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State of Indiana
Department of Public Instruction

**Digest of State Courses
of Study
for
Indiana High Schools**

Prepared under the direction
of the Inspection Division

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1938

FLOYD I. McMURRAY
State Superintendent of Public Instruction

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This edition of the Digest of State Courses of Study supersedes
all other issues.

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FOREWORD

On February 4, 1938, the State Board of Education, acting in accordance with the state text book laws, adopted high school text books for use in grades nine to twelve for the five-year period beginning September, 1938. This publication supplements the Administrative Handbook and presents in brief the regulations of the State Board of Education as they apply to offering and scope of work for each subject for those grades.

Since the complete regulations of the board, so far as curriculum problems are concerned, are stated in the Administrative Handbook, no effort is being made to restate those regulations. The principal purpose of this publication is to state briefly the scope of work which is to be offered in each subject on the various grade levels and to indicate the text books which are to be used where adoptions have been made.

School officials are urged to follow the requirements of the law and *use state adopted text books*. These, however, may be supplemented by adequate library materials in the fields which they represent.

FLOYD I. McMURRAY,
State Superintendent of Public Instruction.

A DIGEST OF STATE COURSES OF STUDY

I. ENGLISH.

1. *Oral and Written Expression.*A. *Grade IX.*

Text: Seely—EXPERIENCES IN THOUGHT AND EXPRESSION, Silver Burdett Company.

Suggested Time Allotments:

Grammatical Usage, 5 weeks; Written Expression, 5-6 weeks;
Oral Expression, 5-6 weeks; Library, 1-2 weeks.

First Semester:

Unit I.—Objective: To assist pupils to apprehend the utility of their work with language and the inherent interest in this work; and to introduce them into their book.

Chapter I.

Unit II.—Objective: To give pupils a clearer insight into what language is and the significant part it plays in all phases of their lives.

Chapter II.

Unit III.—Objective: To inspect with pupils the uses and characteristics of effective conversation and to develop increased skill in informal and oral composition.

Chapter III. (In connection with written conversation, consult Chapter VIII, pages 240-244; Chapter IX, pages 327-329; and Chapter XI, pages 365-369.)

Unit IV.—Objective: To observe with pupils wherein more formal speaking differs from conversation, to set up standards for effective speaking, and to inculcate co-operative audience attitudes.

Chapter IV, to "The Criticism of Oral Compositions."

Unit V.—Objective: To erect standards for the criticism of oral composition, to discover effective ways of preparing to talk to a group, and to put to further use the principles that have been developed.

Chapter IV, from "The Criticism of Oral Compositions" to the end.

Second Semester:

Unit VI.—Objective: To observe the part writing plays in life in school and out, and to help pupils discover and eliminate certain of their written-composition weaknesses.

Chapter V, to "Discovering Some of the Types of Written Composition."

Chapter XII:

a. Introductory section, entitled "What Grammar Is and and the Uses We Make of It."

- b. Those portions of the structural grammatical studies found on pages 392-423 that seem essential for the particular class.
- c. Such of the group and written problems beginning on page 436 as are needed to eliminate usage weaknesses exhibited by pupils in their preceding activities in oral and written composition.

Unit VII.—Objective: To continue the discovery and elimination of specific written-composition weaknesses, with particular reference to improving sentence skills.

Chapter VIII, to the section entitled, "Using Words Which Show Relations and Bridge Gaps Between Thoughts."

Unit VIII.—Objective: To continue the discovery and elimination of specific written-composition weaknesses, with particular reference to increasing skill in capitalization and punctuation.

Chapter X:

- a. Introduction, "How Capitalization and Punctuation Serve Us."
- b. Such of the capitalization problems as appear most needful for the majority of the class.

Chapter XI:

- a. Introduction, "The Part Punctuation Plays in Expression."
- b. Such of the punctuation problems as appear most needful for the majority of the class.

Unit IX.—Objective: To observe the part letters play in life and to achieve skill in the writing of social letters.

Chapter VI, to "Kinds of Business Letters."

B. Grade X.

Text: Seely—EXPERIENCES IN THOUGHT AND EXPRESSION, Silver Burdett Company.

Suggested Time Allotments:

Grammatical Usage, 5 weeks; Oral Expression, 5-6 weeks;
Written Expression, 5-6 weeks; Library, 1-2 weeks.

First Semester:

(Units I, II, and III are in the nature of a cumulative review. Therefore, at the teacher's discretion the units may be combined or certain phases of them may be omitted.)

Unit I.—Objective: To establish more firmly in the minds of pupils the importance in life of effective language and to observe again the leading role played by language in almost all human activities.

Chapter I: Introduction and such phases of the group problem as may be re-employed with benefit.

Chapter II: Introduction and such of the group, oral, and written problems as the class may benefit from employing a second time.

Unit II.—Objective: To review the characteristics of productive conversation.

Chapter III: The explanatory and summarizing materials of the chapter and such of the problems as the class will profit from re-employing.

Unit III.—Objective: To re-establish in the minds of pupils criteria for effective speaking, for audience conduct, and for helpful criticism; and to afford further experience in the preparation and delivery of talks.

Chapter IV:

- a. The re-reading of explanatory and summarizing materials and the re-employment of such of the problems preceding Oral Problem 6 as may be of especial worth to the individual class.
- b. Oral Problem 6.

Unit IV.—Objective: To review the part that written expression plays in life; to observe the many kinds of writing man employs, the subject matter of writing, the rewards of written expression; to develop an understanding of the meaning of originality and imagination; and to make use of the rich opportunity provided for self-expression.

Chapter V:

- a. Review to "Discovering Some of the Types of Written Composition."
- b. Thorough study of the remainder of the chapter, including two or more weeks devoted to Written Problem 12. (Throughout this unit pupils should be urged to make individual use of Chapters X, XI, and XII.)

Unit V.—Objective: To augment expressional effectiveness by the development of an increased sensitiveness to word choice.
Chapter VII.

Second Semester:

Unit VI.—Objective: To augment expressional effectiveness by the discovery and elimination of specific grammatical weaknesses.

Chapter XII:

- a. Review of the introduction, "What Grammar Is and the Uses We Make of It."

- b. (Optional) The sections having to do with the functions of words and groups of words in the sentence, pages 392-423.
- c. Diagnostic test, Written Problem 62.
- d. Such of the succeeding group and written problems as the diagnostic test indicates to be needful.
- e. Achievement test, Written Problem 87.
- f. Group Problem 115.

Unit VII.—Objective: To augment expressional effectiveness by achieving increased skill in sentence structure.

Chapter VIII:

- a. Review to "Using Words Which Show Relations and Bridge Gaps between Thoughts."
- b. Thorough study of the remainder of the chapter.

Unit VIII.—Objective: To master the principles of capitalization and punctuation.

Chapter X:

- a. Review of "How Capitalization and Punctuation Serve Us."
- b. Mastery of the needful portions of the remainder of the chapter.

Chapter XI:

- a. Review of "The Part Punctuation Plays in Expression."
- b. Mastery of the needful portions of the remainder of the chapter.

Unit IX.—Objective: To develop increased skill in letter writing, with particular emphasis upon business correspondence.

Chapter VI:

- a. Review of the chapter to "Kinds of Business Letters," with re-employment of such of the problems as will be of especial value to the particular class.
- b. Thorough study of the remainder of the chapter.

Unit X.—Objective: To develop the pupils' ability to organize materials, with particular emphasis upon improved paragraphs and paragraph relationships.

Chapter IX:

C. Grade XI. (First Semester.)

(No State Adopted Text.)

Suggested Time Allotments:

Grammatical Usage, 5 weeks; Oral Expression, 5-6 weeks; Written Expression, 5-6 weeks; Library, 1-2 weeks.

In Oral Expression the pupils should be required to work out a relatively complex problem in speech construction. A considerable amount of practice in formal debate and in discussion according to parliamentary rules and in panel discussion should be provided.

In Written Expression increased skill in letter writing should be developed. The principles in formal arguments should be learned and practice in preparation of briefs for debates should be offered. By the end of the eleventh grade the pupils should have a working knowledge of English Grammar. Practice in analysis of sentences and correct use of the parts of speech should be given.

D. Grade XII.

- a. Advanced grammar and composition. (One semester.)
(No State Adopted Text.)

The advanced Grammar and Composition course should be organized on the basis of college entrance requirements. A general survey of all the principles taught in previous years should be given in order that the pupils may have well fixed habits and skills of correctly written and spoken language. Emphasis should be placed on sentence structure, correct forms and punctuation.

- b. Business English. (One or Two Semesters.)
(No State Adopted Text.)

The study of Business English should develop the ability to speak and write forceful English which can convey exact information or impel others to act favorably.

The course should make provision for word study and vocabulary building, with emphasis placed on the study of business synonyms and common expressions peculiar to business.

Ample drill for the development of sentence sense and the improvement of sentence structure should be given.

The letter is regarded as the fundamental type of written business English. Its forms and uses should be studied carefully, with much practice given in this important phase of composition.

Oral English should be given much prominence because of its importance in the transaction of business.

- c. Journalism. (One or Two Semesters.)
(No State Adopted Text.)

This course should afford the students who show journalistic or literary talent an opportunity to discover and develop their interests and abilities. The course should include: (1) a study of newspapers, (2) the organization of a newspaper staff, (3) practice in writing news, feature material, editorials, (4) copy editing and proof-reading, (5) knowledge concerning make-up and advertising.

- d. Creative Writing. (One Semester.)
(No State Adopted Text.)

A course for pupils who have shown special interest or talent in writing. It should treat the essentials of grammar, diction, spelling and mechanics.

It should establish good sentence structure. Pupils should be given a vast freedom in expression and permitted to write on subjects that are of special interest to them. Special commendation should be given for original or creative work.

- e. Debating. (One or Two Semesters.)
(No State Adopted Text.)

The objective in debating is to develop the ability to think clearly, to reason well, and to speak effectively. Practice in debating should contribute directly to success in life through the development of the ability to reduce a given situation to a definite, clear-cut proposition.

- f. Dramatics or Expression. (One or Two Semesters.)
(No State Adopted Text.)

The general purpose of the course in dramatics is to enrich the pupil's experience by giving him practice in the actual interpretation of plays. Properly directed work of this nature will develop fluency of speech, self-possession, initiative, and social efficiency through exercising the spirit of teamwork.

Some of the things that should receive emphasis in this course are make-up and character portrayal, planning and construction of scenes, lighting, and stagecraft in general.

This course offers opportunity for highly motivated, strongly socialized project work, providing numerous problems of genuine interest and value.

2. Literature

A. Grade IX.

Texts: Ross and Schweikert—ADVENTURES IN READING—Harcourt, Brace & Company. Chamberlain and Richards—BEACON LIGHTS OF LITERATURE (Book 1)—Iroquois Publishing Company. Greenlaw—LITERATURE AND LIFE—Scott, Foresman Company. McGraw—PROSE AND POETRY FOR ENJOYMENT—L. W. Singer Company.

Suggested Time Allotment:

Fiction, 5 weeks; Poetry, 4 weeks; Drama, 3 weeks; Non-Fiction, 4 weeks.

The work in literature in this grade should be extensive rather than intensive with relatively little attention paid to the analysis of literary types. (See complete English Course of Study for suggested titles.)

B. Grade X.

Texts: Schweikert, Miller and Cook—ADVENTURES IN APPRECIATION—Harcourt, Brace and Company. Chamberlain—BEACON LIGHTS OF LITERATURE (Book II)—Iroquis Publishing Company. Greenlaw—LITERATURE AND LIFE (Book II)—Scott, Foresman Company. McGraw—PROSE AND POETRY FOR APPRECIATION—L. W. Singer Company.

Suggested Time Allotment:

Fiction, 7 weeks; Poetry, 4 weeks; Drama, 3 weeks; Non-Fiction, 2 weeks.

In the study of the novel, attention should be given to the study of character and setting. The poetry work should be based upon selections from modern British and American poets. More difficult poems should be studied and a more intense presentation and study should be attempted.

At least two one-act plays and one long drama should be studied. Much attention should be given to the plot and characters.

The short story should receive special emphasis in this grade. The following items should be developed: (1) history of the short story, (2) classification of the short story, (3) technique, and (4) criticism of the modern short story. A special effort should be made to cultivate within the pupils a desire to read more short stories.

C. Grade XI.

Text: Blankenship, Lyman and Hill—AMERICAN LITERATURE—Scribners.

This text is correlated with social studies.

Suggested Time Allotment:

Fiction, 3 weeks; Poetry, 4 weeks; Drama, 4 weeks; Non-Fiction, 5 weeks.

At least three novels should be read in this grade. Reading for pleasure should be especially emphasized. The class discussion should be as informal as possible.

The materials in the state adopted text are grouped more according to ideals of patriotism and citizenship than to the traditional classifications of "types of literature." This new social-civic emphasis should be the approach, since "types" have already been presented in the texts of the ninth and tenth years.

A more mature one-act drama should be studied. The pupils should read with a more critical attitude. The pupils should gain some knowledge of the history and development of the American drama.

(This course may alternate with English Literature in the smaller schools where classes are combined.)

D. Grade XII.

- a. Survey course in English literature. (One or Two Semesters.)

Text: Weeks, Lyman and Hill—*ENGLISH LITERATURE*—Charles Scribner's Sons.

A survey course in English literature may well cover a year's work, and no better course can be offered to the senior who is preparing for college.

The course should consist of a general survey of the historical development of English literature with emphasis, however, on the literary and not on the historical phase of it. Just enough history should be given for the pupil to get a good idea of the periods into which the study is usually divided, together with the predominant characteristics which account for the classification into periods.

Much time should be devoted to the Elizabethan period, because the language used comes more nearly within the comprehension of high school pupils. Many selections should be read from the greatest writers of the period.

Only enough attention should be given to biography and dates to help pupils locate the author and his writings chronologically.

As the course progresses, more and more time should be given to readings in literature. Here should be the place to familiarize pupils with all types of prose and poetry; here, the place for each to read abundantly in the literature of his choice. Moreover, the opportunity for pupils to do creative writing should not be denied.

(This course may alternate with American Literature in the smaller schools where classes are combined.)

- b. Contemporary Literature. (One Semester.)
(No State Adopted Text.)

The purpose of the course in contemporary literature is to give the pupils a further acquaintance with the writings of present-day authors, the trend, the subjects treated, the modern style and familiar background.

This course should be extensive rather than intensive and should reveal to the students the fact that good literature is being constantly produced.

- c. Types of Literature. (One Semester.)
(No State Adopted Text.)

This course is commendable for its value to the student, who after becoming acquainted with varied material in previous literature courses is ready for a more critical analysis than has been made in preceding years.

The course should include: lyric, epic, narrative and dramatic poetry, the drama, the novel, the essay, and other prose writings. Biographical and historical information should supplement the regular work and the emphasis should be placed on the literature itself. The chronological method of arrangement of examples for each type may be followed, so that a type may be traced from its earliest appearance to its present form.

- d. Bible. (One or Two Semesters.)
(No State Adopted Text.)

The Bible has been placed in the English course to be studied as literature, and not as history. It is well placed in this course, since there is scarcely a form of literature that cannot be found in the Bible. It has had a very great influence on the literature of the world, especially the masterpieces. Milton, Bunyan, Longfellow, Tennyson, Emerson, Shakespeare, Scott, Hawthorne, and many others have found this Book a source of helpfulness in simplicity of language, eloquence and inspiration.

Since the Bible is studied in the school as literature, no mention should be made of denominational creeds, beliefs or personal attitudes in the interpretation of any of the passages.

II. FOREIGN LANGUAGE.

1. Latin.

The study of Latin should result in more accurate, effective, and precise use of English and develop in the pupil a historic perspective and general cultural background through an increased knowledge of Roman life and institutions.

It should help build good character and citizenship through a study of fine types of Roman character, fine qualities displayed, and splendid thoughts beautifully expressed.

a. Latin I.

Texts: Magoffin—FIRST YEAR LATIN—Silver Burdett Company. Burton—LATIN GRAMMAR—Silver Burdett Company.

Emphasis should be placed on the ability to get the thought from the printed page through an intelligent application of language principles studied.

Acquaintance should be made with Roman life, institutions and ideals. Connected discourse relating to these themes is introduced early.

The number of forms and amount of syntax has been reduced in order that they may be more thoroughly learned.

Vocabulary should be mastered as an essential in every phase of Latin study.

Sight reading should be emphasized.

Supplementary Latin and collateral English reading material should be used as a means of adapting the course to individual differences and to gain a broader view of Roman life and contributions to world civilization.

b. Latin II.

Texts: Berry and Lee—LATIN, SECOND YEAR—Silver Burdett Company. Burton—LATIN GRAMMAR—Silver Burdett Company.

Many of the more difficult principles of syntax formerly taught in Latin I are introduced for the first time in the third semester's work. Much Latin reading material is included in the text. Some of it may well be used for outside or sight reading. The amount of material in both semesters offers possibilities for differentiated assignments. The most interesting episodes of the Gallic and Civil Wars are given and the omitted parts are briefed.

Latin composition is not to be disregarded. It should be a valuable ally for fixing principles and for remedial purposes.

c. Cicero.

Texts: Johnston and Kingery—CICERO'S ORATIONS AND LETTERS—Scott-Foresman Company. Burton—LATIN GRAMMAR—Silver, Burdett Company.

The paramount aim to be realized is the ability to read Latin understandingly. The equivalent of four orations against Catiline should be read. It is suggested that parts of the orations be briefed or assigned different pupils and that excerpts from Cicero's literary works, essays, letters or other speeches be introduced to enrich the course. Other authors may receive some attention to enrich the course.

d. Vergil.

Text: Knapp—VERGIL—Scott-Foresman Company.

The work of this year should aim primarily to develop an appreciation of Vergil's Aeneid as one of the greatest masterpieces of the world's literature. Pupils should become familiar with the story and also acquire knowledge of Roman mythology and religion. Due regard should be paid to vocabulary forms and syntax but these should be made subsidiary.

2. French.

The courses in French are so designed as to aid the pupil interested in broadening his social contact to a better understanding of our own social and political heritage, through the study of the French literature. A combined direct and grammar method is outlined in a way to give the pupil first-hand information of the French people and their

customs. In the first two years of the work, pronunciation should be emphasized because the interest one has in French is in proportion to his knowledge to speak and understand it.

3. Spanish.

The purpose of the Spanish course is to develop and broaden our knowledge of the language and customs of our neighbors south of us. Speaking and writing Spanish will help to create a better understanding of the Spanish American people. To this end the course has been so designed that the pupil may learn to read and speak with a certain degree of ease and accuracy the language of the Spanish speaking people with whom we are associated both politically and commercially.

4. German.

Texts for first and second year German: Burkhard—*LERNEN SIE DEUTSCH*—Henry Holt and Company. Hagboldt and Kaufmann—*A BRIEF COURSE IN GERMAN*—D. C. Heath and Company.

The study of German should result in the pupil acquiring a reading knowledge of the language. Special attention should be given to pronunciation. Much oral reading should be done. Only the minimum essentials in grammar should be stressed, but frequent practice upon correct forms should be given. Vocabulary practice in both oral and written work should be amply provided for. Early in the course the life and literature of the German people should be introduced.

III. MATHEMATICS.

A. *Grade IX.*

Text: Nyberg—*FIRST COURSES IN ALGEBRA*—American Book Company.

Algebra should be given major emphasis. Special care should be taken to bridge the gap between arithmetic and algebra by the use of literal numbers. The work of this grade should be built upon the foundation of the work in the seventh and eighth grades.

At the close of the year's work the pupils should have completed the equivalent of one unit of credit in algebra. Some differentiation should be provided. If possible the pupils in the college preparatory curriculum should be grouped in separate classes.

B. *Grade X.*

Plane Geometry.

Text: Stone and Mallory—*NEW PLANE GEOMETRY*—Benjamin H. Sanborn Company.

Time Allotment:

First semester, Units 1-4 inclusive

Second semester, Units 5-8 inclusive

In the mathematics curriculum, specialization begins in the tenth grade with a course in plane geometry. The student should be led to see that geometric truths learned intuitively in the first nine grades may be proved in demonstrative geometry. The basic propositions, their proofs and applications should be studied for a high degree of mastery.

C. Grade XI.

Solid Geometry. (One semester.)

Third Semester Algebra. (One semester.)

Texts: Stone and Mallory—NEW SOLID GEOMETRY—Benjamin H. Sanborn Company. Nyberg—SECOND COURSE IN ALGEBRA—American Book Company.

Solid geometry or third semester algebra may follow plane geometry, as best suits the local situation. Special emphasis should be placed upon the practical side of solid geometry. Third semester algebra is an intensive course, since it is a specialized course for a selected group. It should be preceded by a thorough review of the algebraic principles learned in the ninth grade.

Commercial Arithmetic. (One or Two Semesters.)

Text: Barnhart-Maxwell—SOCIAL BUSINESS ARITHMETIC—Mentzer, Bush & Co. See Commercial Arts Section VII, p. 33.

D. Grade XII.

Advanced Algebra. (One semester.) Text: Nyberg—SECOND COURSE IN ALGEBRA—American Book Company.

Introductory Trigonometry. (One semester.) (No state adopted text.)

Senior Mathematics. (One or two semesters.) (No state adopted text.)

These courses for grade twelve are college preparatory courses, and are not intended to take the place of any college course. Schools should choose the courses which best fit the local situation. These are not required courses, and standards of accuracy, thoroughness, ability to think things through, and ability to make practical applications should be kept high.

IV. SOCIAL STUDIES.

In offering suggestions to teachers of the social studies attention is called first to the units of the State Course of Study in the Social Studies. It must be remembered that our state course of study was developed without particular refer-

ence to the organization of any given text. The thought of the committee was that the principal interests in the broad field of social studies should be well taken into account. They recognized the fact that only by chance would any single text selected follow the organization exactly which they had set up. The committee felt that every high school should have access to a good library in which there would be a broad selection of suitable reference materials. Throughout the course of study, the committee has urged the use of the laboratory type of teaching in the social studies field. It is only natural to assume that the core of the work for each grade would be the organization of the adopted text. Again and again it will be necessary for teachers to depend upon the reference materials at hand, if the unit materials of the state course of study are to be followed in the order presented. The organization of materials in the adopted text cover in a general way practically all of the units of the state course of study. Some teachers will find it more convenient to use the organization of the adopted text rather than that of the course of study. If this is done, and well done, the most of the objectives as set out by the social studies committee will have been attained.

For the convenience of the teacher, the units of the state course of study in social studies for grade 9 are listed below:

A. *Grade IX.*

(No state adopted text.)

a. First semester.

The Political Development of the United States

Unit I. How Our National Government Has Evolved

Unit II. What Our Government Does to Promote the
General Welfare

Unit III. How Government Functions

b. Second semester.

Personal and Occupational Analysis

Unit I. How to Make a Self-Analysis

Unit II. How the World Does Its Work

Unit III. How to Choose a Life Work

Unit IV. How to Prepare for a Vocation

The social studies offered for the ninth year has been termed citizenship, vocational civics and various names. Whatever the terminology it is presumed that if a social studies course is offered in the ninth year that it be an orientation course which presents, in an elementary way, a general view of the problems of government and the opportunities which are offered to the citizen to find his place in the world.

Because of the age and maturity and the type of experience of the children at this level, the course must be relatively simple. No text material has been adopted for this work, and no hard and fast organization has been recommended by the social studies committee.

Questions have been raised by teachers as to whether this year's work if termed civics and vocations would meet the requirement of one unit of credit in government, which is required of all high school graduates. The answer of the State Board of Education is that it does not meet this requirement. The course is recommended as the most desirable course. It should give to children of that age a general view of the problems in citizenship, particularly those relating to vocations, and the individual requirements for various trades and professions. The State Board of Education has required that students graduating from high school shall have had the more advanced work dealing with the organization of government, national, state and local.

B. Grade X. World History.

Texts: For one unit course, Heckel and Sigman—ON THE ROAD TO CIVILIZATION—John C. Winston Company.

For two unit course: Webster—EARLY EUROPEAN HISTORY (Revised)—D. C. Heath Company. Webster—MODERN EUROPEAN HISTORY (Revised)—D. C. Heath Company.

The text on THE ROAD TO CIVILIZATION which has been adopted for work in world history presents a wealth of material. The teacher of world history, however, should have access to good modern encyclopedias and other general reference material. The work of the class can be facilitated considerably if the pupils have access to a rather wide range of special reference materials. Because of the great volume of copy in the text, it will be necessary for the teacher to determine the amount of time that can be given to the development of each of the units. Since the book is organized around chronological development of the civilizations of all time, it would seem only fair to recommend that the materials of the book be approached in the order presented.

(The following units of the adopted text are based upon the one unit course):

a. First semester.

Part One—

Unit I. Mankind Reaches the Highroad of Civilization

Unit II. Greece—A Great Little Country

Unit III. The Greek Civilization Becomes International

Unit IV. Rome Seizes the Torch of Civilization—And Marches On

Unit V. The Decline of Roman Imperialism—And the Rise of Christianity

Unit VI. Transition from Ancient to Medieval Civilization

Unit VII. The Medieval Church and Medieval Culture

Unit VIII. The Period of Renaissance and of Religious Reform

b. Second semester.

Part Two—

Unit IX. The New Nation—States Become Imperialistic Absolute Monarchies

Unit X. The French Revolution and the Reconstruction of Europe

Unit XI. General Revolutionary Movements and the Unification of Italy and Germany

Unit XII. The Growth of English Power and Liberalism—And the New Imperialism

Unit XIII. The Rivalries of Imperialism Lead to a World War

Unit XIV. The World Peace and the New Europe

Unit XV. New World Powers and Problems

EARLY EUROPEAN HISTORY.

(The following based upon the Early European History text are suggested. This applies to the two unit course.)

a. First semester.

Chapter I. The Ages Before History

Chapter II. The Lands and Peoples of the East to About 500 B.C.

Chapter III. Oriental Civilization

Chapter IV. The Lands of the West and the Rise of Greece to About 500 B.C.

Chapter V. The Great Age of the Greek Republics to 362 B.C.

Chapter VI. Mingling of East and West After 359 B.C.

Chapter VII. The Rise of Rome to 264 B.C.

Chapter VIII. The Great Age of the Roman Republic, 264-31 B.C.

Chapter IX. The Early Empire: The World Under Roman Rule, 31 B.C.-180 A.D.

Chapter X. The Later Empire: Christianity in the Roman World, 180-395 A.D.

Chapter XI. The Germans to 476 A.D.

Chapter XII. Classical Civilization

Chapter XIII. Western Europe During the Early Middle Ages

Chapter XIV. Eastern Europe During the Early Middle Ages, 395-1095 A. D.

b. Second semester.

Chapter XV. The Orient Against the Occident: Rise and Spread of Islam, 622-1058 A.D.

Chapter XVI. The Northmen and the Normans to 1066 A.D.

Chapter XVII. Feudalism

Chapter XVIII. The Papacy and the Holy Roman Empire, 962-1273 A.D.

Chapter XIX. The Occident Against the Orient: The Crusaders, 1095-1291 A.D.

Chapter XX. The Mongols and the Ottoman Turks to 1453 A.D.

Chapter XXI. European Nations During the Later Middle Ages

Chapter XXII. European Cities During the Later Middle Ages

Chapter XXIII. Medieval Civilization

Chapter XXIV. The Renaissance

Chapter XXV. Geographical Discovery and Colonization

Chapter XXVI. Reformation and the Religious Wars

Chapter XXVII. Absolutism in England and France, 1603-1715 A.D.

MODERN EUROPEAN HISTORY.

(The following based upon the Modern European History text are suggested. This applies to the two unit course.)

a. First semester.

Chapter I. Foundations of Modern Europe

Chapter II. Constitutional Monarchy in England, 1603-1714

Chapter III. Absolute Monarchy in France, 1610-1715

Chapter IV. The European Balance of Power, 1715-1789

Chapter V. Commerce and Colonies During the Seventeenth and Eighteenth Centuries

Chapter VI. The Old Regime in Europe

Chapter VII. The French Revolution, 1789-1799

Chapter VIII. Napoleon Bonaparte, 1799-1815

Chapter IX. Reconstruction and Reaction, 1815-1830

Chapter X. The Democratic Movement in Europe, 1830-1848

Chapter XI. The National Movement in Europe, 1848-1871

Chapter XII. The United Kingdom and the British Empire

Chapter XIII. The Third French Republic

Chapter XIV. Italy, Spain, and the Minor Countries of Western Europe

Chapter XV. The German Empire and the Dual Monarchy

b. Second semester.

- Chapter XVI. Russia
- Chapter XVII. Turkey and the Balkan States
- Chapter XVIII. Expansion of Europe in the Old World
- Chapter XIX. Expansion of Europe in the New World
- Chapter XX. The Industrial Revolution
- Chapter XXI. Economic and Social Progress
- Chapter XXII. Modern Civilization
- Chapter XXIII. International Relations, 1871-1914
- Chapter XXIV. The World War, 1914-1918
- Chapter XXV. The World Settlement, 1919-1920
- Chapter XXVI. The World To-day

C. Grade XI. UNITED STATES HISTORY.

Text: Wirth—THE DEVELOPMENT OF AMERICA—
American Book Company. (This is a required course.)
(The following units of work based upon the text for
American history are suggested):

a. First semester.

- Unit I. From the Old World to the New
- Unit II. The Beginning of the American People and Institutions
- Unit III. The Struggle for American Independence
- Unit IV. The Founding of American Nationality
- Unit V. The Development of American Nationalism and Democracy
- Unit VI. The Westward Movement Stimulates American Democracy
- Unit VII. The Slavery Controversy

b. Second semester.

- Unit VIII. The Industrialization of the United States
- Unit IX. How the Industrial Revolution Changed Transportation and Communication
- Unit X. The Development of Our International Relations
- Unit XI. American Life and Culture in the Nineteenth and Twentieth Centuries
- Unit XII. Our Political History Since 1868

A satisfactory presentation of the problems of American history will require in addition to the text materials, a good library, in which students may have access to modern encyclopedias, general reference materials and books dealing with specific problems. The text offers a great volume of material. Most teachers of United States history feel that they must have a full semester for the treatment of national development since the Civil War. The outline of units suggested above is organized with this in view. This suggestion

will set up considerable text material to be covered during the first semester, but will provide time for some of the more current problems of American history, which should be treated carefully during the latter part of the second semester.

D. *Grade XII. UNITED STATES GOVERNMENT.*

Text: Lapp and Weaver—THE CITIZEN AND HIS GOVERNMENT—Silver Burdett Company.

This is a required course. The Ninth Grade Citizenship does not meet this requirement.

(The following units of work based upon the text are suggested):

a. First semester.

Part 1. The Background and Development of American Government

Unit I. How Government Developed

Unit II. How American Democracy Arose

Unit III. How the American System of Government Developed

Unit IV. What Government Is

Part 2. The Means Through Which We Govern Ourselves

Unit V. How Laws Are Made

Unit VI. How Laws Are Put Into Effect

Unit VII. How Justice Is Administered

Unit VIII. How Counties, Townships and Special Districts are Governed

Unit IX. How Cities are Governed

Unit X. How Local and Central Governments Work Together

b. Second semester.

Part 3. Problems in the Functioning of Democracy

Unit XI. How Suffrage and Elections are Regulated

Unit XII. How Political Parties Work

Unit XIII. Why Public Opinion Is Important in American Government

Unit XIV. How Employment in Government Offices is Managed

Unit XV. How Public Money is Obtained and Spent

Unit XVI. How Corruption Appears in Public Affairs

Unit XVII. How Government Promotes Welfare

Unit XVIII. How the Rights and Liberties of Individuals are Protected

Part 4. The Citizen and World Affairs

Unit XIX. How Government Operates in Different Countries

Unit XX. How Nations of the World Work Together
 Unit XXI. How the United States Takes Part in
 World Affairs

Part 5. Government in a Crisis

Unit XXII. How Government Works in Crises

Economics.

Texts: Klein and Colvin—ECONOMIC PROBLEMS OF TODAY—Lyons and Carnahan Company. Thompson—HIGH SCHOOL ECONOMICS—Sanborn Publishing Company. Janzen and Stephenson—EVERYDAY ECONOMICS—Silver Burdett Company. Shields and Wilson—BUSINESS ECONOMIC PROBLEMS (Complete) Southwestern Publishing Company.

The text books which have been adopted cover the range of problems of economics which are generally considered of a secondary level. Teachers of economics are urged to try to develop adequate library facilities, secure good modern encyclopedias and other general and special references. The organization of the text selected should be followed.

V. SCIENCE.

1. Biology.

Texts: Baker, Mills—DYNAMIC BIOLOGY—Rand, McNally Co. Kinsey—NEW INTRODUCTION TO BIOLOGY—Lippincott. Heiss, Obourn, Mauzer—OUR WORLD OF LIVING THINGS—Webster. Moon, Mann—BIOLOGY FOR BEGINNERS—Holt Publishing Co.

The study of biology, involving the world's population of living things, should offer a fascinating and stimulating adventure. Man not only finds himself an integral part of this great, complex organization but wholly dependent upon a proper understanding of the biological laws by which life itself is sustained.

The course in biology is taught in the ninth or tenth grade in most schools in Indiana. Preparation for the year's work in biology should begin at the opening of the school year. It is recommended that the teacher scan carefully at the outset the teaching suggestions given in the course of study and list the materials needed for the year's work in order that provisions may be made accordingly. It is advisable that as many specimen be collected as possible; many of which may be kept alive in the laboratory and others preserved in five per cent formalin for future study. The contacts that pupils make in the field are invaluable and should be encouraged in every possible way.

The arrangement of units of study for a year's work in biology may follow either of two general plans: one based on the idea of a biological continuity of the subject matter, and

the other upon a seasonal sequence. It would appear more desirable, in view of the abundance of living materials available in the autumn and spring, to follow a seasonal plan. The following arrangement of units according to this plan is suggested. These units are based upon the state course of study. Bulletin 100-E, page 85.

a. First semester.

Unit I. Properties of living matter

Unit II. Some of the various types of plant life—their relation to man

Unit III. Some of the fundamental problems of higher plant life in the struggle for existence

Unit IV. Biology of some of the simpler forms of animal life not including the arthropoda

Unit V. Biology of arthropoda with special emphasis on insects

b. Second semester.

Unit VI. Biology of the vertebrate animals, excepting man

Unit VII. Plant and animal life is in a constant state of change

Unit VIII. Mutual interdependency between plant and animal kingdoms

Unit IX. Biology of man

Unit X. Contributions of biology to human progress

It will be noted that this arrangement does not follow necessarily the unit arrangement of any of the four state adopted text books. It is suggested that teachers of biology select text materials and follow, as nearly as possible, this order of presentation.

2. Botany.

Texts: Coulter—PLANT LIFE AND PLANT USES—American. Pool, Evans—FIRST COURSE IN BOTANY—Ginn.

The following suggested unit arrangement combines seasonal botany in such a way that real specimen can always be had. Poisonous plants are studied with each unit that has the plant as a whole in mind, that is, in the relation to man or its economic importance:

a. First semester.

Unit I. A study of the native trees and shrubs—identification, nomenclature and economic importance

Unit II. A study of fall wild flowers and weeds—identification, family characteristics and economic importance. Weed control and conservation included in economic importance

Unit III. The cell, the morphological and physiological unit of plant structure, followed by plant physiology

—tissues, systems and life processes, stressing (1) photosynthesis and its importance in food supply of the world; (2) reproduction; (3) growth and repair; (4) excretion

Unit IV. The plant kingdom and classification into the four great divisions—subdivisions, families, genres and species and their relationships

b. Second semester

Unit V. Genetics of plant life—beginning with the simplest forms, thallophytes or algae and fungae, characteristics, life processes and relation to man or economic importance, generally shown through a representative plant

Unit VI. A study of bryophytes—liverworts and mosses, noting form, life processes and relation to man

Unit VII. Pteridophytes—rushes and ferns, appearance, life processes and part they have played in the great evolution of plant life

Unit VIII. Heredity, plant breeding and how plants are improved by man

Unit IX. Spring wild flowers—family characteristics, relation to man and conservation of wild life.

3. Zoology.

Text: Linville, Kelly and Van Cleave—GENERAL ZOOLOGY—Ginn and Company.

a. First semester.

Chapter I. The Common Red-Legged Grasshopper

Chapter II. The Allies of the Red-Legged Grasshopper: Orthoptera

Chapter III. The Dragon Flies (Odonata) and the May Flies (Ephemera)

Chapter IV. The Cicadas, Plant Lice, and Scale Insects: Homoptera

Chapter V. The Bugs with Overlapping Wings: Hemiptera

Chapter VI. The Beetles: Coleoptera

Chapter VII. The Butterflies and Moths: Lepidoptera

Chapter VIII. The Flies. Diptera

Chapter IX. The Ants, Bees, and Wasps: Hymenoptera

Chapter X. The Insects: Hexapoda

Chapter XI. Classification and Distribution of Insects

Chapter XII. Some of the Life Processes

Chapter XIII. Living Matter: Protoplasm and the Cell

Chapter XIV. The Spiders and Allies: Arachnida

Chapter XV. The Crayfish

Chapter XVI. The Jointed-Foot Animals: Arthropoda

Chapter XVII. Heredity and Evolution

Chapter XVIII. The Clam and other Bivalves: Acephala

- Chapter XIX. Allies of the Acephala: Mollusca
 Chapter XX. The Starfish and Some Allies: Echinoderma

b. Second semester

- Chapter XXI. An Earthworm
 Chapter XXII. Allies of the Earthworms: Annelida
 Chapter XXIII. Roundworms: Nematelminthes
 Chapter XXIV. The Planarians, Flukes, and Tapeworms:
 Plathelminthes (Flatworms)
 Chapter XXV. The Fresh-Water Polyp and Some Allies:
 Coelenterata
 Chapter XXVI. The Bath Sponge and Some Allies: Pori-
 fera
 Chapter XXVII. Amoeba and Some Allies: Protozoa
 Chapter XXVIII. The Past History of Invertebrates and
 the Beginnings of the Vertebrates
 Chapter XXIX. The Yellow Perch
 Chapter XXX. The Allies of the Perch: Pisces
 Chapter XXXI. The Green Frog
 Chapter XXXII. The Allies of the Frog: Amphibia
 Chapter XXXIII. The Pine Lizard and Its Allies: Rep-
 tilia
 Chapter XXXIV. The Domestic Pigeon
 Chapter XXXV. The Allies of the Pigeon: Aves
 Chapter XXXVI. The Gray Squirrel
 Chapter XXXVII. The Allies of the Squirrel: Mammalia
 Chapter XXXVIII. The Historical Development of
 Zoology

4. Chemistry.

Texts: Brownlee Fuller, Hancock, Sohon and Whitsit—
 FIRST PRINCIPLES OF CHEMISTRY—Allyn Bacon
 and Company. Bradbury—A FIRST BOOK IN CHEM-
 ISTRY—D. Appleton. Black and Conant—NEW PRAC-
 TICAL CHEMISTRY—The Macmillan Company. Biddle
 and Bush—DYNAMIC CHEMISTRY—Rand, McNally
 Company.

(The unit organization of this year's work in chemistry
 is as follows):

a. First semester.

- Unit I. Oxygen
 Unit II. Hydrogen
 Unit III. Water
 Unit IV. Fundamental Fact Concerning Matter and
 Chemical Terms
 Unit V. Carbon
 Unit VI. Chlorine
 Unit VII. Acids, Bases and Salts

b. Second semester

- Unit VIII. Air

Unit IX. Nitrogen

Unit X. Sulphur

Unit XI. Phosphorus

Unit XII. Metals and Important Compounds

Unit XIII. Organic Substances

Unit XIV. Additional Applications of Chemistry

(See state department bulletin, No. 100-E, Tentative Course of Study in General Science, Biology, Physics and Chemistry. In this bulletin will be found a complete development of each of the units listed above.)

5. Physics.

Texts: Fuller Brownlee & Baker—FIRST PRINCIPLES OF PHYSICS—Allyn and Bacon Company. Millikan and Gale—NEW ELEMENTARY PHYSICS—Ginn and Company. Dull—MODERN PHYSICS—Henry Holt and Company. Henderson—NEW PHYSICS IN EVERYDAY LIFE—Lyons and Carnahan Company.

(The following unit sequence is suggested):

a. First semester.

Unit I. Fundamental Physical Concepts

Unit II. Mechanics of Liquids

Unit III. Mechanics of Gases

Unit IV. Motion and Force

Unit V. Work, Energy and Power

Unit VI. Heat, Temperature and Heat Transfer

Unit VII. Heat as Energy

Unit VIII. Uses of Heat; Heat Machines

Unit IX. Nature of Sound

Unit X. The Physical Basis of Music

b. Second semester.

Unit I. Nature of Light

Unit II. Reflectors, Refractors and Image Formation

Unit III. The Spectrum and Color

Unit IV. Nature of Magnetism

Unit V. Nature of Electricity

Unit VI. Electric Current and Electric Measurement

Unit VII. Relation of Electricity to Magnetism

Unit VIII. Electric Machines and Devices

Unit IX. Radio, Radioactivity, Modern Physics

(For complete development of these units, see educational bulletin No. 100-E, Tentative Course of Study in General Science, Biology, Physics and Chemistry.)

VI. HEALTH, SAFETY AND PHYSICAL EDUCATION.

1. Health, Safety and Physical Education, grades 9-12.

Health and safety education is that phase of education which aims to insure to the pupil the acquisition of knowledge, habits, attitudes, and ideals essential to healthful and safe living.

"Health education is the process of developing ideals, habits and knowledge conducive to the maintenance or improvement of such physical, mental, emotional and social well-being, as results in a normal, happy and useful life."—Joint Health Committee of National Education Association and American Medical Association.

It is recommended that the organization and administration of health, safety and physical education in the public schools be set up as a single executive department, closely integrated and thoroughly coordinated with the general problem of education.

The State Board of Education has approved the following texts for the teaching of safety education in the high school, any or all of which may be used:

Kreml, Stiver & Rice—PUBLIC SAFETY—Bobbs, Merrill Company

Fitzgerald, Hoffman & Boyston—DRIVE AND LIVE—Johnson Company

Douglas—COMMON SENSE IN DRIVING YOUR CAR—Longmans, Green & Company

Evans & Fry—SAFETY, YOUR PROBLEM AND MINE—Lyons & Carnahan

Brownell, Ireland, Towne & Holland—ADVENTURES IN SAFETY—Rand, McNally & Co.

Safety education is a new subject and its success will depend largely upon the teacher's attitude and resourcefulness. Health and safety education should include a knowledge of:

1. Home health and safety
2. Occupational health and safety
3. Transportation health and safety
4. Recreational health and safety

It is quite generally agreed that boys and girls of high school age are universally interested in health and safety education with relation to their success and the enjoyment of physical activities and with relation to their physical growth and improvement in personal appearance than in any other values.

For these reasons a close relationship between health, safety and physical education should be developed and whenever the physical education teacher is qualified by training and personal characteristics to do so, he or she should also teach the health and safety classes. Optimum results will be secured by having the best qualified teacher in charge of this work.

It is better to give the health instruction during the ninth and tenth years, if it is administratively possible. During these years the schools have not experienced the pupil loss which comes in the eleventh and twelfth years. Every opportunity should be utilized for correlation of health and safety

education with high school subjects, particularly the social studies, the sciences and practical arts. It is hoped that progressive teachers of health and safety will improve upon the suggestions contained in the present course of study. This course of study is suggestive rather than restrictive and well-prepared teachers should feel free to use their own original ideas. It is suggested and urged that principals and teachers make good use of newspapers, magazines, posters, motion pictures, slides and other available materials in presenting their work in safety and health education.

2. Physical Education.

(No State Adopted Text.)

A thorough medical and physical examination and a study of the health history for each pupil should be made each year, preferably near the beginning of the school year.

Pupils should be grouped in physical education classes by physical age development and special health and physical education needs.

The recommended plan for meeting the requirements of physical education in Indiana is to have two periods of physical education taught twice a week throughout the four years. If only a minimum program is possible, $2\frac{1}{2}$ periods of physical education per week during the ninth and tenth years will satisfy requirements if one unit of work in health and safety education is provided in addition. It is strongly recommended that schools holding the first class commission and those schools holding the continuous commission and having good facilities for physical education offer a well integrated four semester course covering the various aspects of the general problems of health, safety and physical education. This, in the judgment of the committee, is preferable to the single one semester courses in physical education, health education and safety education.

Students completing the four semester course may submit the two units of credit as one of their minors required for graduation.

Teachers and supervisors of physical education in high schools should have access to the bulletin PHYSICAL AND HEALTH EDUCATION FOR SECONDARY SCHOOLS, 1935.

VII. COMMERCIAL ARTS. (Grades 9-12.)

1. Penmanship and Spelling.

(No State Adopted Text.)

The object of this course is to teach a legible, rapid, enduring, and easily executed system of writing. The general method followed in the course consists in: a. the attainment of correct technique in position and execution; b. the use of drills to develop muscular movement and proper letter formation; c. the applications of this technique and drill work

to constructive writing correlated with the writing of spelling lists, English compositions, and written work in general.

2. Junior Business Training.
(No State Adopted Text.)

This course is an introductory study of business. It aims to provide students with a satisfactory and useful knowledge of the basic elements of our world of business as it relates to them and their participation in the community life in which they live. If two semesters are given, the first semester should teach business information that is valuable for all students, whether they expect to enter the field of business or not, while the second semester should be devoted primarily to a study of topics which serve as a basis for the business courses that are to follow. The topics to be treated are: Personal Relations and Their Effect in Business. The Place of Business in Society. Thrift of One's Resources. Savings and Insurance. Money. Banking. Sources of Business Information. Means of Communication. Means of Travel and Transportation. Business Law. Kinds of Business and Their Organizations. The Employee in Business. The Junior Clerk. The Mailing Department. The Filing Department. The Purchasing Department. The Receiving Department. The Stock Room and Stock Department. The Sales and Advertising Department. The Billing Department. The Shipping Department. The Accounting Department. The Time and Payroll Department. The Cashier.

3. Bookkeeping.
(No State Adopted Text.)

The objective of the bookkeeping course is to give the student an understanding of business methods and business practices through the interpretation and analysis of business reports taken from the records of operations. This furnishes information which serves as a guide in the future management and policies to be followed. The social business objectives of bookkeeping should be recognized. The course is taught more effectively by the use of a great variety of problems, short practice sets, and a few business forms. One year is usually sufficient for this course in the high schools where vocational efficiency is not emphasized. In the larger high schools, if a second year is taught, more emphasis should be placed upon the methods of keeping records for various businesses as well as interpreting and analyzing the financial reports prepared for them. The topics to be covered follow: First Year, Introduction. Fundamental Equation. Journal. Ledger. Balance Sheet. The Profit and Loss Statement. Adjusting and Closing Entries. Working Sheet. Special Journals. Business Forms. Fixed Assets, Depreciation, Reserves. Accruals and Deferred Items. Extraneous Profit and

Loss. Controlling Accounts. Handling of Cash. Partnership Form and Organization. Second year, Single Entry. Synoptic Journals. Departmental Purchases and Sales. Consignments. Intangible Assets. Corporate Organization—Stocks and Bonds. Books of the Corporation. Accounts Peculiar to the Corporation. The Voucher System. Sinking Funds and Reserves. Manufacturing Accounts. Manufacturing Statements. Comparative and Percentile Reports. Other Units not included above, such as Bank Accounting, Cost Accounting, and Auditing. Certain of the topics listed as second year may be included in those high schools offering only one year of bookkeeping.

4. Typewriting.

(No State Adopted Text.)

Typewriting has as its objective training for a skill which may be needed for personal use and training for vocational efficiency. One semester may be sufficient to give the student enough skill to enable him to type his own reports, letters, themes, etc. If taught separate from the first course outlined for vocational efficiency certain units offered in the second semester or advanced courses may be included such as Carbons, Duplication, and Manuscripts. At least one year should be taken for vocational efficiency with more emphasis on typing performance and less on speed. The work of the second year may be correlated with advanced shorthand or it may be included in a course combining the two, which is usually called Secretarial Training. Topics to be covered in the two years are: First Year, Machine Parts and Mechanical Operations. Foundations of Movement on the Keyboard. Centering. Establishment of Movement on the Keyboard. Caring for the Typewriter. Business Correspondence. Carbons. Tabulations. Second Year, Advanced Business Correspondence. Duplication. Tabulation. Business Forms. Rough Drafts. Manuscripts. Legal Forms. Transcription. Introducing Actual Office Practice. Indexing and Filing. Other Special Machines and Devices. Mailing. Spelling. Transcription.

5. Shorthand.

The major objective for the course in shorthand is achievement of shorthand skill for vocational efficiency. Certain other objectives must be recognized in that shorthand trains students to be neat, alert, accurate, self-reliant, etc. At least one semester of typewriting should precede the course in shorthand in order to introduce the typewritten transcripts as early as possible. In order to reach satisfactory achievement in shorthand skill at least three semesters should be taught, followed by a semester of Secretarial Training. Because of the widespread use of Gregg Shorthand in Indiana high schools, the following list of units to be taught is based

on this system: First Year, Consonants, Vowels, and Phrasing Principles. The Downward Characters. The O-Hook, the R, and the TH. The OO-Hook and Method of Expressing W and Y. Combinations and Omissions of Vowels. Blended Consonants. Phrasing Principles and Methods of Expressing R. Omission of Letters and Derivatives. Abbreviating. Analogical Word-beginnings. Analogical Word-endings. States, Territories, Cities. Second Year, The Work and Qualifications of a Stenographer. Dictation. Transcription. Desirable Characteristics. Vocabulary and Phrasing Ability. Dictation and Tests. Definite Standards and Continual Development. Review and Drill. Spelling Drills and More Difficult Transcription. Accuracy in Following Instructions and Individual Differences. Stenographic Work Under Office Conditions. Work of Stenographer and His Acquired Skill.

6. Secretarial Training.

(No State Adopted Text.)

The object of this course is to provide training and practice which will correlate much of the advanced work in shorthand and typewriting as well as acquaint the pupils with the duties of a secretary. The topics to be treated in this course are: Business Ethics and Character Traits. Correspondence. Mail. Taking Dictation and Transcription. Business Terms and Abbreviations. Receiving Callers. The Telephone. Business Communication. Legal and Business Forms. Manuscripts. Duplicating Machines and Office Appliances. Filing. Transportation of Persons and Goods. Graphs and Charts. Reference Books. Application.

7. Filing.

(No State Adopted Text.)

The object of this course is to teach the pupils the principles of filing. The importance of applying the principles in filing to other courses is emphasized. The following topics are included: Introduction. Materials Filed. Filing Processes. Materials and Methods of Filing. Transfer Methods. Special Files.

8. Business Administration.

(No State Adopted Text.)

The high school graduate, in his preparation for life, should know the elementary principles involved in the various problems of business administration. This course is intended to familiarize the pupils with the methods and materials used in the solution of business problems as they arise daily in the life of the individual. These problems are to be taught in terms with which the pupils are familiar. Topics included are: Types of Ownership, Location of the Business. Financing the Business. The Employee and Labor Problems. Marketing. Purchasing Department. Sales Department. Production De-

partment. Risk and Risk-bearing. Internal Organization and Management. Business Finance.

9. Commercial Geography.

Text: Packard, Sinott, Overton—THE NATIONS AT WORK—Macmillan Company.

The course in commercial geography may be offered either on a one or two semester basis. The problems presented relate themselves so well to many of the social studies problems that it is recommended that the course be made as thorough as may be possible. It is recommended that teachers supplement the adopted text material sufficiently through library materials and various activities to present the work on the two semester basis. A suggested unit presentation of the materials of the adopted text is as follows:

a. First semester:

- Unit I. Nature's Gifts to Our Country
- Unit II. Our Dependence Upon the Soil
- Unit III. Harvests of the Sea
- Unit IV. Our Use of the Forests
- Unit V. The Work of Mill and Factory
- Unit VI. The Exchange of Goods
- Unit VII. Our Territories and Dependencies

b. Second semester:

- Unit VIII. Our Nearest Neighbor
- Unit IX. Other Western-World Neighbors
- Unit X. Industrial Europe
- Unit XI. Mediterranean Europe
- Unit XII. Old Countries Made New
- Unit XIII. Countries of Southwestern Asia
- Unit XIV. India—New Wealth for Old
- Unit XV. The Far East
- Unit XVI. Australia and New Zealand
- Unit XVII. Africa

(This course may be also termed High School Geography and applied on the Social Studies major.)

10. Commercial Arithmetic.

Text: Barnhart, Maxwell—SOCIAL BUSINESS ARITHMETIC—Mentzer, Bush & Co.

There are two books for this course, a complete text and a brief text. The course may be offered on either the one or two semester basis. If the single semester is to be given to this work, the briefer book is recommended. It is quite desirable that students have time enough in this study of business arithmetic to develop an appreciation of the social significance of the various types of problems. For this reason, the two semester course is very desirable. The text material has been organized in as satisfactory a sequence as perhaps anyone could suggest and, for that reason, it is recommended that the work be presented in the order of the text.

Following is the suggestion of unit presentation of materials based upon a two semester course:

a. First semester.

- Unit I. Addition in Business
- Unit II. Addition with Adding or Listing Machines
- Unit III. Subtraction in Business
- Unit IV. Multiplication in Business
- Unit V. Billing
- Unit VI. Division in the Problems of Business.
- Unit VII. Common Fractions in the Problems of Business
- Unit VIII. Labor Payrolls
- Unit IX. Decimal Fractions in Business
- Unit X. Public Utilities in Business and in the Home
- Unit XI. Percentage in the Problems of Business
- Unit XII. Trade Discounts
- Unit XIII. Profit and Loss
- Unit XIV. Commission and Brokerage
- Unit XV. Methods and Cost of Shipping Goods
- Unit XVI. Elementary Statistics
- Unit XVII. Business Expenses
- Unit XVIII. Municipal Problems

b. Second semester.

- Unit XIX. Money at Work—Simple Interest
- Unit XX. Banking Transactions
- Unit XXI. Compound Interest and Annuities
- Unit XXII. Investments
- Unit XXIII. Principles of Filing
- Unit XXIV. Risk and Risk Bearing—Property Insurance
- Unit XXV. Risk and Risk Bearing—Life Insurance
- Unit XXVI. Business Ownership and Management—Sole Proprietorship and Partnership
- Unit XXVII. Business Ownership and Management—Corporations
- Unit XXVIII. Marketing of Fruits and Vegetables
- Unit XXIX. Farm Problems
- Unit XXX. Specific Vocations
- Unit XXXI. Supplementary Problems for Remedial Work

11. Business English.

(No State Adopted Text.)

The objective of this course is to enlarge the vocabulary and improve the ability of the pupil to write, read, and speak well in terms of business experiences. The work should be correlated with that of secretarial studies, although it is important for all students. Topics to be discussed are: Parts of Speech. Sentence Practice. Mechanics of Writing. Mechanics of a Letter. Requirements of a Letter. Sales Letters. Letters of Inquiry and Request. Order Letters.

Credit Letters. Collection Letters. Collection Follow-Up Letters. Complaint Letters. Adjustment Letters. Form Letters. Letters of Application.

12. Commerical Law.
(No State Adopted Text.)

Ignorance of the law is no excuse. This course has as its objective the training of the pupils in the fundamental principles of business law in order that they may have an understanding of the legal principles involved in all business operations. It aims to teach pupils how to avoid litigation as well as to know when to call for aid as needed. Topics to be discussed are: Introduction. Contracts. Bailments and Carriers. Negotiable Instruments. Guaranty and Suretyship. Agency—Master and Servant. Partnership. Corporation. Insurance. Real Property. Special Defenses.

13. Retail Selling.
(No State Adopted Text.)

This course is of practical benefit for the larger high schools. It has as its objective the teaching of methods and problems involved in retail selling. Emphasis is placed upon the importance of correct buying as well as the importance of correct selling. Topics to be included are: Historical Background of Retail Selling. Economics of Business. The Salesperson's Capital. Store English. Store Arithmetic. Types of Retail Store Organizations. Requirements and Advancement in Retail Selling. Know Your Merchandise. Psychology of Salesmanship. Increasing Sales. Preventing Losses and Wastes. The Ethics of Selling. Building a Clientele. Necessity of Records.

VIII. PRACTICAL ARTS.

A. AGRICULTURE. (Grades 9-12.)

1. *Grades IX-XII.*

The agricultural instruction in these grades should deal with problems of animal production, plant production, farm management and farm mechanics. The suggested divisions of these problems for teaching purposes and the specific aims of each division is as follows:

Animal Husbandry. "The specific aim of the work in animal husbandry is to enable young people to obtain such a knowledge of the characteristics of feeding, breeding, care and management and marketing of domestic animals commonly raised for profit in that region as will prepare them for success in livestock farming."

Soils and Crops. "The specific aim of the work in soils and crops is to enable young people to obtain such a knowledge of the most important principles of the formation, properties and management of soils applicable primarily to

their own vicinity as will prepare them for the successful production of maximum crops and the maintenance of soil fertility. They should also gain such knowledge of the characteristics, propagation, culture, improvement, storage, marketing and use of the principal local field crops as will prepare them for success in field crop farming."

Horticulture. "The specific aim of the work in horticulture is to enable young people to obtain such a knowledge of the characteristics, propagation, culture, improvement, harvesting, storage, and marketing and use of the principal local vegetable and fruit crop as will prepare them for success in vegetable and fruit raising."

Farm Mechanics. "The specific aim of the work in farm mechanics is to prepare young people so as to plan, locate, construct, and maintain farm buildings, fences, roads, and drainage systems and so to select, operate and maintain farm machinery and the mechanical equipment as to contribute most highly to the profit and pleasure of farming."

Poultry. "The specific aim of the work in poultry is to enable young people to obtain such a knowledge of the characteristics, breeding, feeding, care and management and marketing of farm poultry as will prepare them for successful poultry raising."

Dairying. "The specific aim of the work in dairying is to enable young people to obtain such a knowledge of the characteristics, care, management, breeding, improvement and sale of the dairy breeds of cattle and the handling, manufacture, use and marketing of their products as will prepare them for success in special dairy farming."

2. *Vocational Agriculture.*

Courses in vocational agriculture are provided in all-day classes, part-time classes, and evening classes. The all-day classes are for high school boys who expect to be farmers. The part-time classes are for young men not in school and who are on farms, but have not as yet assumed full responsibility of managing a farm business. Evening classes are for adults, who are engaged in the business of farming. For further information, address the Vocational Division, State Department of Public Instruction, Room 215, State House.

B. HOME ECONOMICS. (Grades 9-12.)

1. *Grade IX.*

(No Adopted Text.)

a. First semester.

Suggested Time Allotments:

Foods, 8-10 weeks; The House, 5 weeks; Child Development, 3 weeks.

An appreciation of the importance of wise selection of foods and the ability to prepare well balanced and attractive meals should be emphasized. Wise selection and buying of foods, and canning and preservation of foods should be studied.

The ability to select suitable house furnishings and an understanding of elementary principles in home decorations should be developed.

Interest in young children and the ability to help in caring for the child's physical needs should be developed.

b. Second semester.

Suggested Time Allotments:

Home Relations, 3 weeks; Clothing, 10 weeks; Social Usage, 3 weeks.

The appreciation of one's responsibility and obligation in the home should be developed. The ability to select suitable clothing and some skill in construction of clothing should be developed. A discussion of friendship and social relationship is outlined.

2. *Grades X-XII.*

(No State Adopted Text.)

a. Home Management. (One semester.)

This course is a study of home problems. Some of the problems studied are: selection of a home, care of house, selection and arrangement of furnishings, planning a work schedule, selection and care of labor-saving equipment, use of family income, and home activities for children.

b. Home Nursing and Child Development. (One semester.)

The importance of health and understanding of the best methods of maintaining it are the particular aims of the course. Such topics as relation of personal appearance to health, understanding of body functions, methods of care for the sick, emergency treatment and nursing as a profession are emphasized. Desirable physical care of the child and responsibilities of motherhood are emphasized.

c. Advanced Clothing. (One or two semesters.)

Pupils should develop the ability to select and purchase clothing that is practical, serviceable, economical and attractive for school and business wear and for use on special occasions. Habits of neatness, cleanliness, and thrift in the care, selection, and construction of clothing should be formed.

d. *Advanced Foods and Nutrition.* (One or two semesters.)

The ability to plan, prepare and serve well balanced and attractive meals should be developed further. The serving of simple refreshments and meals to guests, preparing meals for children, planning daily dietaries and types of diets under special conditions should be studied. Stress should be placed upon wise selection of foods and careful care and preservation of foods.

3. *Euthenics.*

The content of the course in Euthenics has been adapted from the material in the other courses. Much of the laboratory work has been omitted but certain laboratory practices necessary for the development of this course are included.

This course is provided for those pupils who wish to elect some Home Economics in the junior or senior years and who have *not* had any previous work in the high school. It is planned for a single period daily for two semesters.

4. *Vocational Home Economics.*

Courses in vocational home economics are provided in all-day classes, part-time classes, and evening classes. The all-day classes are for high school girls who are interested in preparation for home-making. The part-time classes are for young women not experienced as housekeepers and also for groups who are experienced housekeepers. The evening classes are provided for women who expect soon to have charge of their homes, those who are experienced housekeepers, and those whose personal advantages in acquiring such training as the evening school offers. For further information, address the Vocational Division, State Department of Public Instruction, Room 215, State House.

C. *INDUSTRIAL EDUCATION.* (Grades 7-12.)

1. *Grades VII-IX.*

a. *General Shop.*

It is strongly recommended that General Shop be offered in these grades in order that opportunities for exploration may be provided. Not more than four different activities should be attempted by one teacher. In small schools it is recommended that each semester be devoted to a different activity in grades seven and eight and that the pupils be allowed to choose one of the four activities to be continued in the ninth grade.

In each course the emphasis should be placed upon the tools, materials and operations of the trade and vocation information and experience through activity and study in the course.

The following courses are especially recommended:

(1) Woodwork.

In this course pupils should develop skill in shaping boards, assembling simple joints, finishing woods and they should develop an understanding of production methods.

(2) Electricity.

The pupils should develop an understanding of the simple laws of electricity, the rules of safety about the use of electricity, and general principles of automobile electricity. Skill in executing wiring problems according to a diagram and in repairing of household appliances should be developed.

(3) Concrete.

Emphasis should be placed upon an understanding of the various forms of concrete construction and occupational opportunities in concrete work. Experience in mixing concrete and observing its behavior should be provided.

(4) Printing.

Pupils should learn to do simple typesetting, read proof, lock up a job, run a press, and how to figure and cut paper. An understanding of working conditions, hours of labor and importance of the printing industry should be developed.

(5) Elementary Foundry Practice.

Pupils should acquire skill in getting sand ready for molding, use of tools, and ramming a mold; knowledge of how to properly gate a mold and the economical use of patterns should be developed. The idea of rapidity of production should be emphasized.

(6) Drafting.

Pupils should be taught to read drawings and develop simple two and three view drawings. They should develop an understanding of the use of various kinds of weights of lines.

Woodwork.

(1) Grade VII.

The pupils should develop an understanding of the possibilities of the woodworking trades—pattern making, carpentry, and cabinet-making, and the fundamental process of woodworking with hand tools on bench work. Practice in simple wood finishing should be provided. Good habits in care of equipment should be emphasized.

(2) Grade VIII.

Pupils should develop skill in squaring stock, making joints, and assembling. They should be able to identify the cabinet woods used in the shop. The ability to lay out and construct a project from a drawing should be developed. Experience in applying varnish and knowledge of the use, kinds and qualities of woodworking tools and materials are important.

(3) Grade IX.

Experience in the use of woodworking tools and simple work on the jointer, surfacer, handsaw, belt, sander, table saw, mortiser and lathe should be gained. A knowledge of the manufacturing processes and the occupational facts concerning the woodworking trades should be emphasized.

2. *Grades X-XII.*

Industrial arts courses are intended to make the pupils more familiar with the trades and industries. Emphasis should be placed upon knowledge to be gained concerning the various trades and industries as well as the perfection of skill in the various operations.

a. Auto Mechanics.

An attempt should be made in the first place to discover the aptitude of the student for automobile work. The essentials of automobile construction and maintenance as an aid in making minor repairs should be emphasized.

b. Mechanical Drawing.

Pupils should be acquainted with the need for mechanical drawing by a discussion of where it is used in industry and why it is necessary to have drawing. Its possibilities as an occupation should be thoroughly discussed. The abilities to do sketching, detailing, tracing, blue printing, and the ability to create and visualize from sketches and drawings ideas of others or own experiences of related material should be developed.

c. Machine Shop.

The course is intended to prepare pupils for the machine trade or at least to assist the pupil to make more rapid advancement in the trade. Vocational information concerning this trade should be emphasized.

d. Pattern Making.

The place of pattern making in the manufacturing process should be stressed and occupational information should be emphasized. Enough work should be given

to test the skill of the pupil to the point that he can satisfy himself whether he can succeed in this trade.

e. *Sheet Metal.*

An appreciation of the sheet metal industry should be developed. Pupils should be acquainted with tools, machines and equipment, in order that proper care will be given. Projects should be selected which will involve the development of skill in various types of processes.

3. *Vocational Industrial Education.*

Courses organized to serve the group who desire to prepare for a trade or occupation. The work may be full-time school, for the student who has not left the regular day school; the part-time school, for those who have entered employment, and the evening school for the older people who desire to improve themselves along the line of their occupation. Details for organizing this work may be secured by writing to the Vocational Division, Room 227, State House.

IX. FINE ARTS.

A. *MUSIC.* (Grades 9-12.)

(No State Adopted Text.)

1. *Grades IX-XII.*

The instruction in music in these grades must necessarily be varied in the different schools. Vocal Instruction through Chorus and Glee Club work should be offered in every school in order that pupils may be able to participate in social, religious and community singing activities. Emphasis should also be placed upon the ability to enjoy good music in its various forms by knowing something of the masters of music and their notable work.

Instruction in instrumental music should be offered wherever possible in order that the pupils may better evaluate masterful performance, and realize the relation of useful arts to the fine arts.

In the larger schools, courses in Theory and Harmony should be offered.

B. *ART.* (Grades 9-12.)

(No State Adopted Text.)

1. *Grade IX.*

Each individual should be encouraged to express himself creatively through the emotional elements of line, mass, and color. Every possible opportunity should be offered for the selection, arrangement and judgment of finished products in both fine and industrial arts. The pupil should see the possibilities of art as a factor in his environment, and should be encouraged to make a practical application of the art principles in his home, school and community.

2. Grades X-XII.

In the senior high school creative ability should be stimulated to the greatest possible extent, so that the emotions may find their outlet through the medium of the imaginative graphic arts. Pupils at this level elect art because of their interest in the subject, for its vocational or avocational value. The work should express the individuality of each pupil with emphasis upon the fine expression of ideas rather than on skill. This is the time for the student to attempt the more subtle and complicated forms of art and also to study these forms from art history. Considerable time may be spent specializing on a particular medium or some specific handicraft and in discussion of abstract designs and the reasons for individual preferences.

STATE OF INDIANA
DEPARTMENT OF PUBLIC INSTRUCTION
INDIANAPOLIS
HIGH SCHOOL TEXTBOOKS—1933-1943

| Name of Book | Grades | Author | Publisher | Net F.O.B. | Exch. |
|---|----------|-------------------|--------------|------------|--------|
| †First Course in Algebra | 9 or 10 | Nyberg | American | \$0.81 | \$0.76 |
| †Second Course in Algebra | 10 or 11 | Nyberg | American | .81 | .76 |
| †New Plane Geometry | 10 or 11 | Stone, etc. | Sanborn | .93 | .86 |
| †New Solid Geometry | 11 or 12 | Stone, etc. | Sanborn | .75 | .70 |
| †Social-Business Arith. (Complete) | 9-12 | Barnhart, etc. | Mentzer | 1.20 | 1.12 |
| †Social-Business Arith. (Brief) | 9-12 | Barnhart, etc. | Mentzer | .96 | .90 |
| †The Development of America | 11 or 12 | Wirth | American | 1.44 | 1.35 |
| †Early European History (Revised) | 9 or 10 | Webster | Heath | 1.59 | 1.49 |
| †Modern European History (Revised) | 10 or 11 | Webster | Heath | 1.50 | 1.45 |
| †The Citizen and His Government (With Indiana Supplement) | 11 or 12 | Lapp, etc. | Silver | 1.26 | 1.18 |
| †On the Road to Civilization | 10 or 11 | Heckel, etc. | Winston | 1.43 | 1.37 |
| †The Nations at Work (Geography) | 10-11-12 | Packard, etc. | Macmillan | 1.44 | 1.34 |
| †Adventures in Reading (9) | 9-10 | Ross, etc. | Harcourt | 1.20 | 1.21 |
| †Adventures in Appreciation (10) | 9-10 | Schweikert, etc. | Harcourt | 1.44 | 1.35 |
| †Beacon Lights of Literature (Book I) | 9-10 | Chamberlain, etc. | Iroquois | 1.47 | 1.37 |
| †Beacon Lights of Literature (Book II) | 9-10 | Chamberlain, etc. | Iroquois | 1.47 | 1.37 |
| †Literature and Life (Book I) | 9-10 | Greenlaw, etc. | Scott | 1.35 | 1.26 |
| †Literature and Life (Book II) | 9-10 | Greenlaw, etc. | Scott | 1.44 | 1.34 |
| †Prose and Poetry for Enjoyment (Complete) | 9-10 | McGraw | Singer | 1.32 | 1.06 |
| †Prose and Poetry for Appreciation (Complete) | 9-10 | McGraw | Singer | 1.38 | 1.10 |
| †English Literature | 11 or 12 | Weeks, etc. | Scribner's | 1.65 | 1.54 |
| †American Literature | 11 or 12 | Blankenship, etc. | Scribner's | 1.50 | 1.40 |
| †Experiences in Thought and Expression | 9 and 10 | Seely | Silver | 1.17 | 1.10 |
| †Latin, First Year | 9 or 10 | Magoffin, etc. | Silver | .99 | |
| †Latin, Second Year | 10 or 11 | Berry, etc. | Silver | 1.20 | |
| †Latin Grammar | 9-12 | Burton | Silver | 1.14 | 1.07 |
| †Cicero Orations and Letters (6) | 11-12 | Johnson, etc. | Scott | 1.05 | |
| †Cicero Orations and Letters (10) | 11-12 | Johnson, etc. | Scott | 1.20 | |
| †Vergil—6 book edition | 11-12 | Knapp | Scott | 1.47 | |
| †Vergil—12 book edition | 11-12 | Knapp | Scott | 1.47 | |
| †Lernen Sie Deutsch | 9-10 | Burkhard | Holt | 1.32 | 1.23 |
| †A Brief Course in German | 9-10 | Hagedt, etc. | Heath | .69 | .65 |
| †Plant Life and Plant Uses | 10 or 11 | Coulter | American | 1.35 | 1.26 |
| †A First Course in Botany | 10 or 11 | Pool, etc. | Ginn | 1.26 | 1.18 |
| †General Zoology | 10 or 11 | Linville, etc. | Ginn | 1.50 | 1.40 |
| †First Principles of Physics | 11 or 12 | Fuller, etc. | Allyn | 1.35 | 1.26 |
| †New Elementary Physics | 11 or 12 | Milliken, etc. | Ginn | 1.35 | 1.26 |
| †Modern Physics | 11 or 12 | Dull | Holt | 1.35 | 1.26 |
| †New Physics in Everyday Life | 11 or 12 | Henderson, etc. | Lyons | 1.20 | .96 |
| †First Principles of Chemistry | 11 or 12 | Brownlee, etc. | Allyn | 1.35 | 1.26 |
| †A First Book in Chemistry | 11 or 12 | Bradbury | D. Appleton | 1.35 | 1.26 |
| †New Paractical Chemistry | 11 or 12 | Black, etc. | Macmillan | 1.41 | 1.31 |
| †Dynamic Chemistry | 11 or 12 | Biddle, etc. | Rand McNally | 1.41 | 1.32 |
| †Biology for Beginners | 9 or 10 | Moon, etc. | Holt | 1.29 | 1.20 |
| †New Introduction to Biology | 9 or 10 | Kinsay | Lippincott | 1.32 | 1.23 |
| †Dynamic Biology | 9 or 10 | Baker, etc. | Rand McNally | 1.35 | 1.26 |
| †Our World of Living Things | 9 or 10 | Heiss, etc. | Webster | 1.08 | 1.00 |
| †Economic Problems of Today | 11 or 12 | Klein, etc. | Lyons | 1.20 | .96 |
| †High School Economics | 11 or 12 | Thompson | Sanborn | 1.35 | 1.26 |
| †Everyday Economics | 11 or 12 | Janzen, etc. | Silver | 1.26 | 1.18 |
| †Business Economic Problems (Complete) | 11 or 12 | Shields, etc. | Southwestern | 1.38 | 1.10 |

*New adoptions, these texts are to be used during the years 1933-1943.

†Single adoptions, this text must be used in this subject.

‡Multiple adoptions, these texts present a choice within the list of texts adopted.



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