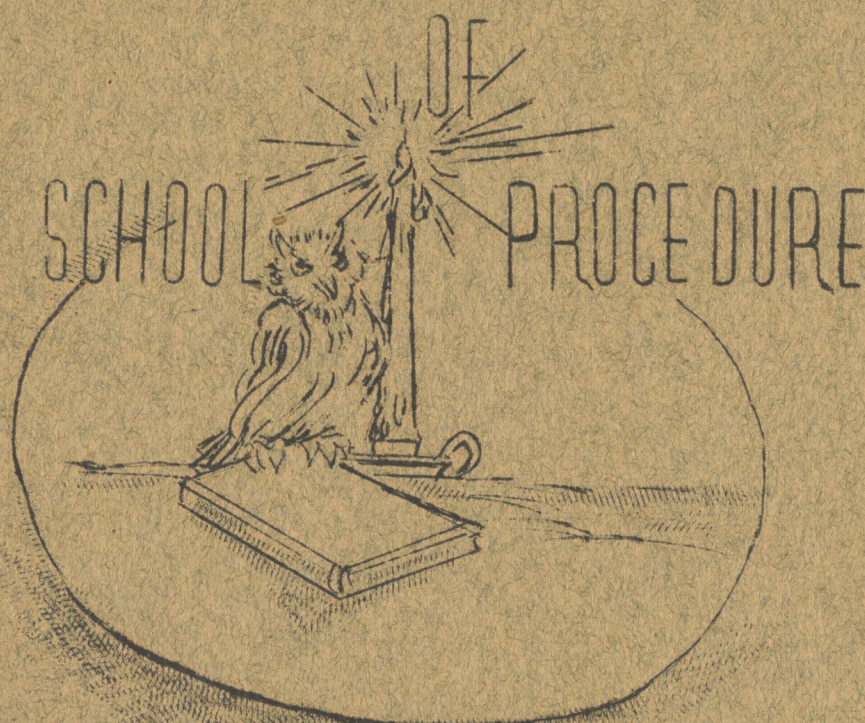


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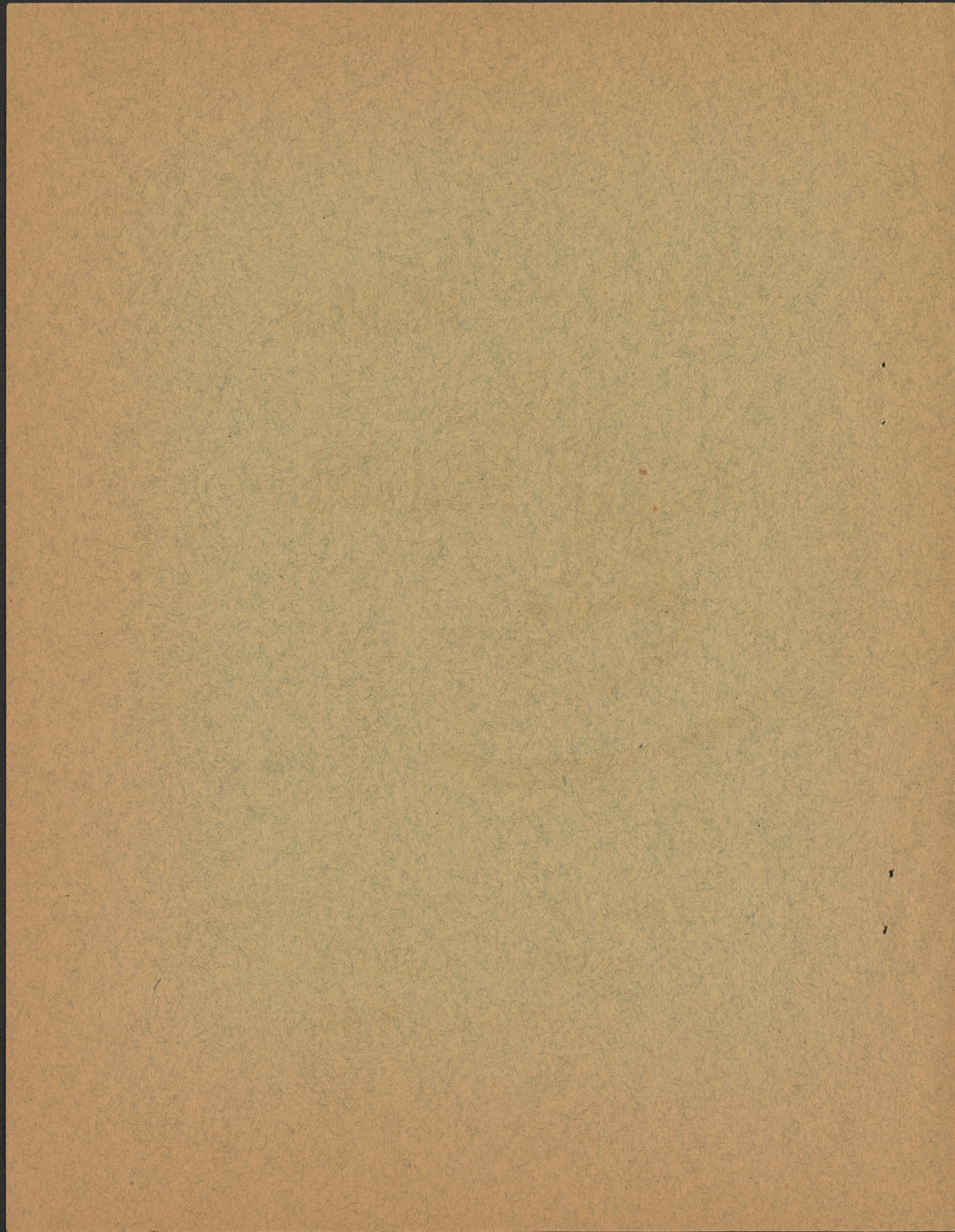
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TEACHER'S HANDBOOK



TRI-STATE HIGH SCHOOL
NEWELL CALIFORNIA

JAN. 25, 1944



"Because in the hearts of children
There is neither East nor West."

Rudyard Kipling

THE THIRD DIMENTION IN EDUCATION

"An amazing increase in the very numbers of things which an educated man must know today calls not only for more facts, but calls also for what might be called a third dimension in education; the tying together of all subjects and all the facts into the relationship of their whole with modern life."

Franklin D. Roosevelt
President of the United States

THE OBJECTIVES OF CIVIC RESPONSIBILITY

"Our country might conceivably be overwhelmed by superior military force, but our democracy will never be imperiled by outside attacks. Democracy is always weakened from within. Only its own feebleness or complacency destroys it. We in Europe see more clearly than you that democracy dies from lack of discipline, unwillingness to compromise, group pressure, corruption, usurpation of public power because the public is greedy or indifferant. It dies unless it ~~draws~~ draws life from every citizen. Denouncing dictators gets nowhere. The job of those who believe in the democratic process is to be positive, not negative, to build it up, expose and correct its mistakes, keep it alive."

A statement from Czechoslovakia published
in the New York Times, September 25, 1937

PROGRAM OF STUDIES ----- TRI-STATE HIGH SCHOOL 1944

I. General Education (Core Curriculum)

The core curriculum, or unified studies, involves a basic course required of all students to which two periods a day are commonly devoted. This course may be worked around broad themes or problems which take their character from needs common to all students. Integrated courses of this kind may become the cooperative undertaking of a group of teachers in different fields, draw upon the resources of their particular area, and unite their efforts in meeting the educational needs of the students. (This is particularly necessary in the Junior High School.) The special field courses may run parallel with the core courses. English, for example, may be commonly both represented in the core course and offered separately as a subject of study in its own right. The same is true for science, art, and mathematics.

If work on the core curriculum is successful, it tends to reveal subject lines of relationship between hitherto basic fields, and gives rise to unified work within the special subjects as well as within the core course. The materials of science, mathematics, and social studies, for example, may become grist for the mill of the English teacher who discovers that improving the use of language depends upon increasing sensitiveness to the different meanings words take on in the context of different experiences.

A. The 7th and 8th grades

1. Core Curriculum

In the 7th and 8th grades, the common experiences are provided through the social studies, with special emphasis on English. Here approximately 50% of the school day is devoted to these activities.

2. Special Subject Fields

Music, Art, and Crafts are the special field courses which may be chosen as electives.

B. Grades IX - XII

1. Core Curriculum

In the ninth, tenth, eleventh, and twelfth grades, double periods are scheduled to provide the common experiences. The core course is closely associated with guidance. The core class teacher, wherever possible, is the homeroom teacher. The core course becomes the center for developing the student's social program, which incidentally becomes a medium

for building up English skills and social usage.

Double-period classes scheduled for 1944; English I, World History; English II, World Geography; English III, U.S. History; English IV, Problems of Democracy.

2. Special Subject Fields

Key; $\frac{1}{2}$ credit equals one period per day for one semester.

1. credit equals one period per day for one year.

Roman numerals IX - XII refers to grades

ART

Art I -----	1 credit	Free-hand drawing ----	1 credit
Art II-----	1 credit	Commercial art -----	$\frac{1}{2}$ credit
Craft -----	$\frac{1}{2}$ credit	Home Arts -----	$\frac{1}{2}$ credit

COMMERCIAL

Typing I ----	1 credit	Shorthand I -----	1 credit
Typing II-----	1 credit	Shorthand II-----	1 credit
Junior Business Training -----	$\frac{1}{2}$ credit		
Bookkeeping --	1 credit		

ENGLISH

English IX ---	1 credit	Business English --	$\frac{1}{2}$ credit
English X ---	1 credit	Reading Improvement	$\frac{1}{2}$ credit
English XI---	1 credit	Language Skills ----	$\frac{1}{2}$ credit
English XII--	1 credit	Public Speaking ----	$\frac{1}{2}$ credit
		Speech Arts -----	$\frac{1}{2}$ credit

GUIDANCE AND COUNSELING

Junior Problems-----	$\frac{1}{2}$ credit
Senior Problems-----	$\frac{1}{2}$ credit

HOME ECONOMICS

Foods I -----	1 credit	Clothing I -----	1 credit
Foods II -----	1 credit	Clothing II -----	1 credit
		Home Nursing -----	$\frac{1}{2}$ credit
		Personal & Domestic Service -----	$\frac{1}{2}$ credit

LANGUAGES

Latin I -----	1 credit	Spanish I -----	1 credit
Latin II -----	1 credit	Spanish II -----	1 credit
French II -----	1 credit		

MATHEMATICS

Algebra I -----	1 credit	Drafting -----	$\frac{1}{2}$ credit
Algebra II -----	1 credit	Trigonometry ---	$\frac{1}{2}$ credit
General Mathematics -----	1 credit		
Plane Geometry -----	1 credit		
Solid Geometry -----	$\frac{1}{2}$ credit		
Mechanical Drawing --	1 credit		

MUSIC

Junior Glee Club --	$\frac{1}{4}$ credit	Chorus -----	$\frac{1}{4}$ credit
Senior Glee Club --	$\frac{1}{4}$ credit	Junior Band -----	$\frac{1}{2}$ credit
Junior Orchestra --	$\frac{1}{2}$ credit	Senior Band -----	$\frac{1}{2}$ credit
Senior Orchestra --	$\frac{1}{2}$ credit		

(credit for one year's work)

PHYSICAL EDUCATION

Physical Education -----	1 credit
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SCIENCE

General Science -----	1 credit	Biology -----	1 credit
Chemistry -----	1 credit	Physics -----	1 credit
Physiology & Hygiene ---	1 credit		

SHOP & VOCATIONAL

Woodshop -----	1 credit		
Advanced Shop -----	1 credit		

SOCIAL SCIENCE

World History ----- 1 credit Problems of Democracy - 1 credit
World Geography ----- 1 credit
American History & Constitution ----- 1 credit

II. High School Graduation Requirements

A. Credit Requirements

In order to graduate from High School, it is necessary for the student to earn the following credits (which will include those earned in the ninth grade):

1. 20 credits in a Vocational Course
2. 22 credits in a College Preparatory Course

The satisfactory completion of a subject taken once a week for one period from 45 to 60 minutes in length for one semester earns one-half credit. The minimum period for credit granted in any course is one semester. Any single semester's credit earned in any senior high school may count towards graduation. However, less than one year of credit in a subject, such as foreign language or mathematics, may not be accepted for entrance to college or university, or for the completion of certain curriculum.

B. Subject Requirements

1. Requirements for Students who Choose the Vocational Course

In addition to a major in some particular field, the vocational student's course must include the following:

English -----	3 credit
Science -----	1 credit
U.S. History & Constitution -----	1 credit
Problems of Democracy:	
Economics -----	$\frac{1}{2}$
Sociology -----	$\frac{1}{2}$
	----- 1 credit
Junior Problems -----	$\frac{1}{2}$ credit
Senior Problems -----	$\frac{1}{2}$ credit
Physical Education -----	4 credits
World History -----	1 credit

2. Requirements for Students who Choose the College Preparatory Course

English -----	4 credits
Science -----	2 credits (one in third or fourth year)
World History -----	1 credit
U.S. History & Constitution -----	1 credit
Problems of Democracy:	
Economics --- $\frac{1}{2}$	
Sociology --- $\frac{1}{2}$	
-----	1 credit
Junior Problems -----	$\frac{1}{2}$ credit
Senior Problems -----	$\frac{1}{2}$ credit
Language -----	2 credits of the same language.
Mathematics -----	2 credits
Physical Education -----	4 credits

In addition mathematics (third or fourth year), chemistry, physics, or two years of a foreign language--1 or 2 credits

C. Scholarship Requirements

1. General requirements: The student must earn a passing grade before credit can be given.

2. For recommendation to college:

In a subject completed in the last three years of the high school, a scholarship average of grade "B" must have been maintained. In computing scholarship averages, semester grades rather than yearly grades are used.

For example: A semester grade "A" in either half of a prescribed course may be used with a semester grade "C" in either half of any other prescribed course to obtain a "B" average.

Required subjects taken in the last three years of high school in which a "D" has been received will not be counted in reckoning the required scholarship average or in satisfaction of the subject requirements.

This minimum program fulfills the requirements for entrance to the University of California.

GENERAL REGULATIONS AND PROCEDURES

Change of Program

A student desiring to change his program should first consult the teacher of the subject he wishes to drop. If the teacher advises the change, the student then consults his counselor from whom he may secure the "Change of Program" form. The student will fill out the form according to directions and present it to his counselor for signature.

The "Change of Program" form should be filled out in triplicate: one copy for the former teacher, one copy for the new teacher, and one copy to be filed in the office.

THE SIGNATURES OF ALL TEACHERS CONCERNED MUST BE OBTAINED AND THE FORM RETURNED TO THE OFFICE WITHIN 24 HOURS FROM DATE OF ISSUANCE.

REPORT CARDS

Reports of the progress of the students in school are sent to parents and guardians at the end of each nine weeks. The success of the student in school depends upon the close cooperation of the home and the school, and parents are requested to call at the school at any time for additional information regarding the work of their children.

MEANING OF MARKS

Marks in subjects:

A -- Superior work

B -- Better than average; good work

C -- Average; fair

D -- Passing

F -- Failure

Inc. -- Incomplete (incomplete because of absence; not given when work is not of passing grade.)

Every class absence is recorded on the report card. Report cards are to be signed by the parent or guardian and returned the day following the day on which they are received.

ATTENDANCE

Attendance at the Tri-State High School, is not compulsory, but once a student has enrolled, the attendance must be regular or the student will be dropped from the rolls and not allowed to attend. Absence for illness or other legitimate cause may be excused.

EXCUSES

Whenever a student is absent from school, he shall bring, on his return to school, an excuse from home signed by one of his parents or by a person authorized to act in that capacity. The excuse should be dated, and state the date of the absence, the exact length of time the pupil was out of school, and the reason for the absence. This shall be presented to the attendance officer who will then give the student a "re-admission slip" which must be presented to each of his teacher.

Form No. 10.31432-A

TARDINESS

In case of tardiness, an excuse shall be presented to the officer in charge of attendance. The attendance officer will then issue an admit slip by which the student may gain admittance to his class.

If a student is detained by a teacher in one class and, consequently, is late for another class or study hall, he shall bring an excuse from the teacher who detained him.

Form No. 10.3143-A

ABSENCE AND TARDINESS REPORTS

At the beginning of each period (five minutes of the period elapses before the attendance messenger begins his rounds) each teacher will fill out form No. 10.31431-A for each absent or tardy student and place the forms in a clip to the left of the door where they will be picked up by the messenger.

If a student enters class with an admit slip from the office after the messenger has taken up forms No. 10.3143-A, his tardiness may be reported at the end of the day on the Daily Absence Summary Sheet form No. 10.31431-B. Each teacher is responsible for keeping individual attendance records in his roll book.

PASS SLIP

When it is necessary for a student to leave a classroom to consult with another teacher or the counselor, he must:

1. Get a pass slip from the teacher in charge; write the date and time he is leaving, where he is going, his signature, and obtain the signature of the teacher in charge of the class which is leaving.
2. Return to the class before the end of the period and present the pass slip, which must have the signature of the teacher consulted and the time he left the conference.

Form No. 10.31433-A or 10.31432-B

PERMIT TO LEAVE SCHOOL

All requests to leave school shall be referred to the attendance secretary except in emergency cases. In case of emergency, the teacher shall be responsible for seeing that the student is accompanied by a responsible person to the out-patient clinic of the hospital. The case should then be reported to the attendance officer.

The student shall report to the attendance officer upon his return to school and secure a "re-admission slip".

Form No. 10.31433-B

REQUISITIONS FOR DUPLICATING WORK

The requisitions for duplicating work are obtained from the chief mimeographer in the High School Office. The material to be mimeographed must be submitted to the Principal or the Vocational Adviser for approval.

CLASSROOM SUPPLIES

Teachers may obtain classroom supplies from the supply clerk in the High School Office.

BULLETIN BOARDS

A bulletin board will be placed in the hall of each wing and in front of the gymnasium for posting of school notices. Students should form a habit of looking on the bulletin boards for important notices. All notices to be posted must have the approval of the assistant principal twenty-four hours before posting.

LITERARY RULES

No teacher may send students to the library without first issuing a pass. Any teacher taking a class to the library must arrange with the librarian at least one day in advance.

Any books of current interest will be charged out for one week only, with no renewal privileges. A charge of five cents a week will be made for these books.

The Curriculum Library is for the use of the teachers and assistant teachers of High, Elementary, and Adult Schools and for all members of the office staff. No book is to be taken from the library without checking at the librarian's desk. Library rules will be found posted above the librarian's desk in the Curriculum Library.

LOST AND FOUND

All lost and found articles should be turned in immediately to the lost and found department located in the High School Office. Unclaimed money will be turned over to the student body and all unclaimed articles sold. The proceeds of the sale will go to the student body fund.

ADMINISTRATIVE COUNCIL

The Administrative Council shall meet every Monday afternoon at 4:15 in the principal's office. The members of the Administrative Council will be the Principal, who shall act as chairman; Boys Counselor; Girls Counselor; the representative of the Junior High School teachers; the representative of the Senior High School teachers; the faculty sponsor of the Student Body activities, and the President of the Student Body.

The purpose of the Council shall be to discuss all problems important to the Faculty and Student Body of the Tri-State High School.

All extra-curricular activities and all dates for social activities or business activities must have the approval of the Administrative Council.

STUDENT ACTIVITIES AND ORGANIZATIONS

The Tri-Stater

The Tri-Stater is the Tri-State High School paper published weekly during the school year by the students of the class in journalism, under the direction of the instructor of journalism.

The paper is issued free to all holders of a student body card.

Assemblies

The student body assemblies shall meet in the auditorium of the high school buildings at such times as are authorized by the principal.

Seats shall be assigned according to classes and faculty advisers shall be seated with their classes.

Programs for the assembly, exclusive of rallies, shall be arranged by a committee and the faculty sponsor of assemblies.

The assemblies are regular school exercises and attendance is required. One purpose of the student body assembly is to present student body problems for discussion and solution and to develop a common understanding of the ideals and spirit of the school.

Each action taken by the student body must have the approval of the principal before it becomes effective.

CLASS MEETING

At the beginning of the school year, each class shall meet to organize, and to elect its own officers. Each class will elect one member to the social affairs committee.

Class meetings may be held regularly, or called when necessary. They are presided over by the class officers under the guidance of a faculty adviser. The adviser is appointed by the principal at the beginning of the school year. Before a class meeting is called, the consent of the class adviser is required; the adviser, in turn, shall obtain the consent of the principal.

Any action taken by the class must have the approval of the adviser and the principal before it becomes effective.

DANCE REGULATIONS

Parents, members of the faculty, and all students may attend school dances. Students may obtain special permission to invite friends not members of the student body by obtaining the approval of the principal one week prior to the date of the dance. The pupil asking for such permission will be held responsible for the conduct of the guest.

All school dances are sponsored by some school group and are under the supervision of two authorized faculty sponsors. All dates for school functions must have the approval of the administrative council. The request for a date must be presented to the administrative council at least two weeks before the scheduled event.

CLUBS

Every student in the Tri-State High School is urged to become a member of some club. The clubs are usually small groups and organized around some special interest in a particular field. Here the student may gain experience as a club officer, learn parliamentary usage, and appear on club programs. Clubs also afford an excellent opportunity for students to make friends with other students who are interested in the same field.

Clubs are organized by the students under the supervision of a faculty member. Some of the clubs which have been organized are:

The Hi-Y

The purpose of the Hi-Y is "to build school morale, to be of service to the school and community, and to build high standards of character in line with the Hi-Y platform of clean living, clean speech, clean athletics, and clean scholarship.

The Music Club

This club affords an opportunity for music lovers of all types to get together.

The Junior Red Cross

Membership in the Junior Red Cross is open to all students who pay the membership fee (one cent to twenty-five cents). The

members have an opportunity to perform regular Red Cross work and to work on programs given to publicize Red Cross activities or to raise money for Red Cross activities.

The Speakers Bureau

Students receive actual practice in addressing groups of people. The members of this club may be chosen to make special student body announcements, and to speak before other classes or organizations in the school or community.

OTHER CLUBS: Art Club; Book Club; Chemistry Club; Commercial Club; Cosmetology Club; Girl Reserves; Home Economics Club; Nature Club; Tri-State Slammers (ping-pong); Tri-State Thespians (drama); Tri-State Strutters (twirling); Zoology Club.

SCHOLARSHIP SOCIETY

The Scholarship Society is a chapter of the National Honor Society of Secondary Schools. It was founded by the National Society of School Principals in 1921.

The object of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in pupils of the Tri-State High School.

CURRICULUM PLANNING

The teachers in the Tri-State High School are confronted with the necessity of adjusting their educational philosophy and practices to meet the particular needs of their students in this center. These needs call for a thoughtful examination by the teachers, not only of the contents of their special subject fields, but also of their techniques of instruction. In many cases a new curriculum will need to be planned.

The following suggestions are offered for those teachers who are willing to meet the child's needs and plan units of work. Curriculum workshops will be arranged during the year for the teachers in the same subject fields and for those in closely related fields.

SUGGESTED OUTLINE OF ORGANIZATION OF CURRICULUM

PLANNING and TEACHING

The following outline is offered as a suggestion to those

teachers who would rather prepare more specific teaching plans than the "Source Unit" or "Resource Unit."

Although the ideal is that the "content" should serve as a source for the teacher to draw from in assisting the pupils to plan, develop, and evaluate their own experiences, many teachers find that they would rather have more specific plans as well as day to day plans in front of them, especially in the skills. This pattern is one which every good teacher follows mentally as he plans his teaching, combining the curriculum planning with the specific teaching plans:

I. AIMS:

- A. General -- Over-all learning. Large goals toward which all are working.
- B. Specific -- Over-all learning of one phase of education: Course, subject, social function, or area of living.

II. NEEDS OF THE CHILD: Based on diagnosis of the child, his difficulties, examination of outcomes of previous learning, the child's previous experience, and teacher judgment. (Both pupil and teacher should study these needs.)

III. OBJECTIVES: Set up by pupil and teacher to satisfy the above aims and to meet the needs of the child. (No. II) These may be classified:

- A. Skills (abilities) needed
- B. Understandings
- C. Attitudes and Appreciations

IV. EXPERIENCES (Activities): Agreed upon cooperatively by teacher and pupil to provide the functional activity to reach the objectives set up.

V. TECHNIQUES (Methods): These procedures used by either teacher or pupil to reach objectives set up.

A. Teacher

B. Pupil

VI. MATERIALS: Texts, audio-visual equipment, materials, and any other aspects of the environment used as content for the above learning activity.

VII. EVALUATION: Teacher and pupil check-lists, tests, and other means of evaluation used to examine the outcomes of learning to ascertain whether the objectives have been reached.

Unexpected outcomes, further needs, and need of new direction will serve as a basis for future aims and objectives, and so curriculum making, planning, and teaching is a continuous process.

The following outline is offered as a means of systematizing one's work so that one can eliminate the use of the word "Objective", realizing always that Roman numerals (I) will represent objectives, etc. The symbols for each category follow:

GENERAL PLANS:

AIMS:

General
Specific

NEEDS:

SPECIFIC PLANS:

I. Objectives

(Each new objective should receive the next consecutive Roman Numeral - II)

A. Experience

(Each new experience needed to reach objectives should receive the next large case letter - "B")

1. Technique:

(Each new technique used in carrying on the above experience should receive next Arabic number - 2)

a. Materials:

(Materials will be listed by small case letter. Next item - b)

1. Evaluation:

(Means of evaluation will be listed by Arabic numerals followed by one parenthesis. Next item -2)

SUGGESTED PATTERN FOR ORGANIZATION OF SOURCE MATERIALS

AND PROCEDURES FOR THE SOCIAL LIVING PROGRAM

The following outline is offered as a suggestion to those teachers who are interested in recording particular procedures

and source materials in connection with a unit of work. It is an adaptation of an outline reported by Gladys L. Potter to the first annual conference of Elementary School Principals at Oakland, California, April, 1939.

- I. INITIATION -- SUGGESTED APPROACHES: It is desirable that the initiation of the unit be based upon some interest of the child, perhaps relating to a previous unit or induced by such things as a film showing displays of articles, etc.
- II. DEVELOPMENT: If there are subdivisions, development of each of them should be listed specifically. (For example, a unit on Textiles might have: A. Cotton; B. Wool; C. Silk; etc.) These do not need to be in the final sequence to be followed, but should be brief and should include all significant aspects of the area being studied.
- III. SUGGESTED ACTIVITIES (BE SPECIFIC)
 - A. Field Trips
 - B. Films
 - C. Speakers
 - D. Radio
 - E. Construction
 - F. Art Activities
 - G. Exhibits
 - H. Maps and Graphs
 - I. Process Activities
 - J. Music and Rhythm Activities
 - K. Literature and Dramatization
 - L. Written Expression
 - M. Oral Expression
- IV. OUTCOMES: Under this heading should be included specific changes that are expected to occur in the child during the development of the unit. The suggested division of this heading are:
 - A. Development and refinement of attitudes such as:
 - B. Growth in abilities such as:
 - C. Knowledge (in keeping with the maturity of the students being taught of such facts as:
 - D. Appreciation of such phases of the study as:
- V. SOURCES OF INFORMATION: Under this heading should be included specific references with addresses, name of persons, and any other information that is indicated:
 - A. Field trips
 - B. Flat pictures, still films and slides
 - C. Films
 - D. Speakers or persons who can give information
 - E. Phonograph records and songs
 - F. Folk tales, legends, myths, etc.

- G. Other literature
- H. Poems
- I. Exhibits, booklets, materials, etc.
- J. Miscellaneous

VI. BIBLIOGRAPHY

- A. Background bibliography for the teacher
 - 1. books
 - 2. magazines
- B. Bibliography for students and teachers
 - 1. books
 - 2. magazines
- C. Students bibliography for students
 - 1. books
 - 2. magazines

