
4. Understand the major laws of science.
5. Use scientific information in maintaining personal and community health.
6. Develop sufficient comprehension to read scientific material with pleasure and profit.
7. Find their science talents and develop them according to their interests and capabilities.
8. Become interested in science as a career.

Five courses are offered in the science department at St. Elmo High School to acquaint the students with the various fields and to offer some depth for the more advanced student.

General Science

Grade 9

General science is a course designed mainly for those students who do not wish to continue with higher science. It is an extension of the concepts and principles studied in grade school science, extending the ideas and methods of discovery into fields of most practical worth to the student.

Biology

Grade 9 or 10

This is a required subject of all college-prep freshmen. Biology is the science which studies all living things, and is designed to acquaint the student with the relationship of all living things and all living processes to man. It is divided into two phases: the study of plants, and the study of animals. This course is accepted as a laboratory science for entrance into college.

Chemistry I

Grade 10, 11 or 12

Chemistry I is an introductory course which meets the basic requirements for students interested in nursing or college science. It introduces the basic concepts of inorganic chemistry.

Students learn symbols, how elements combine through equation solving in order to predict the outcome of certain combinations of elements and compounds, the techniques of handling chemical apparatus and materials, and through laboratory experiments the art of careful observation and recording of results.

Chemistry II

Grade 11 or 12

Chemistry II is a continuation of those concepts and principles learned in Chemistry I. This course is designed to meet the needs of the serious minded science-oriented student who wishes to further enrich his knowledge of chemistry for future use in a scientific profession.

This course is designed to allow the student to investigate the concepts learned in Chemistry I and practice independent study using the scientific method.

Physics

Grades 11 or 12

This course covers the four general areas of (1) methods and limitations of scientific measurement and discovery along with the description of the motion of bodies, (2) light, optics, and wave motion, (3) dynamic laws of motion (force energy, planetary motion, gravitation, momentum, etc.) and (4) electricity, magnetism, and modern physics.

The basic prerequisites for physics are competence with algebra and geometry.

SOCIAL SCIENCE

The philosophy of the Social Science program is to enable the student to understand and face the problems of world, national and social situations. Information and skills can be used to destroy our civilization and to wreck our personal lives. Properly used, the information and skills developed in the social studies can help develop those desirable attitudes which are the real controls of conduct. Therefore, the responsibilities of the Social Science curriculum are to give the student the most realistic knowledge and the truest information that is possible, give him the desire to use his resources for the good of humanity, and train him for promotion of wiser and more effective cooperation.

The general objectives of the Social Science program are as follows:

1. A better understanding and appreciation of the worth and dignity of the individual.
2. An appreciation of our rich heritage.
3. An understanding of the importance of cooperation in gaining and keeping freedom, peace and security.
4. An understanding and appreciation of the achievement and contribution of other nations to us.
5. An appreciation of the great responsibility of the individual in retaining and developing freedom and democratic procedures in the United States.
6. An appreciation and better understanding of our democratic way of life.

Civics/Geography

Grade 9, 10, or 11

The first year in the social sciences consists of one semester in the field of geography and one in government or citizenship. Geographical knowledge is a must in a space age of immediate communication with any and all parts of the earth. With the world closely knit together by the advance of technology, every country has an inescapable obligation to be intelligent about its newly found neighbors. Each must be an alert and knowing citizen. To be this "knowing" citizen it is necessary to study government.

U. S. History

Grade 11

This course is a study of the development of American history from the early explorers to the Space Age. Two important features of this course are a study of the Constitution of Illinois and the Constitution of the United States. This is a required course because an understanding of the economic, political, and social events of the past should aid students to live more fully in the complex world of today. An understanding of this subject is a prerequisite to good citizenship.

World History

Grade 10, 11, or 12

This is a full year course which deals with man and his human relationships with the world in which he lives. This course will survey the great civilizations of the world, with emphasis on their contribution to our lives today. A basic knowledge of our old world background gives the student perspective for a study of American History.

American Problems

Grade 11 and 12

This one-year course makes a study of our government and compares it to other governments with a major emphasis on current affairs and how they affect us. The student publication "Senior Scholastic" is used extensively in this course with the regular text.

Psychology

Grade 10, 11, or 12

There are several objectives in this one semester course. Among the most important of these is to help students to understand themselves and their everyday problems. Time is spent in the development of new concepts with which students may improve their relations with others and develop skills in social traits. A considerable amount of time is also spent in examining the psychological problems confronting our society and exploring the psychological background and development in the treatment of mental illness.

VOCATIONAL AGRICULTURE

The classes in agriculture are organized to help students learn about career opportunities in agriculture and to develop skills and abilities needed to enter these careers. At present students are encouraged to select classes that prepare them for the following broad career areas: Agriculture production or farming, agricultural mechanics, ornamental horticulture, and agricultural sales and service.

Most classes are offered on a semester basis. In this way students may select several different classes to best prepare themselves for their career goals.

Agriculture I

Grades 9 or 10

Agriculture Science: This first semester class in agriculture I is an introduction to the various opportunities in agriculture. This class teaches students to "learn by doing" in livestock, crop, group, and employment projects which serve as their laboratory. Leadership, citizenship, and cooperative abilities are developed through introduction to, and participation in the F.F.A.

Beginning Mechanics: The second semester class in agriculture I is an introductory class in several areas of mechanics. These areas include electric welding, oxyacetylene welding, woodworking and carpentry, cold metal work, and identification, care and use of hand and power tools.

Agriculture II and III

Grades 10, 11, or 12

The one semester courses which are offered to students during their second and third years in agriculture consist of eight courses offered on an alternating basis. These courses may be taken in any sequence the student may elect and the only prerequisite is agriculture one.

Odd Numbered Years

Animal Science: This class will be offered the first semester of each odd numbered year. This class studies and practices selection, feeding and management of all classes of livestock. It offers a good study of job opportunities and understanding needed in the livestock feed, and slaughtering industry as well as the developing fish farming industry.

Advanced Welding: This class is also offered the first semester of each odd numbered year. In this course the student develops welding skills, and learns to cut and shape steel and cast iron to a degree needed for working in machinery dealership, farming, and several other industries. Part of the class is application of skills in shop projects.

Crop and Fertilizer Science: This class will be offered the second semester of each odd numbered year. This course includes the study of soil tests; and application of fertilizer; varieties, and management of crops for greatest profit.

Gasoline Engines: A basic mechanic class taught the second semester of each odd numbered year with emphasis on understanding operations and repairs of machinery and equipment. This class includes small engine repair and overhaul; and tractor care, maintenance and repair.

Even Numbered Years

Building and Equipment: This class will be offered the first semester of each even numbered year. The class includes surveying, building layout, principles of farm building and building materials. The course also includes projects in construction and equipment repair.

Ornamental Horticulture: This class will be offered the first semester of each even numbered year. This class includes employment opportunities; turf and golf course management; floriculture; greenhouse management; landscaping; and nursery management. Group community projects of landscaping, shrub setting, and flower arrangement are a part of this class.

Agriculture Electricity: This class is offered the second semester of each even numbered year. Included in this course are the principles of electricity; electric motor identification, use and care; electrical controls; and house wiring.

Agriculture Business Management: This course is offered the second semester of each even numbered year. This course includes principles of financing business, farm management and other agricultural business management.

Agriculture IV

Grade 12

Agriculture IV or Agricultural Occupations is a full year class offered each year. One class period per day is used to develop skills and understanding needed in employment in a business with some level of management as a goal. Part of the class is group study and part is individual study to better understand the specific job in which they work. This class is taught in combination with vocational occupations.

Two class periods each day are on-the-job under the supervision of the employer and the instructor. This is a combination learning - employment program. Two units of credit are given for this class.

STUDENT ORGANIZATIONS

STUDENT ORGANIZATIONS

STUDENT COUNCIL

Each high school class elects two of its members to the Student Council. In turn, the elected members then select candidates for president, vice president, secretary, treasurer, and reporter from its membership. The entire high school student body then elects the officers for the year.

The main objectives of the council are (1) the development of student leadership (2) the fostering of school morale by creating a feeling of partnership in school enterprises (3) the promotion of mutual respect of personalities.

The Student Council passes out rules for the regulation of student activities, approves special student committees, assists in the management of special events of an all-school character, and keeps a record of all extra-curricular activities throughout the year.

FUTURE HOMEMAKERS OF AMERICA

The St. Elmo chapter of F.H.A. is a chartered unit of the Illinois Association, which is chartered by the national organization. It offers an opportunity for the further development of pupil initiative in planning and carrying out activities related to home-making.

F.F.A.

The F.F.A. is a local, state and national organization. The St. Elmo chapter participates at all of these levels. The purposes of the F.F.A. includes development of members in leadership, citizenship, cooperation and workmanship. Through award programs members are encouraged to work for excellence in public speaking, community development, judging, parliamentary practice, scholarship, leadership, journalism, livestock programs, crop programs, home improvement programs, and recreation programs.

GIRLS' ATHLETIC ASSOCIATION

The aims of this association are to promote interest and participation in girls' athletic activities and the development of desirable practices in health and of good sportsmanship. Membership is open to all girls who are interested and willing to cooperate with the group.

LIBRARY CLUB

The Library Club is open to all students who have an interest in working in the library. An interested student may gain valuable experience while performing an essential service for the school by working in the library during his free time. Duties include working at the circulation desk, checking out books and magazines, and assisting in the work room with the cataloguing and shelving of new material.

YEARBOOK

The school yearbook, the Elmonian, is open to all selected freshmen, sophomores, juniors and seniors. The Elmonian provides positions for writers, photographers, typists, artists, and business managers. It gives students with a specific interest in any of these areas a chance to be of great service to his fellow students as well as acquire experience in practical application of their skills.

NEWSPAPER

The newspaper staff is selected from the people in the junior and senior class who are currently enrolled in speech and journalism. They produce the "ECHO" section of the St. Elmo Banner each week. It gives the students a better idea of what it takes to write, produce, and assemble information for such a project.

FRESHMAN PROGRAM OF STUDIES

1. English I
2. General Science or Biology
3. Practical Math or Algebra I
4. _____
5. Physical Education and Health
6. _____
7. _____

ELECTIVES

(Select electives to complete schedule)

ART

Art I

COMMERCIAL

Typing I, Gen. Bus.

FOREIGN LANGUAGE

French I
Spanish I

MUSIC

Band
Chorus

VOCATIONAL

Vocational Homemaking I
Industrial Arts I
Vocational Agriculture I

SOPHOMORE PROGRAM OF STUDIES

1. English II
2. Health Education
3. _____
4. _____
5. Physical Education
Driver Education

ELECTIVES

(Select electives to complete schedule)

ART

Art I

COMMERCIAL

Typing I
Typing I/Gen. Bus.

FOREIGN LANGUAGE

French I
Spanish I
Spanish II

MATH

Algebra I
Plane Geometry

MUSIC

Band
Chorus

SCIENCE

Biology
Chemistry I

SOCIAL STUDIES

Civics
World History
Psychology

VOCATIONAL

Homemaking I or II
Industrial Arts I or II
Agriculture I or II

JUNIOR PROGRAM OF STUDIES

1. English III
2. U.S. History
3. _____
4. _____
5. Physical Education
- _____
- _____
- _____

ELECTIVES

(Select electives to complete schedule)

ART

Art I

COMMERCIAL

Shorthand I
Basic Business
Bookkeeping
Typing I
Typing II
Typing I/Gen. Bus.

FOREIGN LANGUAGE

Spanish I
French I
Spanish II

MATH

Algebra II

ENGLISH

Speech/Journalism

MUSIC

Band
Chorus

SCIENCE

Biology
Chemistry I
Chemistry II
Physics

SOCIAL STUDIES

Civics
World History
Geog., Econ.
Psychology

VOCATIONAL

Homemaking III
Industrial Arts III
Agriculture III

SENIOR PROGRAM OF STUDIES

1. _____
2. _____
3. _____
4. _____
5. Physical Education
6. _____
7. _____

ELECTIVES

(Select electives to complete schedule)

ART

Art I

COMMERCIAL

Shorthand I
Basic Business
Bookkeeping
Typing I
Typing II
Typing I/Gen. Bus.
Office Practice

ENGLISH

English IV
Speech/Journalism

FOREIGN LANGUAGE

Spanish II

MATH

Trig/Solid Geom.

MUSIC

Band
Chorus

SCIENCE

Chemistry I
Chemistry II
Physics
Biology

SOCIAL STUDIES

Geog., Econ.
American Problems
Psychology

VOCATIONAL

Family Living
Homemaking IV
Industrial Arts IV
Agriculture IV

ST. ELMO COMMUNITY HIGH SCHOOL

FOUR (4) YEAR COURSE OF STUDY

STUDENT'S NAME _____

FRESHMAN:

1. English I
2. General Science or Biology
3. Practical Math or Algebra I
4. _____
5. Physical Education and Health

SOPHOMORE:

1. English II
2. Health Education
3. _____
4. _____
5. Physical Education

Driver Education

JUNIOR:

1. English III
2. U. S. History
3. _____
4. _____
5. Physical Education

SENIOR:

1. _____
2. _____
3. _____
4. _____
5. Physical Education

This program is designed to encourage the student to plan and think ahead and to provide continuity in his studies at St. Elmo Community High School. This program is only tentative and may change or be changed as the curriculum changes and as the student's needs and interests change.

Comments: