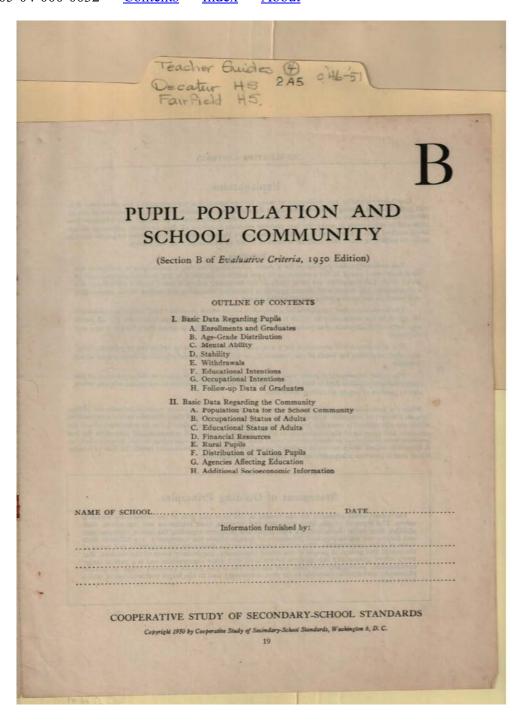
### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 1r02a05-04-000-0032ContentsIndexAbout



Part B

Names: Cooperative Study of Secondary School

#### **Places:**

Washington, DC

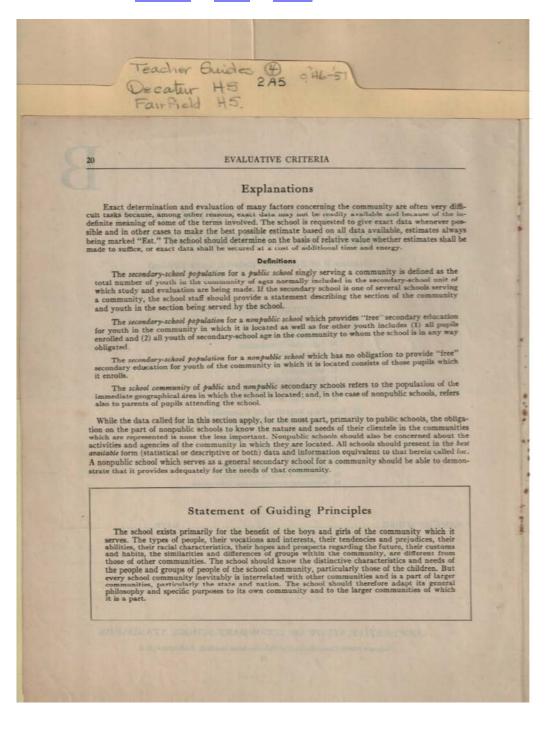
#### **Types:**

guide

#### Dates:

1950

### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 2r02a05-04-000-0033ContentsIndexAbout



### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 3r02a05-04-000-0034ContentsIndexAbout

1. In the space belo last group of t ing group of co	hree columns,	umns, a	e colum	ns at th	eding y	ing for t	he prece	-be	four-ye grades	to conf	-year,	for the or six-y actual of	ear uni organiza	t. Chan tion of	school	ignation if necess	a of the sary.	school
Cassification	Boys	944-19. Girls	Total	Boyi		48 Total	Boys		Total	Boys	1000	Total		19.5719	Total	Boys	1919_ Girls	
Enrolment: Regular: Twelfth grade	30		1															
Eleventh grade				chin										1		1.5		
Tenth grade										1	I L		-	1		11		
Nirth grade				1			-		24	E.P	-						1.11	
Eighth grade				8						1		1					12	1
Seventh grade			*							DR				-		0.0.0		
Unclassified																		
Postgraduate: full time											16							
Postgraduate: part time																115		E SAL
Tota														1-3		1 in		al and a second
Graduates: Number during year				1		1							1.0	12		-	0	
2. Describe any stud	lies wh	ich have	e been n	nade res	arding	the pro-	gress of	a	3. Do 1	ou con	sider th	e distri	bution	of enrol	Iments	satisfac	tory? If	"no,"

#### Part B

Names:

Basic Data Regarding Pupils

#### **Places:**

Washington, DC

### **Types:**

guide

#### **Dates:**

1950-1951

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 4r02a05-04-000-0035ContentsIndexAbout

22	-	-				CRIT		-	-	m	int	tá
1. Give number of only for the g the designatio necessary. Giv available).	pupils or rades in ns of th re data	f each i the sci e schoo for th	Vear	for wh	ich dat	DISTRI a are giv t the tin ce-year, m confo at year	ren: 19.	-	to schoo -year, o al organ rent ye	ol in the r six-ye nization ar are :	e fall. E ear unit t of the not con-	inter dat Chang school veniently
GRADE	10 on Less	11	12	13	14	15	16	17	18	19	20	21 AND OVER
Postgraduate		-	1			1	24	41	10	9	3	2
Twelfth			1			i	24	61	10	9	3	2
Eleventh						11	89	19	8	1	1	-
Tenth		-		6	6	109	31	5	2	1	10	
Ninth		-	-	13	108	33	40	2	2			
Eighth						-			22	1000	6	10
Seventh	-	-	-	-		-			12	121		E.
<ol> <li>Describe any use past three yea</li> </ol>	rs of the	above	inform	ation #	hich ar	e made	regulari	y or wh	ich hav	e been	made d	luring th
3. What factors wi these data?	thin the	school	or con	munity	explai	n any d	eviation	is from	normal	which	are rev	realed by
1	-			*								
									North Party	A THE PARTY		
4. What provisions	are beir	ig mad	e for pu	pils wh	o devia	te in ag	from i	ormal ;	grade p	lacemen	117	

Part B

Names:

Evaluative Criteria

#### **Places:**

Washington, DC

### Types:

guide

#### Dates:

1950-1951

# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 5r02a05-04-000-0036ContentsIndexAbout

INTH EIGHTH NINTH TENTH ELEVENTH TWELFTH	
	TOTAL SEVENTH LIGHTH NINTH TENTH ELEVENTH TWELFTH
	LQ. Percentile GRADE GRADE GRADE GRADE GRADE GRADE
	124 94
	Below Below
	76 6
	* A school should feel free to modify these intervals to agree with distributions previously made.
ing these data?	. What test or tests were used in determining these data?
	. When were the tests given?
enerishined mental ability	Describe any tests siven which measure specialized mental ability
specialized mental ability.	. Describe any tests given which measure specialized mental ability.
specialized mental ability.	. Describe any tests given which measure specialized mental ability.
na et energines a ganterine a la construction de la caracter de la construction de la construction de la constru	. Describe any tests given which measure specialized mental ability.
na et energines a ganterine a la construction de la caracter de la construction de la construction de la constru	and of the second s
secure data on the mental abilities of pupils?	. What procedure is followed regularly to secure data on the mental abilities of pupils?
secure data on the mental abilities of pupils?	. What procedure is followed regularly to secure data on the mental abilities of pupils?
secure data on the mental abilities of pupils?	. What procedure is followed regularly to secure data on the mental abilities of pupils?
secure data on the mental abilities of pupils?	. What procedure is followed regularly to secure data on the mental abilities of pupils?
ing these data?	nat test or tests were used in determining these data?
rals to agree with distributions previously made.	* A school should feel free to modify these intervals to agree with distributions previously made.
white the surface with distributions presidently made	
	76 6 Total
	Below Below
	76-83 6-1
	92-108 31-69
	109-116 70-84
	117-124 85-94
	124 94
	TO Destantile UEADE UEADE UEADE UEADE UEADE

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 6r02a05-04-000-0037ContentsIndexAbout

	Fa	cau Ir fi	ald	HE	2 A5 9 46-51
					A DECEMBER OF THE OWNER
24				EVALI	JATIVE CRITERIA
		_	-		
1. In the space bel	low indi	cate the	e numb	er of ye	D. STABILITY ars which each member of the current senior class has been
this school.					
NUMBER OF YEARS		SEN	TOKS	1	<ol> <li>What provision does the school make for gathe these data regularly?</li> </ol>
IN THIS SCHOOL (INCLUDING	Boys	Girls		tal	and the set of the set
PRESENT VEAR)	Doys		Num- bei	Per- cent	The second secon
1		0			
2					and the second s
3					A CONTRACTOR OF THE OWNER
4					
5	1			1	
6	-	1.000			
7 or more					
Total	1		1		The second second second
4. What factors w table?	rithin ti	he schoo	ol or co	mmunit	ty contribute to any unsatisfactory conditions revealed by
5. What is being	dane to	improv	ve the u	insatisfa	actory conditions?

# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 7r02a05-04-000-0038ContentsIndexAbout

PUPIL POPU			p. p	1
	LATION AND S	CHOOL COM		25
	E. WITHDRA		and an entering	Arra -
In the table below indicate the numb II no major reason was given, dete count any pupil more than once. In preceding the opening of the currer	er of pupils who gi rmine the most plu clude pupils who i at school year.	ausible reason fr have withdrawn	as the major reaso om the records of from school duri	in for withdrawal, the pupil. Do not ing the 12 months
REASON FOR WITHDRAWAL	Boys	GIRLS	To	TAL
KEASOS FOR WITHDRAWAL	DOYS	GIRLS	Number	Percent
Disciplinary difficulties				
Entered military service	21		Color States Co.	the second second
Financial reasons	a formation		The Local Division in which the	and a labor
Illness of pupil	and a second second	-	1 1 2 2 2 2	
Lack of interest in school work			The second second	-
Marriage			1	and the second second
Obtained work		12		
Poor scholarship	-		1	the second second
Pupil's help needed at home			-	
Transferred to another school				and the second s
Unclassified Unknown	C. Constantin	-	-	and the second second
Total	and a state of the	-	-	
Total		And the owner of the owner own	1	
Discuss any unsatisfactory condition	t tent s		actory conditions	which are revealed
by this table?	ituation relative b	o withdrawals?		

# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 8r02a05-04-000-0039ContentsIndexAbout

6 F. Education									
			EV/	LUATIVE	CRITERIA				
	AL IN	TENTR	ONS	-	G. OCCUPATION	TAL IN	TENTI	ONS	
. Indicate the number a if necessary) of mem class whose intention	and pers o	ercent f the	(appropresent	oximate t senior	1. Indicate the number at the present senior cli following occupations	ass wh	o plan	to en	abers o ater th
				TAL					TAL
INTENTIONS	Boys	GIRLS	Num- ber	Per- cent	CATEGORIES	Boys	GIRLS	Num- ber	Per- cent
Attend 4-year college or university					Professional, technical, and managerial work	dia.			1
Attend junior college				1	Clerical and sales work		1		1
Attend other post-sec-	1		1		Service work	-	1	-	
ondary school, e.g., business college or technical institute					Agriculture, marine, and forestry work			-	
Continue education but	-	117	1		Mechanical work	1			-
undecided on type of school		-	1		Manual work	1		1	1
Stop formal education		1 III			Undecided			-	-
upon graduation	-	-	-		Unknown	1	1 mil	12	100
Undecided about fur- ther education	1	1	1		Total	1.0	1		10
Unknown			-		Occupational categories     Occupational Titles, Part IV, Ex	listed a stry Occa	eccording patients	to Die (Classi)	ctionary featime.
Total members of senior class	1 mil	112			2. Discuss procedures use	d in co	llecting	z abov	e data.
<ol> <li>2. Discuss procedures use</li> <li>3. At what point in the prasked to state his ed</li> <li>4. Discuss the comparisant educational op</li> </ol>	upil's s ucatio	chool onal int	career	is he first s?	<ol> <li>At what point in the p asked to state his or</li> <li>Discuss the comparise and the opportuni</li> </ol>	on bet	ween s	tentio	ns? ntenti
				tilized in ional pro-	community or area. 5. To what extent are th ning individual as grama?	e abov			

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 9r02a05-04-000-0040ContentsIndexAbout

_	PU	PIL PO	PULA	TION	AND S	SCHOOL COMMUNITY Merth 27
1. I	ndicate in the appropriat	e colum occupa	. FOLI ins the tional,"	number or oth	DATA r and per categ	or GRADUATES ercent of graduates of the last senior class who have ories listed below.
Г					TAL	2. Describe the procedures used in securing the
	CATEGORIES	Boys	GIRLS	Num- ber	Per- cent	bonented tacher le
S	chools leading to a bachelor's degree	21	19	40	43	Ised the run
2 0	ther schools beyond the secondary school		3	3'	.032	
3 P	rofessional, technical, and managerial work	1	1	2	1021	3. What studies have been made in this school to determine how closely the above information
210	lerical and sales work	ID	17."	27	28.7	conforms with pupil intentions while in school? Withthe
67	pr. S. Smill	8	1	9	0.9.5	very and
- 100	griculture, marine, and forestry work					
-	fechanical work		1	1		The second secon
E	danual work	1				<ol> <li>To what extent is the above information used in the study of the secondary-school program</li> </ol>
1	darried		9	9	095	in relation to pupil needs?
		1	1	1		warming the industry
	Inemployed		12	3	01	Same in the second states
1	Jnknown	10 D	I E G	laut		international and a second
L	Total     Occupational categories li	H D sted acco	rding to	Dictionar	y of Occu	Anter when an an arrest
	tional Tilles, Part IV, Entry Oc	cupational	e classijk	canons.		a school graduates been made in the community by
	high school pupils? De	scribe.				
	no					
4	Is the above distribution	of grad	duates	typical	for this	school and community? with
						A

Names:

Pupil Population

#### **Places:**

Decatur, AL

### **Types:**

#### form

Dates:

1950-1951

### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 10r02a05-04-000-0041ContentsIndexAbout

Teacher E Decatur Fairfield	HS.	2 A 5	9.46-9			
28	EVALU	ATIVE CR	ITERIA	AL AVENT	Ø.,	4 -
II. Basic	Data Re	egarding	the Co	ommuni	tv	
A. POPULATION DATA F			and the second second			0)
Ye	ar to which	information	applies: 19			
1. Describe the area included within y						
2. Total population						
3. Secondary-school population (see d					In	
<ol> <li>Total number of secondary schools being evaluated):</li> </ol>	s of all type	s in this cor To	stal enrollme	ent		
5. Enrollment in this school						
			ns of ADUL applies: 19			
1. Indicate the number and percent of following groups: (Indicate whic a) The b) The c) The	adult memb	ers of the er	coring) ntire commu- chool commu- rolled in thi	unity unity	given below	
OCTUBATIONS	м	EN		MES		TAT
Occupations	M. Number	EN Percent	We Number	Percent	Te	Percent*
Occupations Professional and semiprofessional workers				12172		
Professional and semiprofessional workers Farmers and farm managers				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi-				12172		
Professional and semiprofessional workers Farmers and farm managers				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers Service workers, except domestic Farm laborers and foremen				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers Service workers, except domestic Farm laborers and foremen Laborers, except farm and mine				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers Service workers, except domestic Farm laborers and foremen Laborers, except farm and mine Homemakers				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cinia, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers Service workers, except domestic Farm laborers and foremen Laborers, except farm and mine Homemakers Unemployed or on relief				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers Service workers, except domestic Farm laborers and foremen Laborers, except farm and mine Homemakers				12172		
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesme and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers Service workers, except domestic Farm laborers and foremen Laborers, except farm and mine Homemakers Unemployed or on relief Unknown Total	Number	Percent	Number	Percent	Number	Percent*
Professional and semiprofessional workers Farmers and farm managers Proprietors, managers, and offi- cials, except farm Clerical and kindred workers Salesmen and saleswomen Craftsmen, foremen, and kindred workers Operatives and kindred workers Domestic service workers Service workers, except domestic Farm laborers and foremen Laborers, except farm and mine Homemakers Unemployed or on relief Unknown	Number	Percent	Number	Percent	Number	Percent*

#### Names:

Basic Data Regarding Community

#### **Places:**

Decatur, AL

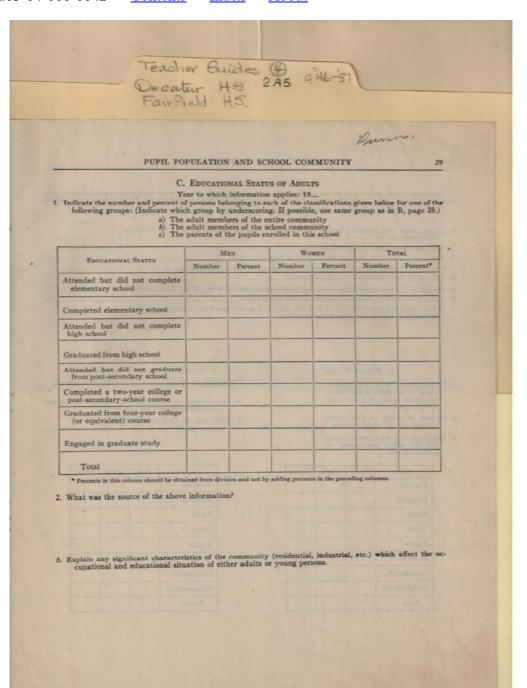
### Types:

form

#### **Dates:**

1950-1951

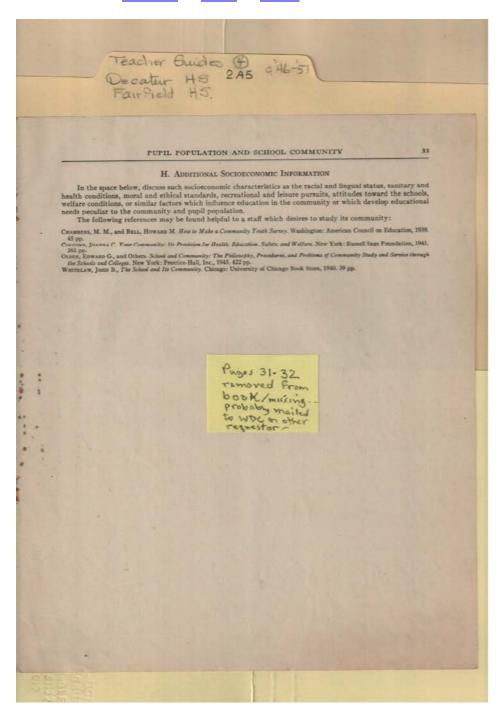
### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 11r02a05-04-000-0042ContentsIndexAbout



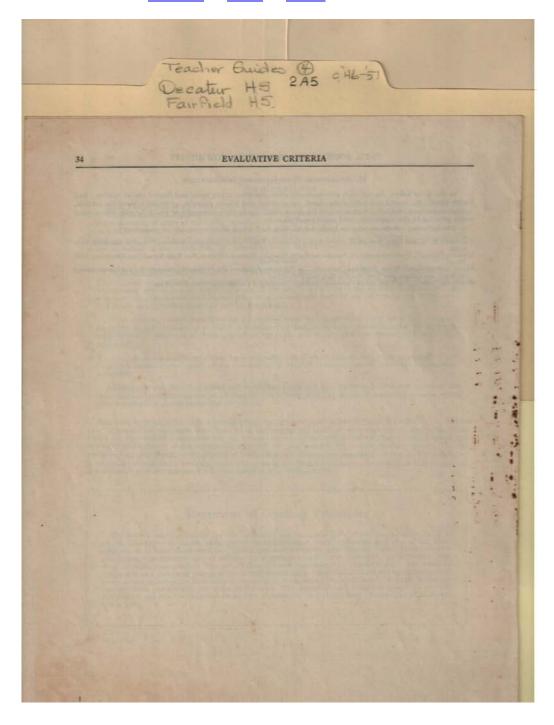
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 12r02a05-04-000-0043ContentsIndexAbout

30 (Information should be public schools should prese	reported for at similar	- Contraction		ALUATIVE CR.	ITERIA	this !		
	reported is nt similar		D					
	mt similar	or the last -	D.	FINANCIAL RES	OURCES			
1 Emerally and for the		informatio	n about th	eir financial status. /	ant differences in the co An audited financial sta	atement sh	ould be at	plained below. N tached or availab
	and the second				ion applies: 19			Amount
1. Expenditures (not daily attendance							s	
<ol> <li>Assessed valuation</li> <li>Approximate percent</li> </ol>	of the sc nt assesse	hool dist ed valuat	tion is of	true valuation			\$	
4. Assessed valuation	per yout	h of seco	ndary-sci	tool age in the so	hool district		s	
<ol> <li>5. Percent of funds ob</li> <li>6. Percent of funds ob</li> </ol>	tained fr	om local	taxation and othe	r sources (exclusi	ve of receipts from	tuition)	12-11-2	
7. Percent of funds fro	om tuitio	n pupils	enrolled	in this school			_	-
<ol> <li>If more than one se or system of allots</li> </ol>	condary ment of i	echool is funds for	in the di educatio	strict, describe be	elow any special pr	tovisions		
	CURAL P				F. DISTRIBUTI			
1. Percent of enrollmen classified as rural	(in open	coun-		CN	espublic schools may o	smit or ind scholarship	licate the r	number receiving
try or in towns 2,500 population)	of fewer	than	_	% 1. Ii	the table below pupils per grade for	indicate or the cu	the nur rrent yes	mber of tuiti ar.
2. Percent of pupils transported at sci	in this shool expe	school	1		hat are the total	receipts	from	
				all with	tuition pupils?		*	
3. Indicate below the plis per grade t school expense.	ransport	cu at						
GRADE	Bors	Guils	TOTAL	*	GRADE	Bors	GIRLS	TOTAL
Twelfth			10		Twelfth			
		Section 4			Eleventh	the local sector	and the stand of the	A REAL PROPERTY.
Eleventh					Tenth			
Eleventh Tenth	-	-			Tenta			
					Ninth	-	17.2	
Tenth								
Tenth Ninth					Ninth			
Tenth Ninth Eighth					Ninth Eighth			
Tenth Ninth Eighth Seventh					Ninth Eighth Seventh			
Tenth Ninth Eighth Seventh Unclassified					Ninth Eighth Seventh Unclassified			
Tenth Ninth Eighth Seventh Unclassified Postgraduate					Ninth Eighth Seventh Unclassified Postgraduate			

### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 13r02a05-04-000-0044ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 14r02a05-04-000-0045ContentsIndexAbout



### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 15r02a05-04-000-0046ContentsIndexAbout

				1-		ic Da		-												
					• н	oldin	g Pou	er of	Sch	001				-				_		
	194	16 -	47	194	47 -	48	194	8 - 4	19	19	19 -	50	1 19	50 -	51	19	51	52		
Classifica- tion		Girl	imo-	Boys	Girls	To- tal	Boys	Girl	To-	Воуз	Girl	To-	Boys	Girl	To- tal	Воуз	01r1	To-		
Enrollment: Regular: Twelfth Grade	43	, 51	94	44	50	94	53	53	106	41	57	98	60	58	118	49	65	114		Decatur Fairfield
Eleventh Grade	59	65	124	67	64	131	53	65	118	72	54	126	65	66	131	82	81	163		Pet
Tenth Grade	80	66	146	88	66	154	91	64	155	76	72	148	90	106	196	105	89	194		0
Ninth Grade	88	69	157	85	79	164	68	75	143	93	106	199	99	92	191	90	106	196	-	HUH
Eighth Grade	88	79	167	65	83	148	106	107	213	106	99	205	105	107	212	105	136	241		3 10 10
Seventh Grade	70	81	151	95	108	204	111	98	209	105	214	219	111	140	251	104	106	210		PA5
Unclassified											No menti								13	
Post Graduato Full Time														-	1					0.46-5
Post Graduate Part Time													1							51
Total	428	413	839	445	450	895	482	462	044	493	502	\$95	530	569	1099		583	1118	-	
Graduates: Number during	41	50	91	44	49	93	47	50	97	38	57	95	52	53	105	10. TO 1				

#### Names:

Basic Data Regarding Pupils

### Places:

Decatur, AL

### Types:

form

#### **Dates:**

1950-1951

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 16r02a05-04-000-0047ContentsIndexAbout

		(Fe Of Fe	ecal airf	ier tur ield	Gui H H	2 5 5	2A	5	a H6	-57				
	Age	10		ge-Gr Data	for	1953	1-52						21	
4	Grade	OT Lens	11	12	13	14	15	16	17	18	19	20	or Over	
	Postgraduate.													
	Twelfth							18	75	16	3		1	-
	Eleventh						30	98	31	3				÷
	Tenth				2	16	129	31	11	3	1			
	Winth			1	30	99	37	8	2		-			
	Eighth		2	28	160	38	11	1						
	Seventh	2	21	117	61	14	5	2					1	

Those data show the age-grade distribution to be about normal.

### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 17r02a05-04-000-0048ContentsIndexAbout

	(FOH	éacher e catur air Pield	Guide H5 H5	() 2 A5	246-57		
			C- Mental				
			C- Mental	ADILLAY			
Range of L. Q.	Total	Seventh Grade	Eighth Grade	Ninth Grado	Tenth Grade	Eleventh Grade	Twelfth Grade
0707 124	78	22	23	13	7	6	7
117-124	106	17	28	17	13	14	17
109-116	188	27	34	35	23	43	26
92-108	415	80	81	- 66	82	61	45
84-91	148	28	42	28	31	13	ø
76-83	97	25	17	20	24	7	4
Below 76	34	12	0	6	9	o	1
	1000						

The Hermon-Nelson Tests of Mental Ability were used in determining these data, The tests were given November 28, 1951.

# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 18r02a05-04-000-0049ContentsIndexAbout

		Teach Decat Fairfi	er Gun Eur H eld H	30 CA	As give	-57		
			c-	Mental A	bility			
	Range	Total	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
4	Percentile							
	Cver 94	44	6	7	8	8	8	7
	85-94	103	21	27	16	11	17	11
	70-84	183	32	47	34	21	34	15
	31-69	365	86	67	59	66	53	34
	16-30	192	28	61	37	37	13	16
	6-15	118	25	22	18	27	14	12
	Below 6	61	13	i o	13	19	5	11
	Total	1066	211	231	185	189	144	105

## Frances Cabaniss Roberts Collection:Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 19r02a05-04-000-0050ContentsIndexAbout

		Teo Dec Fai	icher Guid catur He irfield He	2 A5 C	H6-57		
				Stability			
		-		t Senior Clas			
				and and the			
•		Number of Vears in this		Senio			
	1	fineluding	Boys	Girls	Tots	1	
		year)			Number	Percent	
	-	1	1	6	7	6.1	
		2	3	5	8	7.0	mil
		3	4	2	6	5.3	
		4	4	6	10	8, 8	
	a company of the	5	3	7	10	8.8	
		6	30	39	69	60.5	
		7 or more	4	0	4	3.5	
	- annum	Total	49	65	114	100.0	

The information in this table seems to be about normal.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 20 r02a05-04-000-0051 Contents Index About

Teacher Guides Decatur HS 2 Fairfield HS	A5 aHL-	57		
3- Vithdraw 1950-51	als			
		1	Tot	al
Reason for Withdrawal	Joys	Girls	lium- ber	la ort
Disciplinary difficulties	3	2	5	3.4
Entered military service	11	0	11	7.4
Financial reasons		1	-	
Illness of pupil	4	10	14	9.5
Lack of interest in school work	2	2	4	2.7
Marriage	.0	8	8	5.4
Obtained work	13	7	20	13.5
Yeor scholarship	6	1	1	.7
Fupil's help needed at home		100		1 -
Transferred to another school	26	43	74	50.0
Unclassified	0	3	3	2.0
Unknown	5	3	8	5.4
Total	64			

The attendance worker koops a record of these data. According to this table withdrawals due to illness are The school has paid too little attention to physical check-ups.

- 2-upe.
  To improve the situation relative to withdrawals:

  Curriculum is adjusted to increase hold-ing power of the school.
  Federal and State Child Labor Laws are being strictly enforced.
  Health Clinics will be held.

,

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 21 r02a05-04-000-0052 Contents Index About

Teacher Guid Decatur HS FairRidd HS	2 A5	q`H6-5	1	
F- Educational 1 Present Senici				
			T	otal
Intentions	Воуз	Girls	Num- ber	Per- oent
Attend 4-year college or university	23	19	42	36.8
Attend junior college	6	4	10	8.8
Attend other post-secondary school, e.g., business col- lege or toohnical institute	2	12	14	12.3
Continue education but un-	5	2	7	0,1
decided on type of school				
Stop formal education upon graduation	3	13	16	14.0
decided on type of school Stop formal education upon	3	13 7	16 14	14.0

Questionnaires were used in collecting the above data. The pupil is first asked to state his educational in-tentions at the end of the Sth grade. This school offers educational opportunities comparable with pupil intentions. The above data are utilized in planning individual and group educational programs, because our curriculum presents opportunities for those who attend school further and also for those whose education ends with graduation.

#### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 22 r02a05-04-000-0053 Contents Index About

Téacher Guides @ 946-51 Decatur HS 2A5 946-51 Fairfield HS.						
	G- Occupational T Present Sanio:					
		1	1 -	Tota	a	
	Categories	Boys	Girls	Number	Per- cent	
	Professional, technical, and nanagerial work	30	15	45	39.5	
-	Clerical and sales work	0	0	0		
	Service work	2	3	5	4.4	
	Agriculture, marine, and forestry work	5	0	5	4.4	
	Mechanical work	2	0	2	1.7	
	Manual work					
	Undecided	8	28	36	31.6	
	Unknown	2	2	4	3.5	

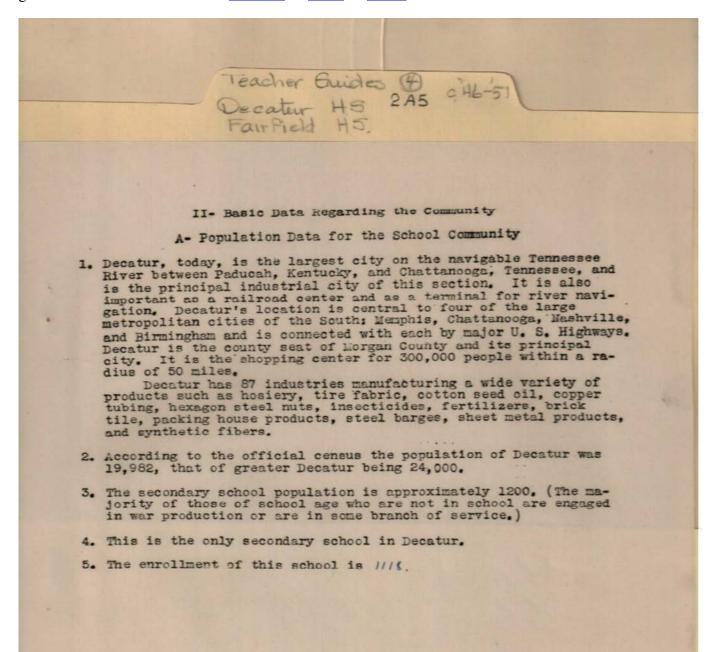
Questionnaires were used in collecting the above data. A pupil is first asked to state his occupational in-tentions in the 7th grade. Opportunities are available locally in the above occupa-

tions. The above data are utilized in planning individual and group educational programs in that some occupational guidance is offered. Personnel directors from local industries discuss local occupational opportunities with students.

# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 23r02a05-04-000-0054ContentsIndexAbout

Te Os Fo	cateu ur Pie	- Auid HE HE	2	Ð 9	H6-51
н-		-up Date or Class			
			Tot	al	
Categories	Boye	Girle	Num- ber	Per- cent	
Schools leading to a bachelor's degree	21	16	37	35.2	
Other schools be- yond the secondary school	4	8	12	11.4	Procedures used securing these data were: personal know-
Professional, tech- nical, and mana- gerial work		2	2	1.9	ledge, phone calls, letters, etc. This information is used in the study
Clerical and sales work	5	12	17	16.2	of the secondary- school program in re- lation to pupil needs
Service work		1	1	1.0	because, Adjustmento in subject matter offer-
Agriculture, marine, and forestry work					ed as electives are made in accordance with information dis- covered in this study.
Mechanical work	3		3	2.9	covered in this study. Graduates are accepted in colleges of their choice. Our
Manuel work	graduates are r turned down by	graduates are rarely turned down by any college or university.			
Married	4	4	8	7.6	
Unemployed	4	6	10	9.5	
Unknown	2	4	6	5.7	
Armed Forces	9		9	8,6	
Total	52	53	105	100.0	

### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 24r02a05-04-000-0055ContentsIndexAbout



#### Names:

Basic Data Regarding Community

#### Places:

Decatur, AL

#### **Types:**

form

#### Dates:

1950-1951

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 25r02a05-04-000-0056ContentsIndexAbout

		ield Ha	2 A 5	G HE-			
	B- Oct Parents of	cupationa f pupils l		100 - 12 -			
		Me	m	W OIL	en	Tot	al
	occupations	Number	Percent	lAunber	Percent	lluin- ber	rer- cont
Prof	essional and comi- essional workers	55	5.7	23	2.3	78	.4.
mana	ors and farm - ·	29	3,0		- And	29	ì.
i roy and fam	rietors, conspers, officials except	149	15.4	11	1.1	160	8.
Cler work	ical and kindred	29	3.0	54	5.3	83	4.3
Sale Wome	men and sales- n	95	9,9	60	5.9	155	7.
Craf	tsmen, foremen, kindred workers	350	36.2	54	5.3	404	20.
Oper work	atives and kindred ers	140	14.5			140	7.0
Dome work	stic service ers			6	.6	6	
Serv	ice workers, pt domestic	65	6.7	50	4.9	115	5.8
Farm	laborers and men					-	
Labo and i	rers, except fam	30	3.1	6	.0	36	1.0
Home	lakers			744	73.4	744	37.0
Unem reli	ployed or on ef	20	2.1	6	.6	26	1,3
IInim	own	. 4	4	1041 -		-4-	1

information.

#### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 26 r02a05-04-000-0057 Contents Index About

	Teachu Decat Fairfi C- Educati	eld H	<i>a</i> :		-57		
	Parents of puj	pils enro 1950-		this sc	hoo1		
1		lie	n	Wome	n	Tota	1
	Educational Status	Number	Percent	Number	Percent	Num- ber	Per- cent
	Attended but did net complete elementary school	86	8,9	59	5.8	145	7.3
A Martine	Completed elementary school	161	16.7	149	14.7	310	15.6
	Attended but did not complete high school	345	35.6	378	37.3	723	36.5
	Graduated from high school	197	20.4	258	25.5	455	23.0
	Attended but did not greduate from post- secondary school	78	8.1	78	7.7	156	7.9
	Completed a two-year college or post-secondary school course	22	2.3	40	3.9	62	3,1
	Graduated from four-year college (or equivalent) course	52	5.4	45	4.4	97	5.0
	Engaged in graduate study	25	2.6	7		32	1.6
	Total	966	100.0	1014	100.0	1980	100.0

Questionnaires were sent into the home to obtain this

information. Characteristics of the community which affect the occu-pational and educational situation of either adults or young persons are:

- are:
  1. A large majority of citizens own their homes.
  2. Diversified industries give opportunity for amployment.
  3. There is a ready market for farm products.
  4. Tamperature and climatic conditions are favorable.

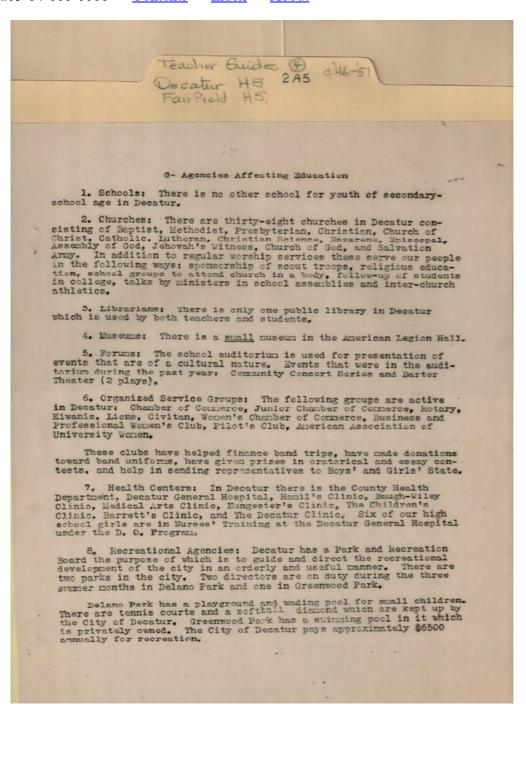
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 27r02a05-04-000-0058ContentsIndexAbout

### Teacher Guides (4) CH6-5 2 A 5 Decatur HS air field HS D- Financial Recources 1950-51 Expenditure (not including capital outlay) of this secondary school per pupil in average daily attendance--\$115.74 ( Does not include \$39,974.09 spent by cafeteria) 2. Assessed valuation of the school district -- \$13,796,040 3. Approximate percent assessed valuation is of true valuation -- 30% 4. Assessed valuation per youth of secondary-school age in the school district -- \$13,837.73 (Census for 1950 showed 997 white children of ages 13-18 inclusive. Average daily attendance for this school was 1014) 5. Percent of funds obtained from local taxation -- 26.07% 6. Percent of funds obtained from state and other sources (exclusive of receipts from tuition) -- 72.95% (Other includes a good many local sources.) 7. Percent of funds from tuition pupils enrolled in this school--97% 8. There is only one secondary school in Decatur.

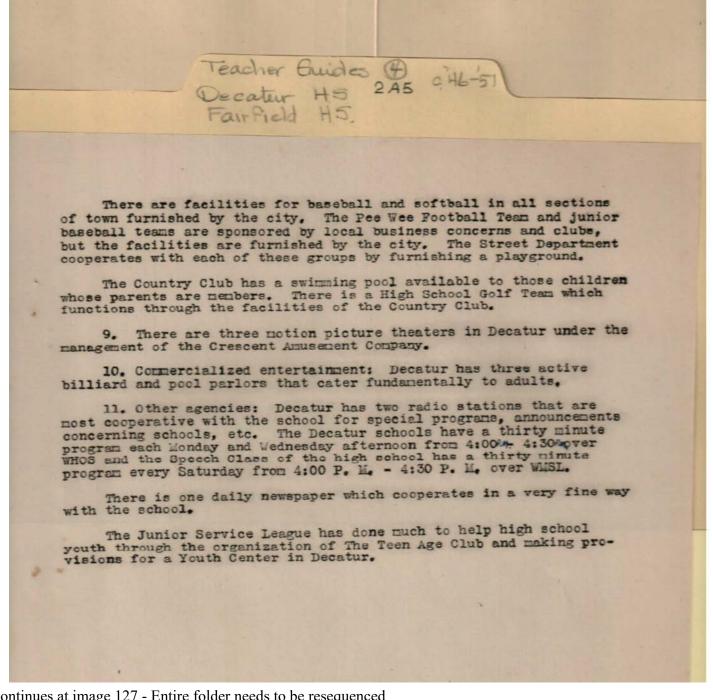
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 28r02a05-04-000-0059ContentsIndexAbout

	Teacher Decatu Fairfie	F HS H HS.	2 A5 9 46	-57	
	F- Dis 1. There are 45 2. The total red	1951-19	oils.		
-	Grade	Boys	Girls	Total	
1	Twelfth	3	2	5	
		1			
	Bleventh	6	5	11	
	Bleventh Tenth	6	5	11	
	Tenth	0	5	11	
	Tenth	6 3	5	11	
	Tenth Ninth Bighth	о 3 5	5	11 4 9	
	Tenth Ninth Bighth Seventh	о 3 5	5	11 4 9	

#### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 29 r02a05-04-000-0060 Contents Index About



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 <u>In</u>dex Image 30 r02a05-04-000-0061 Contents About



continues at image 127 - Entire folder needs to be resequenced

### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 31r02a05-04-000-0062ContentsIndexAbout

Teacher Guides (# HS ecatur HS air Field Social Studies: The Social Studied Department of Pairfield High School has a staff qualified from the standpoint of professional and academic preparation. While the members of the staff in this area lack experience, which is such a great teacher, they are blessed with youth and boundless energy. Because of these factors, there is promise for an unfolding dynamic program in this field. The offerings provide participation in this area for the entire student body. There is evidence that local resources are being used in instructional activities which help relate learning experiences to actual community living. Special reports are well integrated with the subject at hand in some instances. Some excellent examples of pupil participation in discussion sere noted. In order to help the staff move forward in imporving the program the following auggestions are made: 1. A broadened elective program might include an organized course in economics, Alabama bistory, and modern European history. Business law minut also be considered an elective in the 'social studies field. 2. The adoption of the research approach in all the social studies classes can lead to any increasing democratic atmosphere in the classroon, which in turnaleads to better evaluation of achievements by students and teachers. The research approach may be defined as a method of discovering the truth by setting up broad topics or questions and seeking the truth through to-operative teacherpupil planning and activities 5. An adequately functioning library, co-operatively developed by teachers and librarian, is a great resource area for social

continues at image 113 Names: Fairfield High School

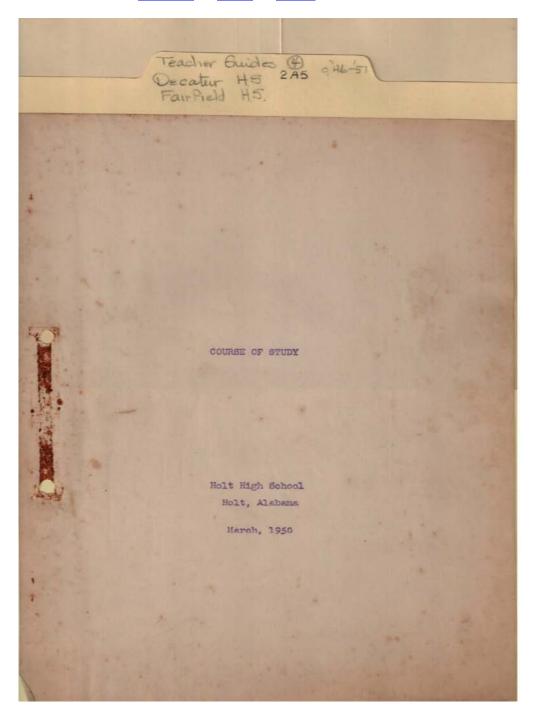
**Places:** 

Fairfield, AL

**Types:** 

report

Social Studies Department Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 32r02a05-04-000-0063ContentsIndexAbout



#### Names:

Course of Study -Holt High School

#### **Places:**

Holt, AL

### Types:

document

#### Dates:

March 1950

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 33r02a05-04-000-0064ContentsIndexAbout

	Téacher Guides @ 0'46-57 Decatur HS 2A5 0'46-57 Fairfield HS.	
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	Objectives of Junior and Senior English	1
-	Junior I English	2
	Junior II English	3
	Junior III English	4
	Senior I English	5
	Senior II English	5
	Senior III English	6
	Spanish	7
0	Objectives of Junior and Senior Mathematics	8-a
	Junior I Mathematics	8
	Junior II Mathematics	9
	Junior III Mathematics	10
	Geometry	11
	Algebra	12
	Practical Mathematics	13
	Objectives of Junior and Senior Science	14
~	Junior I Science	15
~	Junior II Science	16
1.1	Junior III Science	17
	General Science	18
	Objectives in Physics and Chemistry	19
	Physics	20
	Chemistry	21
	Biology	22

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 34r02a05-04-000-0065ContentsIndexAbout

	Téacher Guides @ 0,46-51 Decatur HS 2A5 0,46-51	
	Decateur HS 245 Fairfield HS.	
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		Page
	Objectives for Junior and Senior Social Studies	23
	Junior I Social Studies	24
	Junior II Social Studies	25
	Junior III Civios	26
	Senior I World History	27
	Senior II American History	28
	Senior III Problems of Democracy	29
	Band	30
	Shop	31
	Objectives of the Homemaking Program	32
C	Homa Economics I	33
	Home Economics II	35
	Objectives of Business Education	37
	Typewriting I	38
	Typewriting II	40
	Secretarial Office Prectice	41
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~	Physical Education	444
	Objectives of the Speech Class	46
	Objectives of Trade and Industrial Education Program	497
	Course of Study for Diversified Occupations Program	48

### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 35r02a05-04-000-0066ContentsIndexAbout

Teacher Guides @ Deat HS 2A5 CH6-5 Decatur HS Fairfield H5 OBJECTIVES OF JUNIOR AND SENIOR : NGLISH The Senior English course acquaints the student with the interplay of American and English literature and history. He is introduced to selections of literature--poetry, drama, essay, novel, and history -- which seem most purposeful and pleasurable. Improvement in oral and silent reading to encourage especially in the Junior I, II, and III classes. The pupils needs in oral and written expression form the bones for language study. Instruction in the location of materials and general use of the library are included: Objectives: I. Language Spoken language.
1. Effective conversation
2. Clarifying ideas
3. Public speaking
4. Drematizing A. 4. Drematizing
5. Poise
6. Parliamentary procedure
7. Voice control
8. Vocebulary
B. Written composition.
1. Letter writing
2. There writing
3. Creative writing
4. Nechanics of writing II. Literature A. Information. A. Information. 1. Avakened interest in current affairs 2. Understanding background of existing problem B. Pleasure. 1. Development of personality 2. Appreciation of creative expression 3. Appreciation of heritage III. Reading skills A. Silent reading. 1. To be enterteined 2. To acquire information B. Oral reading.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 36r02a05-04-000-0067ContentsIndexAbout

Teacher Guides @ 046-5 Decatur HS 2A5 Fairfield H5 2 JUNIOR I ENCLISH Spelling 1. Recognition of words 1. Recognition 2. Syllabification 3. Definitions Emunciation 5. Actual spelling and legible writing of words. Reading 1. Comprehension 2. Voice modulation and voice interest Accuracy (as to words when reading aloud as to, for, etc.)
 Accuracy (as to words when reading aloud as to, for, etc.)
 Appreciation of variety of types of literature.
 <u>\*Note</u>: The "Wings for Reading" provided for seventh grade oreates very little literary interests as it is merely designed as a reader, and nothing more. 5. Pleasure English <u>Gremmar</u> 1. The sentence and its parts for The sentence and its parts for A. Sentence comprehension B. Correct use of grammer C. Variety in sentence structure D. Oral and written communication
 Accuracy in: A. Functuation B. Capitalization
 Letter writing (Business and Social) Text: McKee and Others, Mastering Your Language. Houghton, 1947. . Wickery-Lambader, Spelling Goals. Webster, Hovious-Shearer, Wings for Reading. Heath,

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 37r02a05-04-000-0068ContentsIndexAbout

Teacher Guides @ C 46-5 Decater HS 2 A 5 Fairfield H5 3 JUNIOR II ENGLISH This course consists of ten units which provide op-portunities for students to read, think, speak, and write more effectively. A handbook of grammar and usage is used for more effective drill. The reader, which is used in this course, contains tales of adventure, sports, and hobbies. It teaches specific reading skills and suggests plans for sharing what is read. The following units in this course provide opportunities for students to read, think, speak, and write more effectively: Discussions, Opions, Descriptions, Reports Docial and Dusiness Letters Conversation and Telephoning Entertaining Yourself and Others Newswriting Telling and Writing Stories Explanations and Definitions Texts: McKee and Others, <u>Perfecting</u> Your Language. Houghton, 1948. Wickey-Lambader, Spelling Goals, Eight. Webster, 1945. Knolle, Discovery(Reading). Winston.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 38r02a05-04-000-0069ContentsIndexAbout

Fairfield

Teacher Guides @

Decatur HS 2A5

H5

JUNIOR III ENGLISH

046-5

1

Three books are used for this course. English in <u>Action</u> by Tresslar in the basic grammar text. A workbook is used in connection with it to give greater opportunity for drill. Emphasis is placed on mastering parts of speech, the use of words in sentences, recognizing the various types of sentences.

Another text, <u>Rewards</u> is used purely as a reader. Emphasis is placed on improving reading ability and acquiring certain reading skills such as: reading for information, reading for details, skimming, reading to get the central thought, and reading for pleasure. Also Used:

Wickey-Lambader, Spelling Goals, Nine. Webster Publishing Company. Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 39r02a05-04-000-0070ContentsIndexAbout

Teacher Guides @ Decaterr HS 2A5

Fairfield HS.

SENIOR III ENGLISH

0 H6-5

6

The Senior III English course includes English literature and instructions in the language skills, reading and writing. The literature is approached by the unit plan, using the unit most adaptable to class interest. Text: <u>English Writers</u>, Revised Edition, Gross, Smith, Stauffer, and Gallette. Supplementary reading, audiovisual aids from the school and University libraries are provided.

The workbook, <u>Essentials in English</u>, Fourth Book, Smith and McAnulty, and text, <u>Handbook of Writing and</u> <u>Speaking</u>, Wooley, Scott, Tressler, are studied and applied to personal language errors recorded from oral discussions and written compositions. Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 40r02a05-04-000-0071ContentsIndexAbout

### SPANISH

Téacher Guides @ Decatur HS 2A5

Fairfield HS

0 46-5

7

The main objectives of first year Spanish are: reading ability, developing the ability to understand the language readily through the eye and through the ear. Also another aim is the training of the tongue to pronounce with reasonable fluency and accuracy simpler forms of Spanish. It also includes a study of cultural Spain and the customs of Spanish speaking people. In this course we use three text books, a Spanish Dictionary, several film, and we are writing a simple play to be used as an assembly program.

Text:

Wilkins, <u>Quinito en Espane</u>. Henry Holt and Company.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 41r02a05-04-000-0072ContentsIndexAbout

Teacher Guides @ Decatur HS 2A5 C 46-5 Fairfield H5 8-s OBJECTIVES FOR JUNIOR AND SENIOR MATHEMATICS In order to develop understanding and appreciation of the role mathematics plays in many phases of modern life, the objectives of the mathematics department are: 1. To develop accuracy in fundamental skills. 2. To give an understanding of mathematical terms. 3. To develop reasoning in solving problems. 4. To inspire each child to do his work neatly and acourately. 5. To give the necessary basic skills to those who will continue in courses of higher mathematics. 6. To be able to apply mathematics to everyday life. 7. To aid the pupil in self evaluation.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 42r02a05-04-000-0073ContentsIndexAbout

Teacher Guides @ CH6-5 Decatur HS Fairfield HS 8 7th GRADE MATHEMATICS This course is designed as a practical, socialized course in mathematics, solving typical significant problems of real life. While solution of problems is the dominant purpose, it also provides informal diagnostic tests on the fundamentals, reinstruction and abundant practice in the fundamentals for those who need them, progress tests and cumulative reviews to maintain and increase skills. A general outline of the course follows: I. Commonly Used Geometrical Pigures II. Arithmetic in the Home III. Common Practions IV. Measurement V. Decimal Fractions VI. Percentage VII. Common Uses of Percentage VIII. Graphs IX. Straight Lines and Angles X. Circles, Triangles, Parallelograms, Trapezoids XI. Thrift Text: Heath, Mathematics in Action, Book I, Hart-Jahn.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 43r02a05-04-000-0074ContentsIndexAbout

### 8th GRADE MATHEMATICS

9

Teacher Guides @

Decatur HS Fairfield HS.

The 8th grade mathematics course provides the second year's work in junior high school of a practical, socialized course in arithmotic.

The central purpose is to convey to pupils understanding and appreciation of the role of mathematics in many phases of modern life, and to develop some degree of skill in solving real problems that arise.

Aundamental skills are treated as means of solving problems. Special effort is made to impress on pupils (a) that a formula is only another way to write a rule of computation, (b) that a formula provides a desirable technique by which to indicate "what is to be found"; "what is given"; and "when a problem is to be solved". (c) That one master formula suffices for the solution of all problems of a given class.

Text: Heath, Mathematics in Action, Book II, Hart-Jahn.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 44r02a05-04-000-0075ContentsIndexAbout

Teacher Guides @ C'H6-5 Decater HS 2A5 Fairfield H5 10 9th GRADE MATHEMATICS The course in 9th Grade Mathematics is characterized as follows: 1. It aims to correct the weaknesses in Arithmetic by many drills in the skills. 2. It recommends that particular attention be given to social problems which involve more steps in comprehension than did those encountered in previous grades. 3. It provides in Arithmetic, graphic representations, algebra, and geometry, training resources, that the pupil will need in such subjects as physics, chemistry, economics, and shop work, while still in high school. 4. It affords a fairly good mathematical training and outlook for pupils, many of whom will not take mathematics in high school. Text: Douglass-Kinney, Everyday Mathematics. Henry Holt Co.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 45r02a05-04-000-0076ContentsIndexAbout

Teacher Guides @ ci46-57 Decatur HS 2A5 ci46-57 Fairfield HS.	
GEOMETRY	11
This course contains four divisions: 1. Introduction to Geometry Congruent triangles Quadrilaterals 1. Circles 11. Similar triangles and proportion 14. Circumscribed polygon 1. This course is taught with several goals in mind. First is to help students develop attitudes and habit of thinking problems through for themselves and be able to prove practical problems.	
<ul> <li>2. To prepare the students for college math.</li> <li>3. To inspire a desire on part of students to see geometry in Art and Architecture.</li> <li>Text: Morgan and Others, <u>Plane Geometry</u>, Houghton-Wifflin C 1943.</li> </ul>	

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 46r02a05-04-000-0077ContentsIndexAbout

Teacher Guides () CH6-5 Decatur HS Fairfield H5. 12 ALGEBRA Whether one is thinking primarily of general preparation for life or of specialized training for industry, business, or of the problems of national defense, it has been demonstrated without a doubt that a citizen of the modern world cannot afford to be ignorant of the essentials of math. A clear understanding of the fundamental mathematical concepts and principles. 2. Accuracy and reasonable speed in computation. 3. Familiarity with the standard geometric forms. 4. Skill in direct and indirect measurement. a. scale drawing b. graphic representation 5. Ability to understand and apply. 6. To employ equation method in solving significant problems. 7. A genuine appreciation of the role of matter in human progress. Text: Betz, Everyday Algebra, Ginn and Company.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 47r02a05-04-000-0078ContentsIndexAbout

Teacher Guides @ Deast HS 2A5 046-5 Decatur HS Fairfield HS. 13 PRACTICAL MATHEMATICS The course in practical mathematics deals with the quantitative aspects of things that shall be within the reach of those who have studied only elementary arithmetic, and also rich enough in interest and in the preparation it provides for citizenship and for dealing with personal practical affairs. The following units of work are offered: A restudy of elementary processes of arithmetic, and an opportunity to gain a little deeper in-sight into the nature of these operations. 2. The home, a. cost of owning a home vs. renting b. insurance c. taxes d. installment buying e. buying and serving food f. cost of owning and operating a car Each pupil is given an opportunity to select a unit he is most interested in or one he thinks will be of most value to him. Text: Lennes, Now Practical Mathematics.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 48 r02a05-04-000-0079 Contents Index About

Teacher Guides @ CH6-5 Decatur HS 2A5 Fairfield HS. 14 SCIENCE OBJECTIVES 1. To instruct science in high school where the average pupil can understand it. 2. To reveal that scientific training is important. To think critically and experiment is included in scientific training. To help students to see that no scientific discovery has been make that was not useful. These discover-ies have added to man's improvement. 3. 4. To teach students the improtance of the scientific method. Try to create a more favorable public attitude toward. 5. science; 6, To establish facts through observation. 7. To inspire all pupils to improve their enviornment. 8. To develop good health habits. 9. To develop better study and work habits. 10. To develop, in so far as possible, ability to think clearly and critically.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 49r02a05-04-000-0080ContentsIndexAbout

Teacher Guides @ 046-5 Decater HS 2 A 5 Fairfield HS 15 SEVENTH GRADE SCIENCE The aim of this course is to bring the pupil into more intelligent contact with selected factors of the world about him. The pupil is led to seek a meaning in terms of science and of influence upon human life. Establishment of facts through observation is presented in experimental studies as well as through the text. Units Studied: 1. What is Science? 2. What is Around Us? 3. How wild things prepare for Winter 4. Water 5. Rocks and Soil 6. Air 7. Fire 8. Health 9. When Spring Comes 10. Conservation of Natural Resources Text: By Carroll-Understanding Our Environment-Winston

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 50r02a05-04-000-0081ContentsIndexAbout

	Teacher Guides @ 0,46-51 Decatur HS 2A5 0,46-51 Fairfield HS.
	EIGHTH GRADE SCIENCE 16
	Our aim is the introduction of the pupil to intelli- gent participation is a world dominated by science. We wish to attain the student's point of view, ure experiences, create the opportunity for others, and intempret the general knowledge of science.
	The establishment of facts through observation is presented in experimental studies.
	Units-
	1. How living things fit into earth
	2. Astronomy
	3. Weather and Climate
-	4. Water
	5. Some plants and animals of the House and Carden
	6. Health
	7. Energy around us
	8. Heat in the world
	9. Magnetism and Electrical energy
	10. Making work easier
	11. The Changing Earth.
0	Text: By Carroll-Understanding Our World-Winston

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 51r02a05-04-000-0082ContentsIndexAbout

	Teacher Guides @ ci46-51 Decatur H5 2A5 ci46-51
	Fairfield H5.
	NINTH GRADE SCIENCE 17
	Science is a study of our environment. Understanding
	the Universe. (Our Surroundings.)
	The verying ability of pupils is recognized throughout
	the text. At the ends of units are questions to think out
	and further suggestions for investigation and experiment.
	In the lightwing shanges of a changin world it sims to
	develop a habitual reliance on open-minded study of estab-
	lished facts.
	In this study of science we take up the following things;
-	1. The Air-How it controls us and how we control it.
	2. Water- How Science has forced it to serve
	3. What things are made of - Matter
	4. The power to do things - Energy
	5. Heat Energy - What it is and its effects
	6. Sound - What it is and how it differs
	7. Ligh - Color
	8. Electricity and Magnetiam
	9. Living things - A short biology phase
	10. Field and Forest in the Service of Man
	11. The Science of Keeping Fit - Feeding the body and control of the body
	12. How we control and use the Misoroscopic World
	13. The Changing Balance of Nature
	14. Earth Science
	15. What Determines the Weather - weather and climate
	16. Our place in the sky
	Text; Carroll, <u>Understanding the Universe</u> . Winston Publishing Co.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 52r02a05-04-000-0083ContentsIndexAbout

Teacher Guides @ CH6-5 2 A5 Decatur HS HS Fairfield 18 GENERAL SCIENCE In the general science course: Our Environment and How We Use and Control It, an effort is made to do more than just given the pupils factual materials with which science instruction wants to acquaint them. An attempt is made to emphasize attitudes and habits of study that are desirable. Some of these attitudes and habits are: To use the scientific method
 To recognize and practice open mindedness
 To become critically minded
 To follow correct habits of work
 To defer judgment until all facts are assembled
 To do reflective thinking
 To analyze a problem It is felt that the average pupil has a great deal of curiosity and is very active. Due to this curiosity and activity the pupil has may varied experiences. The general science course seeks to arouse this curiosity and center it upon worthwhile things, to guide the activity in the proper direction and to direct his curiosity and activity in such a way as to help him grow mentally and make some progress toward gaining attitudes as listed above. The text is divided into seven major units: I. Matter, Energy and Work II. Factors of Our Environment III. The Importance of Industry IV. Our Chief Sources of Energy V. Green Plants--The Food-Makers of the World VI. Foods and Food Factors VII. Better People in a Better World The sub-topics and general divisions under each of these units make the course easily taught and practical. To supplement the text the library is used extensively and many times practical experiment demonstrations with free, inexpensive and ten cent store equipment is used.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 53r02a05-04-000-0084ContentsIndexAbout

Teacher Guides @ Decatur HS 2A5 0 46-5 Fairfield HS. 19 OBJECTIVES IN PHYSICS AND CHEMISTRY 1. To develop the habit of formulating real problems and insisting on genuine solutions. 2. To be able to judge, collect and interpret data. 3. To develop students who know how to recognize valid proof. 4. To train students in detecting spurious or inaccurate statistics.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 54r02a05-04-000-0085ContentsIndexAbout

Teacher Guides @ Decature HS 2A5 0 46-5 Decatur HS Fairfield H5 20 PHYSICS Physics deals with matter and energy, also with physical changes in matter. There are five sub-divisions units in physics: mochanics, heat, sound, light, and electridity. The approach made to the class work is such that it attempts to arouse interest and is simple enough to be understood. An attempt is made to develop reasoning power and common sense. It is intended to show the pupil through study and application of principles of physics that they play an important part in his everyday life. Units 1. Matter and mechanics 2. Molecular Physics 3. Force and Motion 4. Work, Power, and Energy 5. Machines 6. Heat 7. Sound 8. Light 9. Radios and Radiations 10. Transportation Text: Dull, Clark E. Modern Physics. Holt Publishing Co. 1945.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 55r02a05-04-000-0086ContentsIndexAbout

Teacher Guides @ C 46-5 Decater HS Fairfield HS 21 CHEMISTRY Chemistry deals with chemical composition of matter and with chemical changes. It furnishes an explanation for many of the things about which we are curious. It is vital to industry and gives us new products. An attempt is made to provide the pupils with an understanding of elementary principles of chemistry. The text has grouped chapters of subject matter in such a way that they fall pretty well into natural units: 1. Chemistry -- A Science in the Background 2. Two Unusual and Useful Gases 3. Gases Have Indefinite Volumes 4. Water and Solutions 5. Getting Acquainted with Atoms 6. Carbon--From Charcoal to Diamonds 7. The Air -- an Important Mixture · 8. A Big Three in Chemistry 9. Two Solutions and Collodial Suspensions 10. Sulfur and Its Compounds 11. Grouping Elements into Families 12. The Nitrogen Family of Elements 13. Boron--Silicon--The Making of Glass 14. Some Rather Active Metals 15. Some Groups of Well-Known Metals 16. A Twentieth-Century Science 17. Carbon Compounds are Abundant Text: Dull, Charles E. Modern Chemistry. Holt Company, 1942.

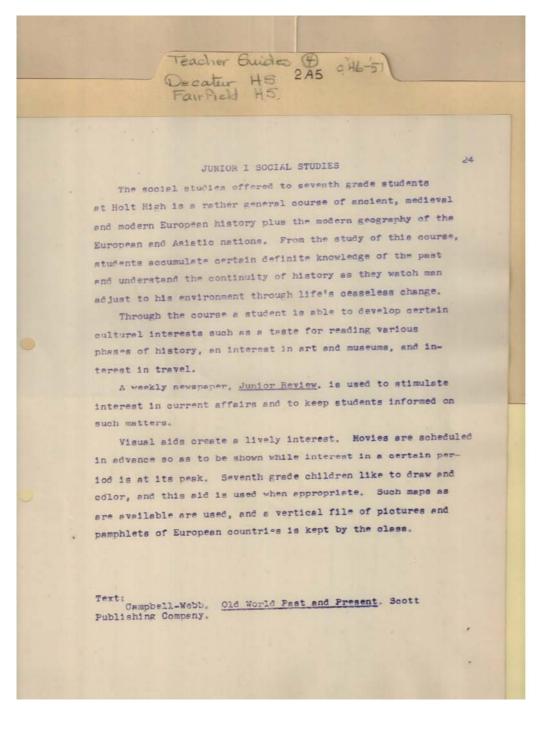
# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 56r02a05-04-000-0087ContentsIndexAbout

Teacher Guides @ 0.46-51 Decatur HS 2A5 0.46-51
Fairfield H5.
22
BIOLOGY
Biology is the study of living thingsplants and
animals. This study will show us: (1) how these things
live, (2) their relations to one another, (3) how they
depend upon the physical world about them; and (4) man's
power to control them.
The purpose of biology is to help the pupils to
think critically shout biological problems and to develop
the ability to apply them to practical situations.
The units of study are: 1. The Scientific Approach to Biological Problems
2. Taking Part in Recreation for Wider Living
<ol> <li>Making better use of Biological Products and</li> </ol>
Sources.
4. Eating for Good Health
5. Biology and Health Problems
6. Avoiding Health Hazards
<ol> <li>Adaptations of Life Forms; Adjustments to an Expanding Environment</li> </ol>
8. How Nervous Responses Affect Human Welfare
<ol> <li>Genetic Principles in the Improvement of Plants and Animals</li> </ol>
10. Living Things Through the Ages
11. Using Biological Knowledge in Your Work
12. Conserving Matural Resources
Text:
Mills, Baker, Dynamic Biology Today, Rand.

# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 57r02a05-04-000-0088ContentsIndexAbout

	Téacher Guides @ ei46-57 Decatur H5 2A5 ei46-57 Fairfield H5.	
	OBJECTIVES FOR SOCIAL STUDIES 23	
1.	To discover how the story of the past helps one to	
	understand the world in which we are living today.	
2.	To further understanding, goodwill, and peace among	
	men in the new "One World."	
3.	To cultivate the love of country and to develop	
	intelligent patriotism.	
4.,	To develop desirable democratic attitudes, such as	
	respect for the individual, his worth and dignity,	
	as well as to help build democratic inter-cultural	
	attitudes.	
5.	To develop an understanding of the physical nature	
	of nations and the relative location of one country	
	to another.	
6.	To develop character and the appreciation of human	
	achievement.	
7.	.To encourage development of the habit of seeking ~	
	unbiased information on present controversial issues,	
8.	To provide, through classroom activities, opportunities	
	for democratic living.	

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 58r02a05-04-000-0089ContentsIndexAbout



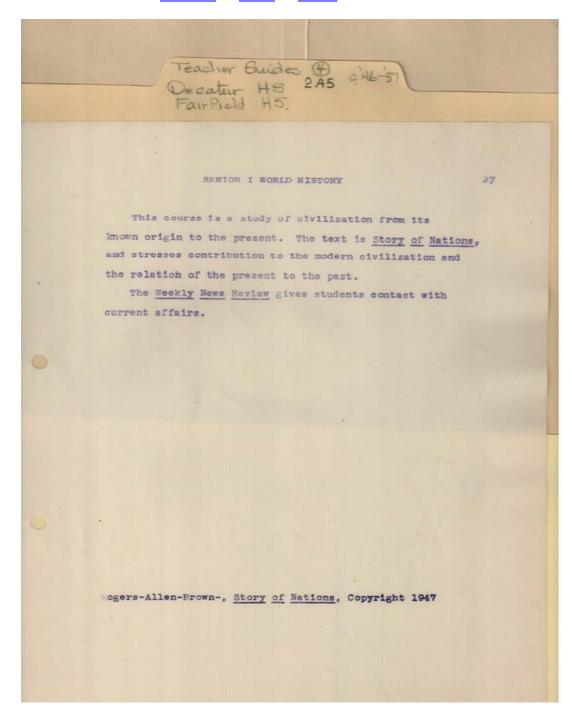
## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 59r02a05-04-000-0090ContentsIndexAbout

Teacher Guides @ 0'H6-5 Decatur H5 2A5 0'H6-5 Fairfield HS. 25 JUNIOR II SOCIAL STUDIES This course is a study of the story of our country -- how we came into being, how we grew into a powerful country, and how we have been influenced by other nations and in turn influence other nations. Wilson-Lamb, American History, The American Publishing Co.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 60r02a05-04-000-0091ContentsIndexAbout

Teacher Buides @ Durat 45 2A5 C 46-5 Decater HS Fairfield HS. 26 JUNIOR III CIVICS Civics is a study of the individuals, the family group, the community, government and the citizen. It is our privilege to train ourselves as defenders of a plan of living together -- a plan that has no place for dictators. Our country calls all of us to make the system work, to live democratically, to become responsible citizens. In this course of study we take up the following units: 1. The Citizen You build 2. The Communities We Build 3. How Our Covernment Does Its Part If We Do Ours 4. Our Forefathers Showed the Way 5. We Carry On 6. How and Who Makes Laws 7. Our Wish For Plenty 8. Working Things Out Together 9. Our Need For Protection 10. Our Need For Security 11. How To Settle Accounts and Take Stock of the Puture. Rienow, Calling All Citizens Copyright 1943

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 61r02a05-04-000-0092ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 62r02a05-04-000-0093ContentsIndexAbout

### THE DEVELOPMENT OF AMERICA

C 46-5

28

Teacher Guides @

Decatur HS 2A5

Fairfield H5

This course gives the story of the inheritance we have received from the builders of the American nation and gives a background necessary for the vise preservation and improvement of that heritage. The text is presented in units which not only give the student a cultural background, but also helps him analyze, evaluate, and understand our present day social, economic and political problems.

Current Affairs--the Weekly News Review is used. Also Audio-Visual Aids.

· Text:

Wirth, F.P., The Development of America. American Publishing Company, 1947.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 63r02a05-04-000-0094ContentsIndexAbout

Teacher Guides () C 46-5 2 A 5 Decatur HS Fairfield HS 29 PROBLEMS OF DEMOCRACY 12th Grade Social Studies The course for the twelfth grade called "Everyday Problems in American Democracy" is organized on the basis of "concrete problems of vital importance to society and of immediate interest to the pupil." With one semester available for the course, the provious background of the student must determine whether political, social or economic problems will be emphasized. The first semester this class studied consumer Economic Problems, therefore emphasis will be placed on "Our Democyatic Way of Life", showing how we may protect and improve our democracy for the benefit of ourselves and future generations of Americans. The class is composed of college and non-college groups so the course must be made as practical for citizenship as possible. Part I -- Froblems of Local State and National Gov-ernments International Relations. Part II-Social Problems The Family Democratic Human Relations Health Crime Current problems are correlated with Scholastic Magazine, which helps to establish a continuing interest in problems of public concern.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 64r02a05-04-000-0095ContentsIndexAbout

BAND

Téacher Fuides @ Decatur HS 2A5

Fairfield HS

C 46-5

30

In the beginners band the emphasis is placed on the technical studies and simple melodies in the Smith-Yoder-Bachmon method books. This material is supplemented by scales and appegios assigned weekly for outside practice and technique development.

In the senior band all work is directed toward actual performance. At the beginning of the hour, fifteen minutes is spent playing long tones usually in scale or appegio form. After this about one-half of the remainder of the period is spent on a number placed there for sight reading. The rest of the period is used to rehearse concert or contest music. Two afternoons a week I hold sectional rehearsels to combine the instrumentation from all three periods. Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 65r02a05-04-000-0096ContentsIndexAbout

SHOP

Teacher Guides @ Decatur HS 2A5

Fairfield HS.

046-5

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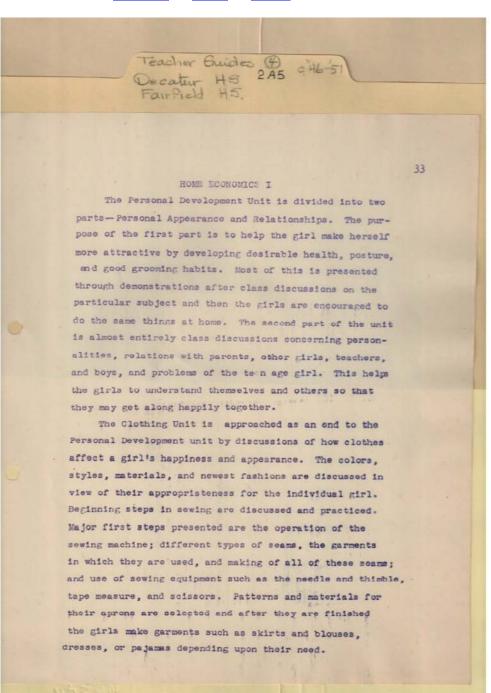
The purposes of this course are to learn the basic operations and care of the power and hand tools. Safety features, use of guards, drills, regular oiling and care of motors are stressed. Aims:

To help the student to think, to create from wood useful articles, to assist with maintenance of school building equipment, trying to profit from such experience while at the same time providing learning situations that have practical carry-over values.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 66r02a05-04-000-0097ContentsIndexAbout

Teacher Guides @ Deast HS 2A5 C 46-Decater HS Fairfield HS. 32 OBJECTIVES OF THE HOMEMAKING PROGRAM I believe: 1. That satisfying family life is essential to the wellbeing and development of every individual. 2. That if family living is to be improved, people in each community, state, nation and the world must understand conditions affecting family life, and assume responsibility for improving them. 3. That material and human resources should be used in solving the homemaking problems that grow out of the real needs and interests of the individual, family and community. 4. That homemaking education should exemplify the democratic principles of living and working together. 5. That homemaking training is a necessary part of a well-rounded education and should be made available to boys and girls, men and women. 6. That the homemaking teacher should be an example of a well-adjusted individual in her personal, professional and civic living.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 67r02a05-04-000-0098ContentsIndexAbout



### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 r02a05-04-000-0099 Contents Index Image 68 About

Teacher Guides @

HS

Decater HS Fairfield

The Foods unit is introduced by a study of nutrition. In this discussion we learned how to plan meals to meet our body requirements. Table service, etiquette, and rules for working in the foods lab are discussed and demonstrated, after which a discussion on breakfast creates much interest. Light, medium and heavy breakfasts are prepared. Other foods such as simple salads, vegetables, meats, breads, dessert, and whole meals are discussed, planned, prepared, and served.

2 A 5

0 H6-5

34

The House unit begins with the consideration of the importance of the home to the individual and the family. Ways of making the home more attractive are to be discussed, beginning with the girl's bedroom because this will probably be the room she is most interested in, and later the kitchen and living room will be discussed. Main points brought out here will be good house cleaning methods, room arrangement, color, and design in the home, house furnishings and how to refinish them and ways a girl can help to make her home more attractive and livable by making small furnishings. They will actually refinish small pieces of furniture, cover chairs, make shoe bags, etc., make aluminum trays, or any other small job that needs to be done around the home.

Text: Harris-Lacey, Everyday Foods, Houghton, 1946 Rathbone-Tarpley, Fabrics and Dress, Houghton, 1948

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 69r02a05-04-000-0100ContentsIndexAbout

### HOME ECONOMICS 11

a 46-5

35

Teacher Guides @ 2A5

Decatur HS Fairfield HS

This Foods unit begins with a review of nutrition and daily food needs. More complicated foods are prepared in this class and some of them are omelets, cakes and pies, meats such as hams, baked ham, and meat loaves, soups, and salads. More whole meals are planned, prepared, and served as a part of their work. Special occassions such as Thanksgiving and Christmas meals are served. A Christmas party is to be planned, prepared, and served as a part of their work. Along with this work, safety in the kitchen, how to select and care for glassware, china, and silver, and how to make the kitchen more attractive are discussed and in some cases, are practiced.

Pre-natal care is the starter for the Child Development unit and was followed up with Care of the Newborn Child. The Infant, up to one year of age, and then the Child from one to six. Each girl makes a dress for an infant or for a very small child.

Most of the work in the House Unit will be done with the hands because the girls already have the basic background information and they have talked about making slip covers for the teachers' lounge and dressing tables for thegirls' rest rooms. After these projects are completed they will bring projects from home to work on.

The Clothing Unit for the Home Economics II girls will consist of making garments that are needed in their wardrobe. Some girls have expressed desires to make evening dresses; others want to make skirts, blouses, dresses, pajamas, or play suits. Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 70r02a05-04-000-0101ContentsIndexAbout

Teacher Guides @ aiH6-5 Decatur HS 2A5 aiH6-5 Fairfield H5. 36 Since they are more advanced they may sew on silk or woolen material and use some of the machine attachments that require a little more skill.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 71r02a05-04-000-0102ContentsIndexAbout

Teacher Guides @ Decatur HS 2A5

Fairfield H5.

BUSTNESS EDUCATION

CH6-5

Objectives:

-

1. To contribute to the students' understanding of and appreciation of our democratic economic society.

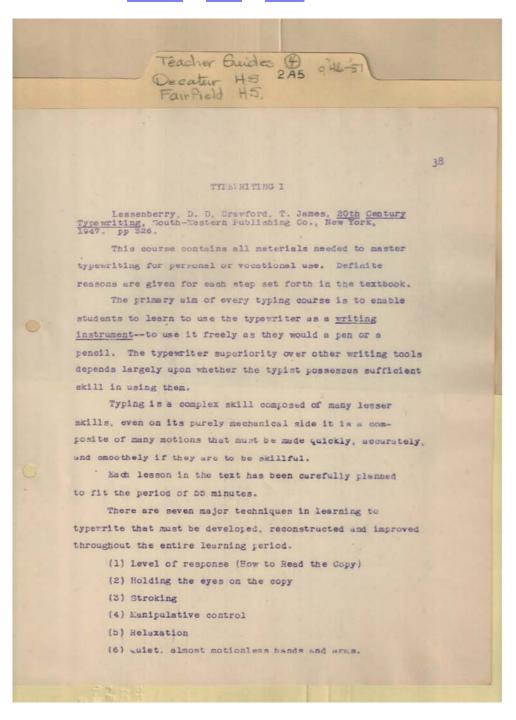
2. To attempt to discover students' potentialities and to provide training for the realization of these potentialities.

 To develop personality traits that vill be welcome in business and society.

4. To prepare students for employment in business occupations.

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## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 72r02a05-04-000-0103ContentsIndexAbout



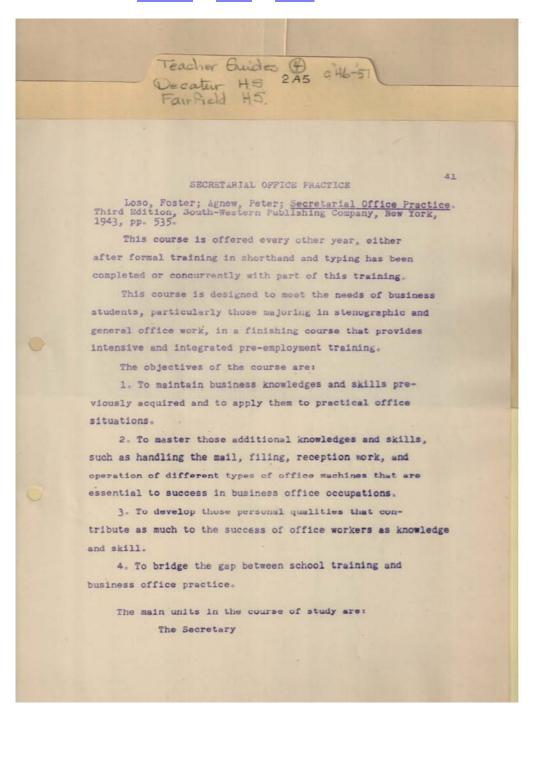
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 73r02a05-04-000-0104ContentsIndexAbout

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Te	achier Guides @ 0,46-51	
De Fo	catur HS 2A5	
		39
(7) Ri.	cht mind set.	
Basic Prin	nciple of Drill:	
(1) Di	rect dictation	
(2) Un	ison copying	
(2) Ind	dividual typing	
(4) Ti	med sentence and paragraph writing	
(5) Ma	nipulation drill	
Units In (	Course Of Study	
I Poun	dation of Skill Building	
. (1)	Basic technique of typewriting	
(2)	Fixation practice	
(2)	The improvement of typing skill	
(4)	Problem typing	
(5)	Typing for period use	
(6)	Corrective Practice	
II Perso	nal and Office Typing Problems	
	Business letter	
(2)	Improvement of typing powers	
(3)	Typing for Personal Use	
(4)	Manuscript Typing	
(5)	Problems in Tabulating	
(6)	Improvement of Typing Powers	
(7)	Special Problems in Office Procedure	

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 74r02a05-04-000-0105ContentsIndexAbout

	Teacher	Guides @ in (-)	
	Orcatur	Buides @ ait6-57	
	Fairfield	H.S.	
			40
		TYPING II	
	Blanchard, Clyde, <u>Gregg</u> T Publishing Company, New Y	h, Herold, Føster, William, Typing Third Edition. The Gregg Tork, 1941. pp. 304.	
	Course of Study:		
	(1) Business letter		
	(2) Telegraphic Comm		
		ports, and other Literary Matter	
	(4) Tables and Stati		
	(5) Billing and Busi		
0	(6) Legel and Busine		
	(7) Heleted typing p	projects (16)	
	(a) Railroad		
	(b) Benking		
	(c) Real Estate		
	(d) Menufacturi		
	(e) Depertment (f) Electrical	Store	
	(g) Automobile		
	(h) Legal		
	(1) Club		
	(J) Hotel		
	(k) Building		
	(1) Investment	Office	
	(m) Publishing		
	(n) Wholesale		
	(o) Advertising	3	
	(p) Alphabetizi	ing end filing	

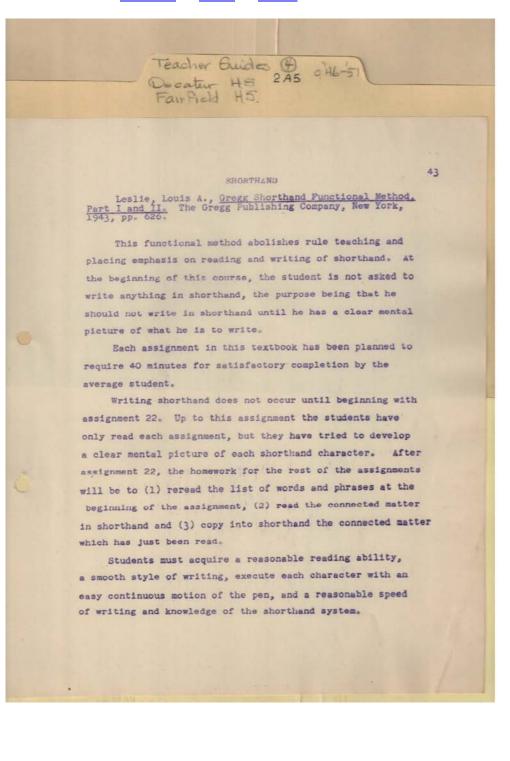
## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 75r02a05-04-000-0106ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 76r02a05-04-000-0107ContentsIndexAbout

Teacher Guides @ ci46-5 Decatur HS 2A5 ci46-5 Fairfield HS. 42 Taking Dictation Transcription Answering Letters Without Dictation Attending the Mail Secretarial Typewriting Techniques Business Communications Handling Callers and Appointments Filing / Transportation Business Forms and Records Business Machines The Secretary and Her Job

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 77r02a05-04-000-0108ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 78r02a05-04-000-0109ContentsIndexAbout

#### PHYSICAL EDUCATION

2 A 5

CH6-5

44

Teacher Guides @

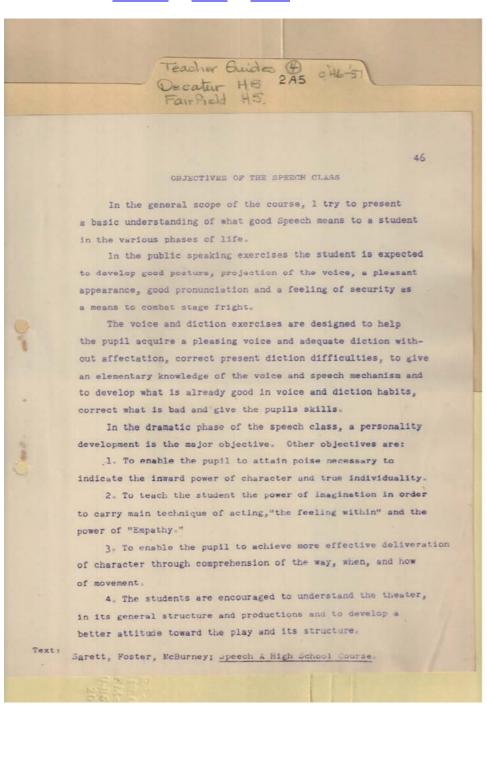
Decatur HS

Fairfield

Physical Education in this school is designed to provide the student with physical exercise through activities involving team play. It attempts to provide opportunity for leadership and development of leadership. It helps to promote and make better citizens through training in teamwork, cooperation, good sportmanship and proper attitudes. Instruction is given in rules for various games to enable the student to participate intelligently and to enjoy watching more highly organized games as spectators.

Boys are classified and participate in the equal chance tournaments at the University of Alabama.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 79r02a05-04-000-0110ContentsIndexAbout



## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 80r02a05-04-000-0111ContentsIndexAbout

Teacher Guides () 046-5 2 A5 Decater HS Fairfield HS. 47 OBJECTIVES OR OUTCOMES of TRADE AND INDUSTRIAL EDUCATION PROGRAM 1. Vocational Job Guidance and Counselling. 2. Cooperative action with school officials and fellow students, Good Citizenship, and to cooperate with fellow employees on the job. 3. To prepare student learners for a job in their chosen field of occupation and one for which they are best fitted and can best accomplish and be satisfied at the same time, happy at their work. 4. To secure a job and improve themselves on the job and to secure a better job as a result of proper training. 5. To coordinate the work experiences and necessary related technical study material. 6. To give the student learner, "Job Judgement" and "Job Know How", to the end that he will become a good citizen, a competent worker and be able to improve himself as he goes along and enable him to carry his oun economic weight in the community.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 81r02a05-04-000-0112ContentsIndexAbout

## COURSE OF STUDY TRADE AND INDUSTRIAL EDUCATION DIVERSIFIED OCCUPATIONS PROGRAM

Teacher Guides @

Decatur HS

Fairfield H5

0 46-5

48

2 A 5

Each student in the Diversified Occupation Program is furnished a well prepared Study Guide on the partioular job or occupation for which he is enrolled for training. These guides ask definite specific technical questions which relate directly to his own job processes.

To help the student learner answer these questions accurately, a special diversified occupations library is maintained in the D.O. Room. This library consists of up to date study references, books and other material which will answer the questions. This material is constantly revised and kept up to date by the coordinator. This material is used during the supervised related study periods, supervised by the coordinator.

A .....

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 82r02a05-04-000-0113ContentsIndexAbout

Teacher Guides @ 046-5 Decatur H5 Fairfield HO page 2 science teachers. It is therefore suggested that the staff in this area sock to increase its knowledge of available library materals personness and continually strive to add to its resources. 4. Increased use of visual aids may be investigated as a way of gaining new techniques in instructional activities. 5. The English and social science staffs might explore the possibilities of working more closely together in the development of oral and written expression and research techniques such as note taking, outlining, and presentation of materials in an organized form. 6. Emphasis on place geography can play an increasingly important part in helping the student to see its historical significance as well as its present day importance. 8. One of the great motivating factors, which can be used in teaching history, is the narrative approach. Too there in the --use of the problem-solving approach the story of history is submerged. Because people are intorested and inspired by í people's action, the use of extensive characterizations of the great minds of bistory will add interest and help to enrich the content of any social scince course. 8. Improved evaluation proceedures, which include more pupil evaluation, can lead to an increased desire to experience the satisfaction which comes from seeing a job well dong. 10. Membership in the state and National Council For The Social Studies can aid an inexperienced teacher in instructional and professional growth.

follows image 62 Names: Fairfield High School

#### **Places:**

Fairfield, AL

#### **Types:**

report

Dates: 1951-1952

Social Studies Department

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 83r02a05-04-000-0114ContentsIndexAbout

Teacher Guides @ C 46-5 2 A 5 Decater HS Fairfield HS Philosophy of Fairfield High School Since the purpose of education is to prepare the child for citizenship in a democratic world, the school should give him a feeling of belonging. He should, under proper guidance, have a part in discovering his ability and potentialities and be given every opportunity to develop as an individual and as a member of a group. He should have a clear understanding of the principles of the democratic way of life and a willingness to uphold and improve these principles. He should (at progressive levels) be introduced to ideals and tasks beyond his present ambitions so that instead of merely adjusting to his environent, he will have the capacity and eagerness to share in creating a better one, The school enrolls any normal adolescent, "meete The Pupil: him on his own ground and releases him to grow normally." 2-372I All the teachers are proficient in their field The Faculty: 1 No stadents of work. All are members of the National Eduso relief cation Association, the Alabama Education As-2. uting in band issue sociation, and the Fairfield Teachers Asso-[800 - 1100 P.T.A. cistion. Some are members of associations in their particular fields, and some are men-90% of facts >are of honorary professional associations. Some are teachers of long experience, and 132-P some have just recently entered the teaching 13.2 Prop 9. Cleres profession. There is a program of in-service 4. Sales training. 4 8 - Conthing + a Curriculum: The curriculum is broad, varied, and flexible 3.6 - Service enough to meet the needs of all pupils; it 9.6 - Isbons affords opportunities to develop both cultural

Names:

Philosophy of Fairfield High

**Places:** 

Fairfield, AL

#### **Types:**

report

Dates:

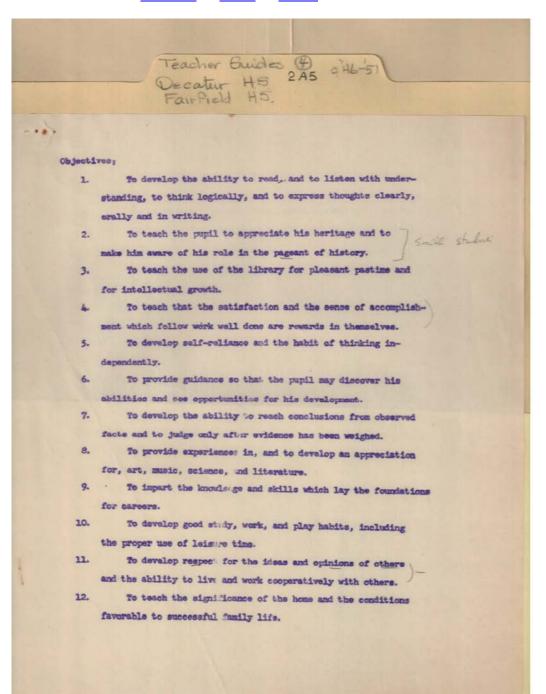
1951-1952

### School

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 84r02a05-04-000-0115ContentsIndexAbout

Teacher Guides @ Decatur HS 2A5 Fairfield HS. CH6-5 ..... and vocational interests; and when adapted by a capable administrative and teaching staff, provides opportunity for developing talent, for advancing special fields of interest, and for meeting the meeds of the less capable so that with proper effort any pupil can finish a high school. course in four ysors. Extra-ourricular The Student Council, various clubs, school pub-Activities: lications, M-Day and home-coming activities develop initiative, leadership, and cooperative participation. All teachers are members of the P. T. A. and The Community: many are members of various civic clubs. The pupils on many occasions participate in the programs of these organization . The school and community work together in erecting both a school and a community onvironment comducive to the development of character.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 85r02a05-04-000-0116ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 86r02a05-04-000-0117ContentsIndexAbout

Teacher Guides @ ci46-5 Decatur HS 2A5 ci46-5 Fairfield HS. To inculcate love of fair play, generosity, honesty, and 13. reverence. To teach that a healthy body, moral living, and a sense 14. of humor are the bases on which a well-integrated personality is built. continues at image 129 Names: Fairfield High School

## Places:

Fairfield, AL

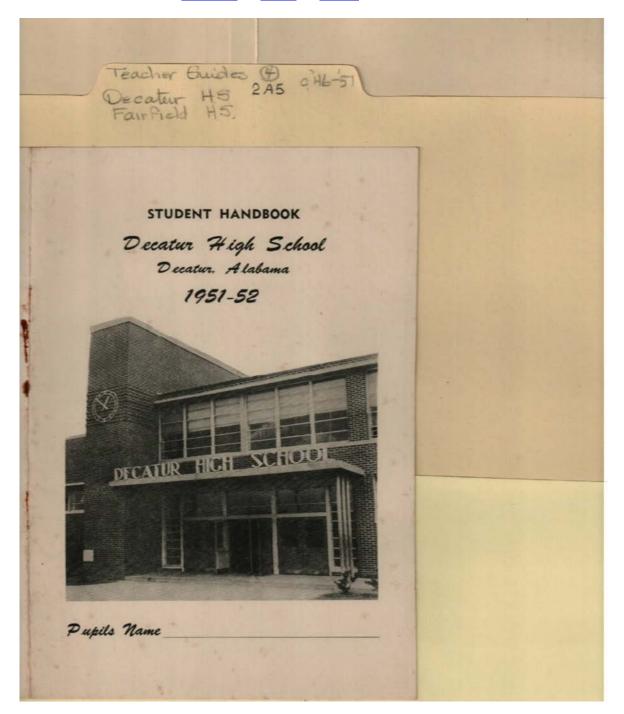
## **Types:**

report

### **Dates:**

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 87r02a05-04-000-0118ContentsIndexAbout

School



#### Names:

Student Handbook Decatur High

### **Places:**

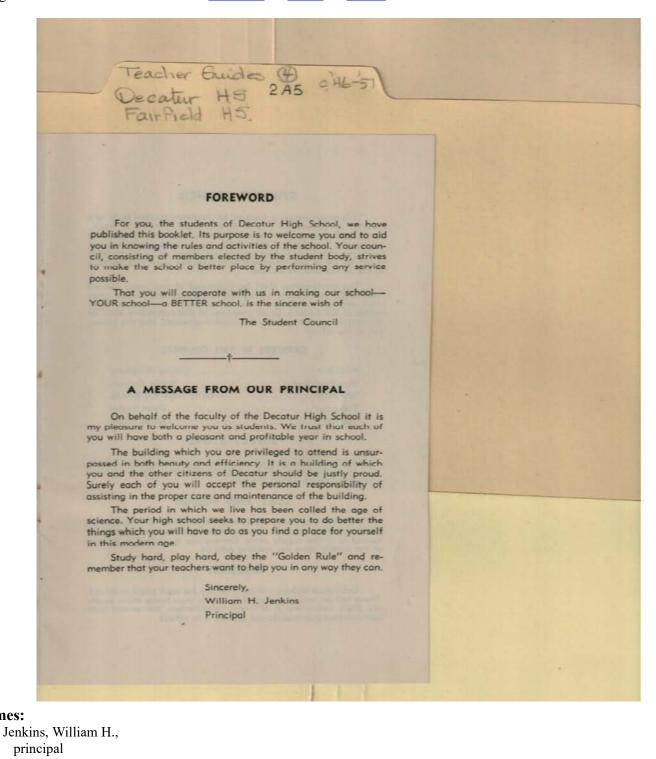
Decatur, AL

## Types:

book

### Dates:

#### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 r02a05-04-000-0119 Image 88 Contents Index About



## **Places:**

Names:

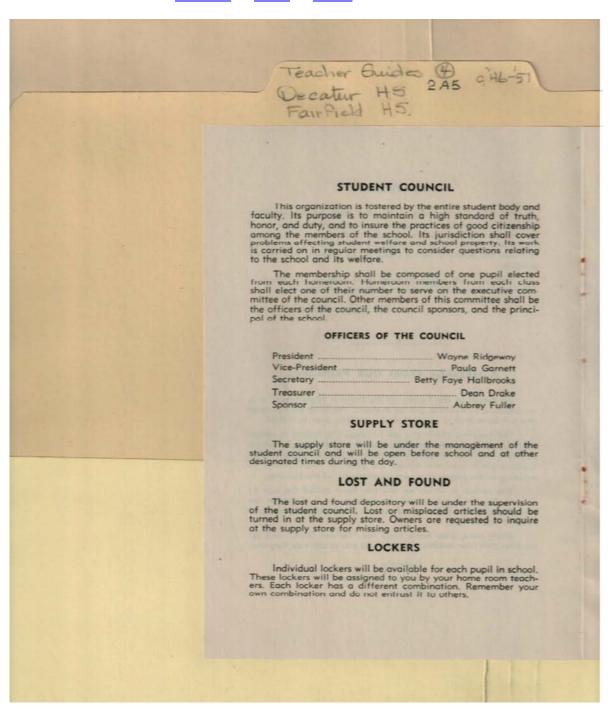
Decatur, AL

#### Types:

book

### Dates:

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 89 r02a05-04-000-0120 Contents Index About



#### Names:

Drake, Dean Fuller, Aubrey Garnett, Paula

#### **Places:**

Decatur, AL

#### **Types:**

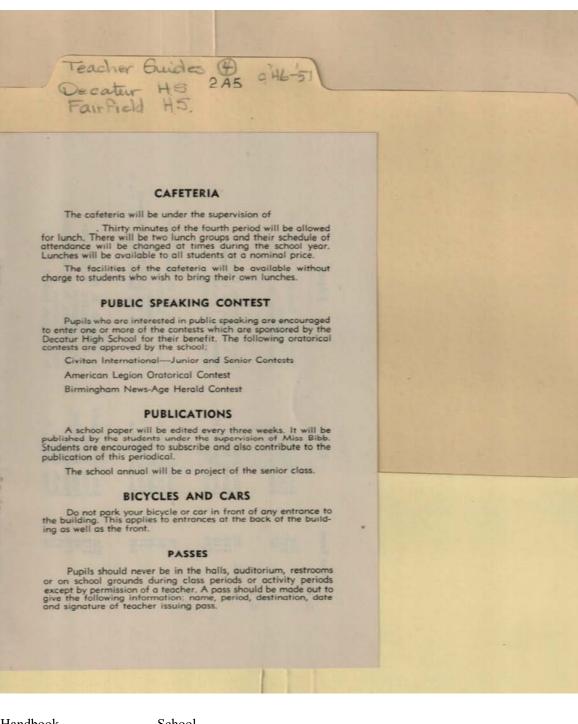
book

#### Dates:

1951-1952

Hallbrooks, Betty Faye Ridgeway, Wayne Student Handbook Decatur High School

#### Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4 Teachers' Guides and School Handbooks, 1946 - 1951 Image 90 r02a05-04-000-0121 Contents Index About



Student Handbook Decatur High

School

**Places:** 

Names:

Decatur, AL

Types:

book

Dates:

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 91r02a05-04-000-0122ContentsIndexAbout

Teacher Guides () 2A5 0 H6-5 Decater HS Fairfield HS Subjects Hor e Roo Teacher Sr. III Eich, Elizabeth Poer, Mabel Robertson, Mary Algebra 11, Geometry, Trigonometry Sr. III English Social Problems, Sr. II History 244 247 83 No. Sr. II No. Lab. Iler, Jewett E. arrett, Mary L. ong, Mrs. W. H. nith, Florence Physics, Chemistry, Biology Sr. II English, Sr. III Space Instanth, Art 1, Letter II General Mathematics 30 246 118 243 Sr. I urford, Ione oe, Mrs. George bell, W. H. Heore, Martha F. Io Ann Sr. I History, Sr. III Social Problems Commercial Subjects Biology, Athletics Jr. III, Sr. I and Sr. II Home Econo Sr. I English and Second Spaces No. 79 82 34 31 245 II Home Econor Jr. III Jr. III Charlish, Jr. III Civics Jr. I Mathematics, Jr. III Science Physical Education Jr. III Algebra, Jr. III Mathematics Physical Education Jr. III Equilab. Lotin 1 bb. Mary Augusta wier, G. W. Iller, Miss Barbra ritchett, Lila 226 212 92 228 93 12 No. Charles Mrs. L. P. III E 1 Jr. H Jr. I and II Science, Jr. III Mathematics Jr. II Mathematics Jr. I Alabama History, Jr. II American Hist. Jr. II Home Economics Jr. II Science, Services Science Jr. II Science, Services Science 225 236 222 87 224 208 No. Esti Mrs Jr. I 227 230 229 201 223 231 209 p, Mrs. Lorene , Mrs. Turner Mrs. Martha H. , Zelma oy, Mrs. H. N. hart, Ethel No. Jr. I English Jr. I English, Sv. I English Jr. II English, Sv. I English Jr. II History, Jr. II Geography Jr. I Geography Jr. I Geography Jr. I Science Lucile No Home Rooms Diversified Occupations (234) School Secretary Librory 11 Office ibrary 232 Gym Shop Bond Hubert Mrs. Jewett E. Mrs. Louise us, Dorothy No. Distributive Education Physical Education, Athletics Jr. III Industrial Arts Band, Glee Club Jr. III Civics, Athletics ge Carl Ha History, Speech

#### Names:

Teachers List -Decatur High

#### **Places:**

Decatur, AL

#### **Types:**

book

#### **Dates:**

1951-1952

### School

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 92r02a05-04-000-0123ContentsIndexAbout

School

#### CLUBS AND SPONSORS

Fairfield H5

Teacher Guides @ a'H6-5 Decatur H5 2A5 a'H6-5

National Honor Scolety	Miss Poer
National Junior Honor Society	Miss McCall
D Club	Mr. Ogle
Library Club	Mrs. Gober
Phi Siama Alpha (Science)	Mr. Filler
F. T. A	Mrs. Troup
Home Economics	Miss Kilgore
Business Education Club	Mrs. Roe
D. O. Club	Mr. Brooks
Scrub Club	Mr. Isbell
Key Club (Citizenship)	Mr. Fuller
Char Chak	Mr Schwuchow
Ushers Club	Mr. Fuller
Art Club	Mrs. Long
Girls Hi Y Club	Miss Gorrett
Phi Chi Mu (Math)	Miss Fich
Spanish Club	Miss Horrison
Spuriisi Ciuo	contraction in the second

4

2

#### LEAVING SCHOOL DURING SCHOOL HOURS

If at any time it becomes necessary for you to leave school during school hours you must get permission from the principal. Regardless of your leaving, it is imperative that the office have a record of your having left.

### CUTTING CLASSES

The cutting of classes shall be considered grounds for suspension. Any pupil cutting a class may be suspended from school until satisfactory arrangements have been made by the pupil, his parents and the principal.

#### FIRE DRILL AND SIGNAL

A constant ringing of the bell shall be the signal for you to file quickly and orderly out of the building. Please acquaint yourself with the exit nearest to your room.

#### Names:

Clubs and Sponsors -Decatur High

#### **Places:**

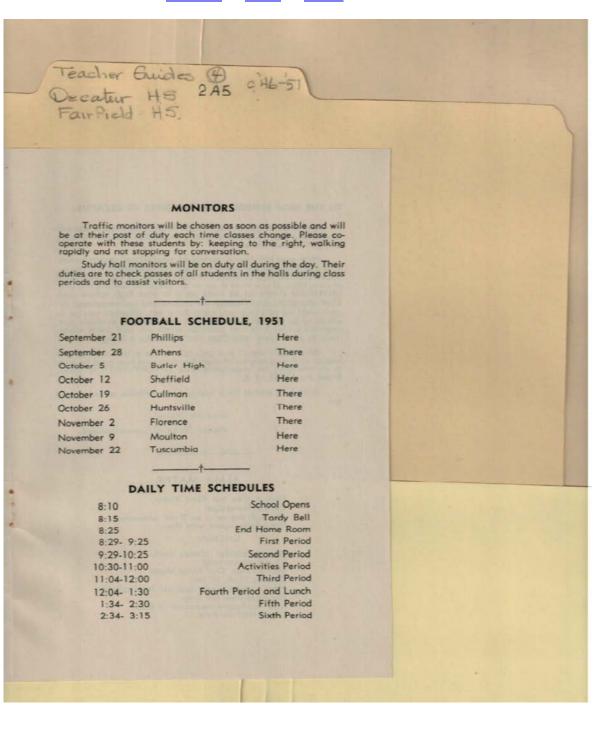
Decatur, AL

## **Types:**

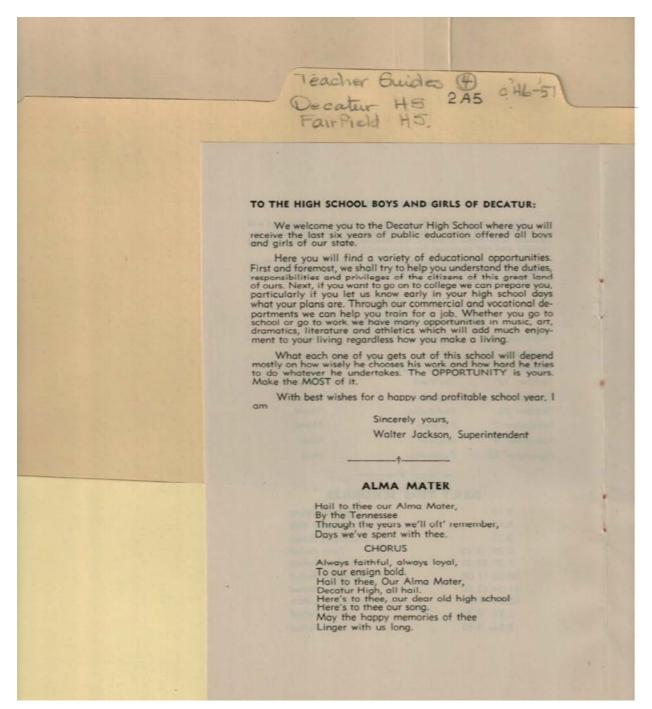
book

#### **Dates:**

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 93r02a05-04-000-0124ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 94r02a05-04-000-0125ContentsIndexAbout



#### Names:

Jackson, Walter, Superintendent

#### Places:

Decatur, AL

## Types:

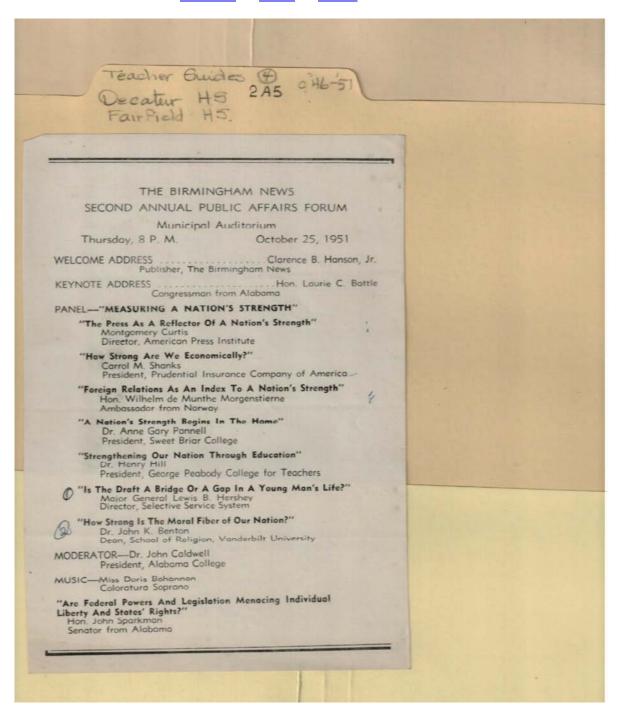
book

### Dates:

1951-1952

Student Handbook Decatur High School

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 95r02a05-04-000-0126ContentsIndexAbout



#### Names:

Battle, Laurie C., Hon. Benton, John K., Dr. Bohannon, Doris, Miss

### **Places:**

Birmingham, AL

#### **Types:**

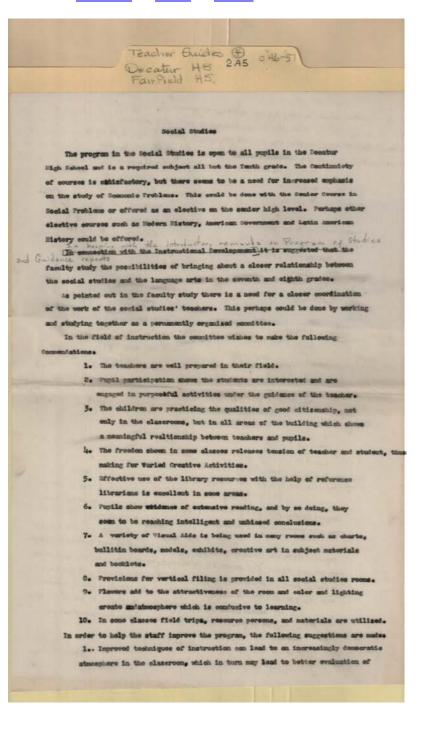
### program

#### Dates:

Oct 25, 1951

Caldwell, John, Dr. Curtis, Montgomery Hanson, Clarence B., Jr. Hershey, Lewis B., Maj. Gen. Hill, Henry, Dr. Morgenstierne, Wilhelm de Munthe Pannell, Anne Gary, Dr. Public Affairs Forum Shanks, Carrol M. Sparkman, John, Sen.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 96r02a05-04-000-0127ContentsIndexAbout



follows image 61 Names: Social Studies

Department -

Places:

Decatur, AL

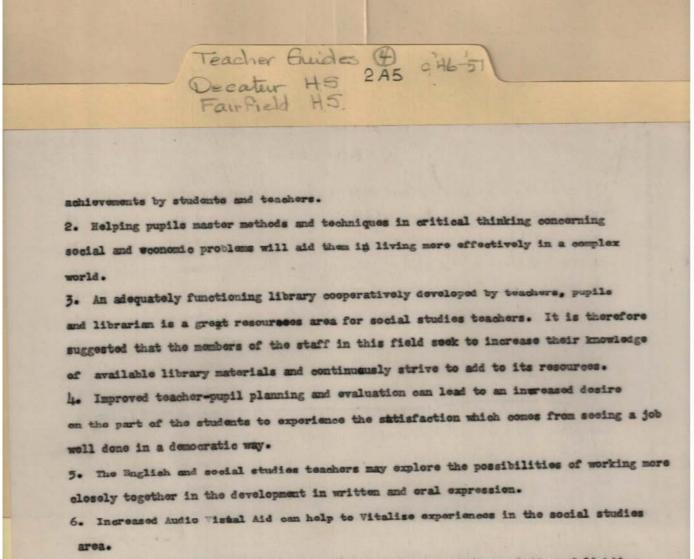
**Types:** 

report

Dates: 1950-1951

Decatur H. S.

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 97r02a05-04-000-0128ContentsIndexAbout



7. Special attention may be given to seating arrangement and regulation of lighting in order to prevent glare in the classrooms.

# Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 98r02a05-04-000-0129ContentsIndexAbout

	Fairfield High School SCHEDULE 1951-52
	'biss 'Kiss 'Kr. 'Krs. 'Kr. 'Kiss 'Nr. 'Kiss 'Nr. 'Kiss 'Nr. 'Kr. 'Kiss 'Ko ' Kum- 'Kiss 'Kr. 'Krs. ' Kout-'Kiss 'Kiss 'Kiss'' Clarke'Lavis 'Draper Fissett Hedett' Hovell' Irman 'Wohnsten'Jordan's elloy 'Keleod'Kinnen' power 'Oliver' Perry 'Hallige'ledge 'Sharpe Chort 'Smith 'Walks'' (Larke'Lavis 'Draper Fissett Hedett' Hovell' Irman 'Wohnsten'Jordan's elloy 'Keleod'Kinnen' power 'Oliver' Perry 'Hallige'ledge 'Sharpe Chort 'Smith 'Walks''           'Larke'Lavis 'Draper Fissett Hedett' Hovell' Irman 'Wohnsten' Jordan's elloy 'Keleod'Kinnen' power 'Oliver' Perry 'Hallige'ledge 'Sharpe Chort 'Smith 'Walks'' (Larke'Lavis 'Draper Fissett Hedett' Hovell' Irman 'Wohnsten' Jordan's elloy 'Keleod'Kinnen' power 'Oliver' Perry 'Hallige'ledge 'Sharpe Chort 'Smith 'Walks'' (Larke'Lavis 'Draper Fissett Hedett' Hovell' Irman 'Wohnsten' Jordan's elloy 'Keleod'Kinnen' power 'Oliver' Perry 'Hallige'ledge 'Sharpe Chort 'Smith 'Walks'' (Larke'Lavis 'Draper Fissett Hedett' Hovell' Irman 'Wohnsten' Jordan's elloy 'Keleod'Kinnen' power 'Oliver' Perry 'Hallige'ledge 'Sharpe Chort 'Smith 'Walks'' (Lavis 'Lavis'') 'Lavis'' (Lavis'') 'Lavis'' (Lavis'') 'Lavis'' (Lavis'') 'Lavis'' (Lavis'') 'Lavis'') 'Lavis'' (Lavis'') 'Lavis'' (Lavis'') 'Lavis'') 'Lavis'' (Lavis'') 'Lavis'' (Lavis'') 'Lavis'') 'Lavis''') 'Lavis''') 'Lavis''') 'Lavis''') 'Lavis''') 'Lavis''''') 'Lavis''''''''''''''''''''''''''''''''''''
15-94	" Per! 20' 32' 20' 39' 23' 25' 2' 13' 5' 20' 16' 15' 1' Wach. 'Cal. 5'
AF O.	<sup>1</sup> 9:10 <sup>1</sup> <sup>1</sup> Enc. 7 <sup>1</sup> His. 5 <sup>1</sup> Sci. 2 <sup>1</sup> Sci. 1 <sup>1</sup> Tyr. 1 <sup>1</sup> <sup>1</sup> Alg. 5 <sup>1</sup> Eand <sup>1</sup> Vocal <sup>1</sup> Hall, D.O. <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> Train. <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> Eucn. <sup>1</sup> <sup>3</sup> <sup>1</sup> <sup>5</sup> <sup>1</sup> <sup>2</sup> <sup>7</sup> <sup>1</sup>
AS	9:125 Ying, 3'Eng, 5'His, 6'Lab. M.M.Db. Pret, 3' Hall 'Alg. 1 'Band 'Wooal ' Ed. ' ance ' ' Art 'Lab. ' 'Shep Arith. M.S. / Teat. H.Call' 25' 20' 27' 33' 14' 21' 28' 28' 20' 27' 33' 14' 21'
B	10:05'5'em, 3'Sem, 6'Sem, 5'Sem, 5'Sem, 1'Sem, 4' 'Sem, 7' 'Sem, 5' 'Sem, 2' 'Sem, 7'9em, 1'Sem, 3'Sem, 7'9em, 1'Sem, 3'Sem, 1'Sem, 1'S
H B H	10:081 , Armay, - asgumary, i i Nednesday - Student Assemily , Friday, - Glubs , i 10:381 , Armady, - Clubs , i , i , i , i , i , i , i , i , i ,
O LE	"Ilo:Al' 'Ifny. 'Bkg. 3'Bis. 3'Chm. 5'Sci. 1'Tyr. 1'Ed. 'Gecm. ' 'Weesl 'Ed. 'D. O. 'Driver' 'Bkg. 3'Super-'Shop 'Bkp.17' 'Eng. 3' Hall
Teacher Decata	<sup>1</sup> A Persi <sup>1</sup> 11:29 'lunch 'lanch 'lanch 'lunch 'l
Fair	The period         time         tim         time         time
5	TA PerlEng, 7'Eng, 1' 'S.sall'L.fccm' 'Lunch 'Lunch 'Lunch 'Study 'Lunch 'Rocms' ' 'Lunch 'Lu
	15 Peril 241 271 331 131 271 221 1 51 1 Phy. 1 1
	1124 With Star, Star, 1 Hon, / Sol, 1 Hon, A Las, 25, 2, Visits' ST. T. T. B. 25, 2, 1 Hon, 1 25, 2, 1 Hon, 1 1, 1 1, 1 1, 1 1, 1 1, 1 1, 1 1, 1
3 3 6 8	1232 ilife iHis. 37.7 Provinab. 'Tyr. 1'Ed. 'Alg. 1' Bard ' Hall ' Ed. ' i Art.' Shop Joint 2017 1 1 17. Pers 251 i 14.' 9 i 10' 27' 35' 13' istudy i i ' Con. ' ' Mach. 'Eal. 5' ' ' Con. ' ' Shop 'S. Hd 1' Sie. 2' Bis. 1' Eath. ' Shop 'S. Hd 1' Sie. 2' Bis. 1' Eath.

## follows image 117

## Names:

Fairfield High School Schedule

## **Places:**

Fairfield, AL

## Types:

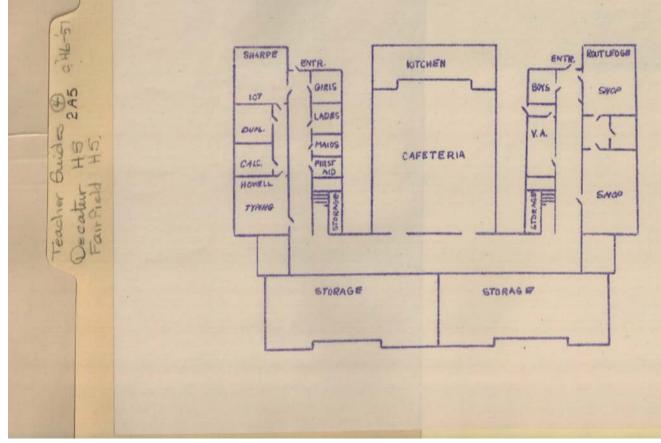
report

### Dates:

## Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 99r02a05-04-000-0130ContentsIndexAbout

FIRST FLOOR - BASEMENT

FAIRFIELD HIGH SCHOOL



### Names:

Fairfield High School Floor Plan

## **Places:**

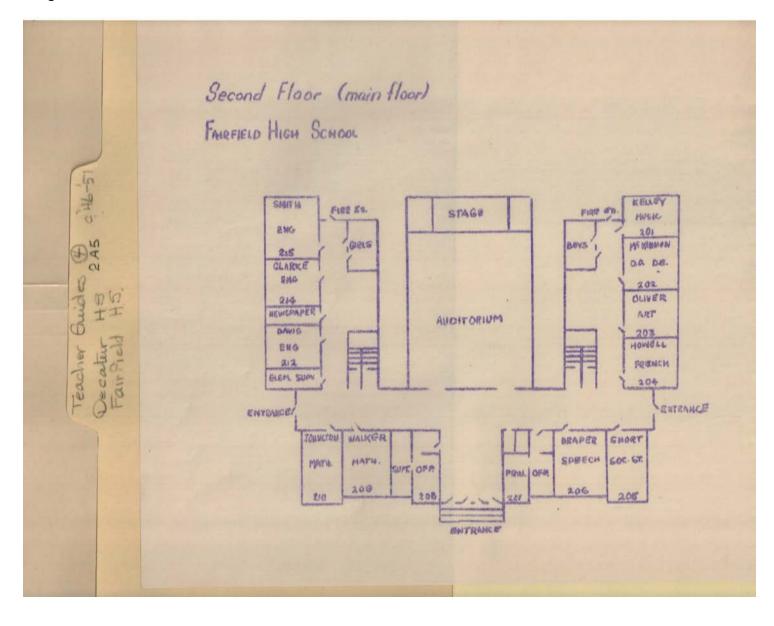
Fairfield, AL

## **Types:**

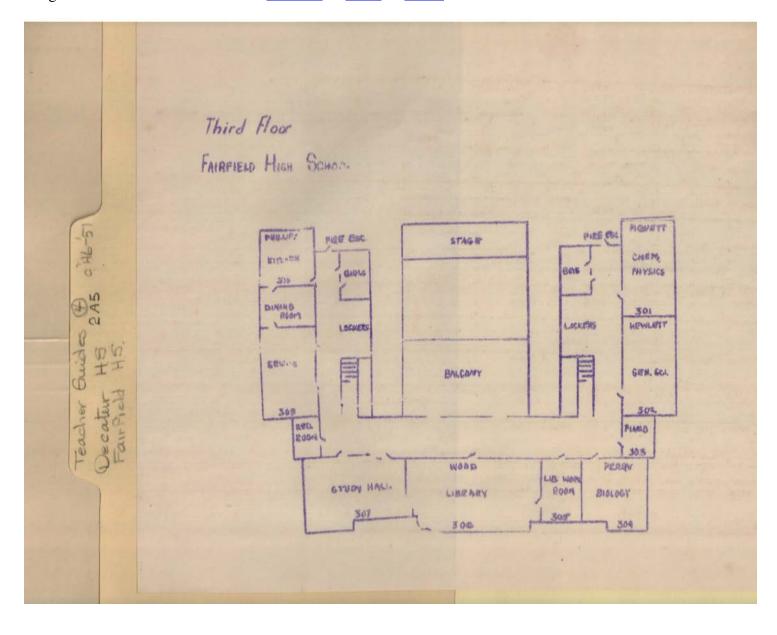
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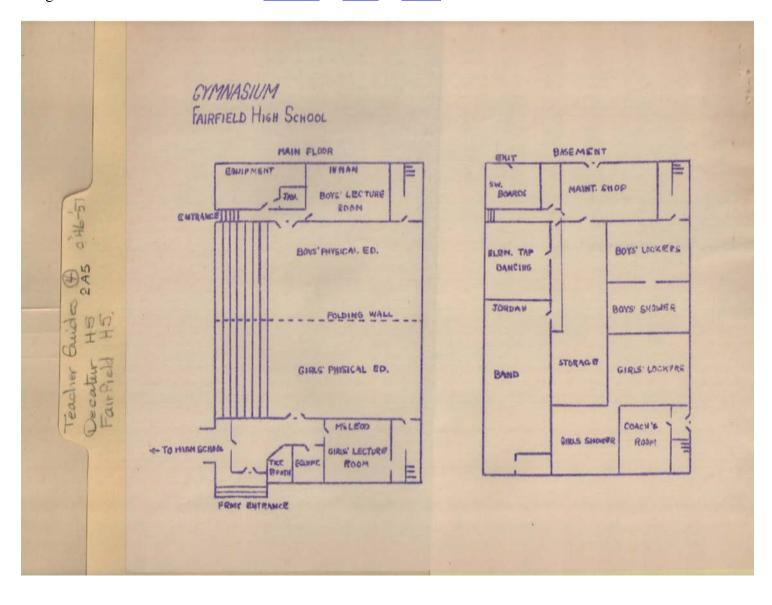
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 100r02a05-04-000-0131ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 101r02a05-04-000-0132ContentsIndexAbout



Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4Teachers' Guides and School Handbooks, 1946 - 1951Image 102r02a05-04-000-0133ContentsIndexAbout



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## **Frances Cabaniss Roberts Collection**

**Preferred Citation:** Frances Cabaniss Roberts Collection, Archives and Special Collections, M. Louis Salmon Library, University of Alabama in Huntsville, Huntsville, AL.

**Collection Scope and Content:** The Collection of 114 Linear ft. includes a total of 156 Archival Boxes. The Frances Cabaniss Roberts collection covers the historical records of the Cabaniss Roberts family. This collection contains extensive correspondence records of the Cabaniss Roberts family circa 1830 to 1930.

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