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Teacher Guides ⊕
Decatur HS 2A5
Fairfield HS. c 46-51

B

**PUPIL POPULATION AND
SCHOOL COMMUNITY**
(Section B of *Evaluative Criteria*, 1950 Edition)

OUTLINE OF CONTENTS

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- B. Age-Grade Distribution
- C. Mental Ability
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- E. Withdrawals
- F. Educational Intentions
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- B. Occupational Status of Adults
- C. Educational Status of Adults
- D. Financial Resources
- E. Rural Pupils
- F. Distribution of Tuition Pupils
- G. Agencies Affecting Education
- H. Additional Socioeconomic Information

NAME OF SCHOOL..... DATE.....

Information furnished by:

.....

.....

.....

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS
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Part B

Names:

Cooperative Study of
Secondary School

Places:

Washington, DC

Types:

guide

Dates:

1950

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Decatur HS 2A5
Fairfield HS. 946-57

Explanations

Exact determination and evaluation of many factors concerning the community are often very difficult tasks because, among other reasons, exact data may not be readily available and because of the indefinite meaning of some of the terms involved. The school is requested to give exact data whenever possible and in other cases to make the best possible estimate based on all data available, estimates always being marked "Est." The school should determine on the basis of relative value whether estimates shall be made to suffice, or exact data shall be secured at a cost of additional time and energy.

Definitions

The *secondary-school population* for a *public school* singly serving a community is defined as the total number of youth in the community of ages normally included in the secondary-school unit of which study and evaluation are being made. If the secondary school is one of several schools serving a community, the school staff should provide a statement describing the section of the community and youth in the section being served by the school.

The *secondary-school population* for a *nonpublic school* which provides "free" secondary education for youth in the community in which it is located as well as for other youth includes (1) all pupils enrolled and (2) all youth of secondary-school age in the community to whom the school is in any way obligated.

The *secondary-school population* for a *nonpublic school* which has no obligation to provide "free" secondary education for youth of the community in which it is located consists of those pupils which it enrolls.

The *school community* of *public* and *nonpublic* secondary schools refers to the population of the immediate geographical area in which the school is located; and, in the case of nonpublic schools, refers also to parents of pupils attending the school.

While the data called for in this section apply, for the most part, primarily to public schools, the obligation on the part of nonpublic schools to know the nature and needs of their clientele in the communities which are represented is none the less important. Nonpublic schools should also be concerned about the activities and agencies of the community in which they are located. All schools should present in the *best available form* (statistical or descriptive or both) data and information equivalent to that herein called for. A nonpublic school which serves as a general secondary school for a community should be able to demonstrate that it provides adequately for the needs of that community.

Statement of Guiding Principles

The school exists primarily for the benefit of the boys and girls of the community which it serves. The types of people, their vocations and interests, their tendencies and prejudices, their abilities, their racial characteristics, their hopes and prospects regarding the future, their customs and habits, the similarities and differences of groups within the community, are different from those of other communities. The school should know the distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the children. But every school community inevitably is interrelated with other communities and is a part of larger communities, particularly the state and nation. The school should therefore adapt its general philosophy and specific purposes to its own community and to the larger communities of which it is a part.

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22 EVALUATIVE CRITERIA

B. AGE-GRADE DISTRIBUTION
 Year for which data are given: 19__

1. Give number of pupils of each age at last birthday, at the time of entrance to school in the fall. Enter data only for the grades in the school as organized—three-year, four-year, five-year, or six-year unit. Change the designations of the school grades to make them conform to the actual organization of the school if necessary. Give data for the current year (or last year if data for current year are not conveniently available).

GRADE \ AGE	10 OR LESS	11	12	13	14	15	16	17	18	19	20	21 AND OVER
Postgraduate						1	24	61	10	9	3	2
Twelfth						1	24	61	10	9	3	2
Eleventh						11	89	19	8	1		
Tenth					6	109	31	5	2			
Ninth				13	108	33	10	2	2			
Eighth												
Seventh												

2. Describe any uses of the above information which are made regularly or which have been made during the past three years.

3. What factors within the school or community explain any deviations from normal which are revealed by these data?

4. What provisions are being made for pupils who deviate in age from normal grade placement?

*None
 Between 8 & 9*

Part B
Names:
 Evaluative Criteria

Places:
 Washington, DC

Types:
 guide

Dates:
 1950-1951

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C. MENTAL ABILITY

1. If intelligence or mental ability test records are available, give number of pupils in each of the following I.Q. or percentile ranges. In case the school does not have data suitable for this table, give equivalent distribution either in this form, revised as necessary, or on a separate sheet. If neither request can be met, describe briefly the general mental ability of pupils.

RANGE*		TOTAL	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
I.Q.	Percentile							
Over 124	Over 94							
117-124	85-94							
109-116	70-84							
92-108	31-69							
84- 91	16-30							
76- 83	6-1							
Below 76	Below 6							
Total								

* A school should feel free to modify these intervals to agree with distributions previously made.

2. What test or tests were used in determining these data?

3. When were the tests given?

4. Describe any tests given which measure specialized mental ability.

5. What procedure is followed regularly to secure data on the mental abilities of pupils?

6. Describe any uses of mental tests data which are made regularly or which have been made during the past three years.

7. Describe any special provisions which are being made for pupils who deviate considerably from normal in mental ability.

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D. STABILITY

1. In the space below indicate the number of years which each member of the current senior class has been in this school.

NUMBER OF YEARS IN THIS SCHOOL (INCLUDING PRESENT YEAR)	SENIORS			
	Boys	Girls	Total	
			Num- ber	Per- cent
1				
2				
3				
4				
5				
6				
7 or more				
Total				

2. What provision does the school make for gathering these data regularly?

3. Discuss any unsatisfactory conditions revealed by this table.

4. What factors within the school or community contribute to any unsatisfactory conditions revealed by this table?

5. What is being done to improve the unsatisfactory conditions?

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B. A.

E. WITHDRAWALS

1. In the table below indicate the number of pupils who gave each reason as the major reason for withdrawal. If no major reason was given, determine the most plausible reason from the records of the pupil. Do not count any pupil more than once. Include pupils who have withdrawn from school during the 12 months preceding the opening of the current school year.

REASON FOR WITHDRAWAL	BOYS	GIRLS	TOTAL	
			Number	Percent
Disciplinary difficulties				
Entered military service				
Financial reasons				
Illness of pupil				
Lack of interest in school work				
Marriage				
Obtained work				
Poor scholarship				
Pupil's help needed at home				
Transferred to another school				
Unclassified				
Unknown				
Total				

2. What provisions does the school make for gathering these data regularly?
3. Discuss any unsatisfactory conditions revealed by this table.
4. What factors within the school or community contribute to any unsatisfactory conditions which are revealed by this table?
5. What is being done to improve the situation relative to withdrawals?

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F. EDUCATIONAL INTENTIONS

1. Indicate the number and percent (approximate if necessary) of members of the present senior class whose intentions are as follows:

INTENTIONS	BOYS	GIRLS	TOTAL	
			Num-ber	Per-cent
Attend 4-year college or university				
Attend junior college				
Attend other post-secondary school, e.g., business college or technical institute				
Continue education but undecided on type of school				
Stop formal education upon graduation				
Undecided about further education				
Unknown				
Total members of senior class				

2. Discuss procedures used in collecting above data.

3. At what point in the pupil's school career is he first asked to state his educational intentions?

4. Discuss the comparison between pupil intentions and educational opportunities.

5. To what extent are the above data utilized in planning individual and group educational programs?

G. OCCUPATIONAL INTENTIONS

1. Indicate the number and percent of members of the present senior class who plan to enter the following occupational categories*:

CATEGORIES	BOYS	GIRLS	TOTAL	
			Num-ber	Per-cent
Professional, technical, and managerial work				
Clerical and sales work				
Service work				
Agriculture, marine, and forestry work				
Mechanical work				
Manual work				
Undecided				
Unknown				
Total				

* Occupational categories listed according to *Dictionary of Occupational Titles, Part IV, Entry Occupational Classifications.*

2. Discuss procedures used in collecting above data.

3. At what point in the pupil's school career is he first asked to state his occupational intentions?

4. Discuss the comparison between pupil intentions and the opportunities afforded pupils in the community or area.

5. To what extent are the above data utilized in planning individual and group educational programs?

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H. FOLLOW-UP DATA OF GRADUATES

1. Indicate in the appropriate columns the number and percent of graduates of the last senior class who have entered the educational, occupational,* or other categories listed below.

CATEGORIES	BOYS	GIRLS	TOTAL	
			Num-ber	Per-cent
1 Schools leading to a bachelor's degree	21	19	40	43
2 Other schools beyond the secondary school		3	3	032
3 Professional, technical, and managerial work	1	1	2	021
4 Clerical and sales work	10	17	27	287
5 <i>U. S. Service</i> Service work	8	1	9	095
6 Agriculture, marine, and forestry work				
7 Mechanical work				
8 Manual work				
9 Married		9	9	095
10 Unemployed		1	1	01
11 Unknown		3	3	032
Total	40	54	94	

2. Describe the procedures used in securing the above data.
*consulted teachers, pupils
 used the record books*

3. What studies have been made in this school to determine how closely the above information conforms with pupil intentions while in school?
very little

4. To what extent is the above information used in the study of the secondary-school program in relation to pupil needs?

5. Has any survey of occupational opportunities for high school graduates been made in the community by high school pupils? Describe.
no

6. Is the above distribution of graduates typical for this school and community?
yes

7. To what extent are graduates accepted in colleges of their first choice?
9 in all most every last

* Occupational categories listed according to *Dictionary of Occupational Titles, Part IV, Entry Occupational Classifications.*

Names:
 Pupil Population

Places:
 Decatur, AL

Types:
 form

Dates:
 1950-1951

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D.H.

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II. Basic Data Regarding the Community

A. POPULATION DATA FOR THE SCHOOL COMMUNITY (see definition on page 20)
 Year to which information applies: 19__

1. Describe the area included within your school community: _____
2. Total population _____
3. Secondary-school population (see definition on page 20) _____
4. Total number of secondary schools of all types in this community (including school being evaluated): _____ Total enrollment: _____
5. Enrollment in this school _____

B. OCCUPATIONAL STATUS OF ADULTS
 Year to which information applies: 19__

1. Indicate the number and percent of persons belonging to each of the classifications given below for one of the following groups: (Indicate which group used by underscoring)
 - a) The adult members of the entire community
 - b) The adult members of the school community
 - c) The parents of the pupils enrolled in this school

OCCUPATIONS	MEN		WOMEN		TOTAL	
	Number	Percent	Number	Percent	Number	Percent*
Professional and semiprofessional workers						
Farmers and farm managers						
Proprietors, managers, and officials, 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						
Total						

* Percents in this column should be obtained by division and not by adding the percents in the preceding columns.

2. What was the source of the above information? _____

Names:
 Basic Data Regarding
 Community

Places:
 Decatur, AL

Types:
 form

Dates:
 1950-1951

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PUPIL POPULATION AND SCHOOL COMMUNITY

C. EDUCATIONAL STATUS OF ADULTS

Year to which information applies: 19__

1. Indicate the number and percent of persons belonging to each of the classifications given below for one of the following groups: (Indicate which group by underscoring. If possible, use same group as in B, page 28.)
- a) The adult members of the entire community
 - b) The adult members of the school community
 - c) The parents of the pupils enrolled in this school

EDUCATIONAL STATUS	MEN		WOMEN		TOTAL	
	Number	Percent	Number	Percent	Number	Percent*
Attended but did not complete elementary school						
Completed elementary school						
Attended but did not complete high school						
Graduated from high school						
Attended but did not graduate from post-secondary school						
Completed a two-year college or post-secondary-school course						
Graduated from four-year college (or equivalent) course						
Engaged in graduate study						
Total						

* Percents in this column should be obtained from division and not by adding percents in the preceding columns.

2. What was the source of the above information?

3. Explain any significant characteristics of the community (residential, industrial, etc.) which affect the occupational and educational situation of either adults or young persons.

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D. FINANCIAL RESOURCES

(Information should be reported for the last complete fiscal year. Any significant differences in the current year may be explained below. Non-public schools should present similar information about their financial status. An audited financial statement should be attached or available.)

Fiscal year to which information applies: 19__

- | | |
|---|----------|
| | Amount |
| 1. Expenditures (not including capital outlay) of this secondary school per pupil in average daily attendance..... | \$ _____ |
| 2. Assessed valuation of the school district..... | \$ _____ |
| 3. Approximate percent assessed valuation is of true valuation..... | % _____ |
| 4. Assessed valuation per youth of secondary-school age in the school district..... | \$ _____ |
| 5. Percent of funds obtained from local taxation..... | % _____ |
| 6. Percent of funds obtained from state and other sources (exclusive of receipts from tuition)..... | % _____ |
| 7. Percent of funds from tuition pupils enrolled in this school..... | % _____ |
| 8. If more than one secondary school is in the district, describe below any special provisions or system of allotment of funds for education. | |

E. RURAL PUPILS

- Percent of enrollment in this school classified as rural (in open country or in towns of fewer than 2,500 population)..... % _____
- Percent of pupils in this school transported at school expense..... % _____
- Indicate below the number of pupils per grade transported at school expense.

GRADE	BOYS	GIRLS	TOTAL
Twelfth			
Eleventh			
Tenth			
Ninth			
Eighth			
Seventh			
Unclassified			
Postgraduate			
Total			

F. DISTRIBUTION OF TUITION PUPILS

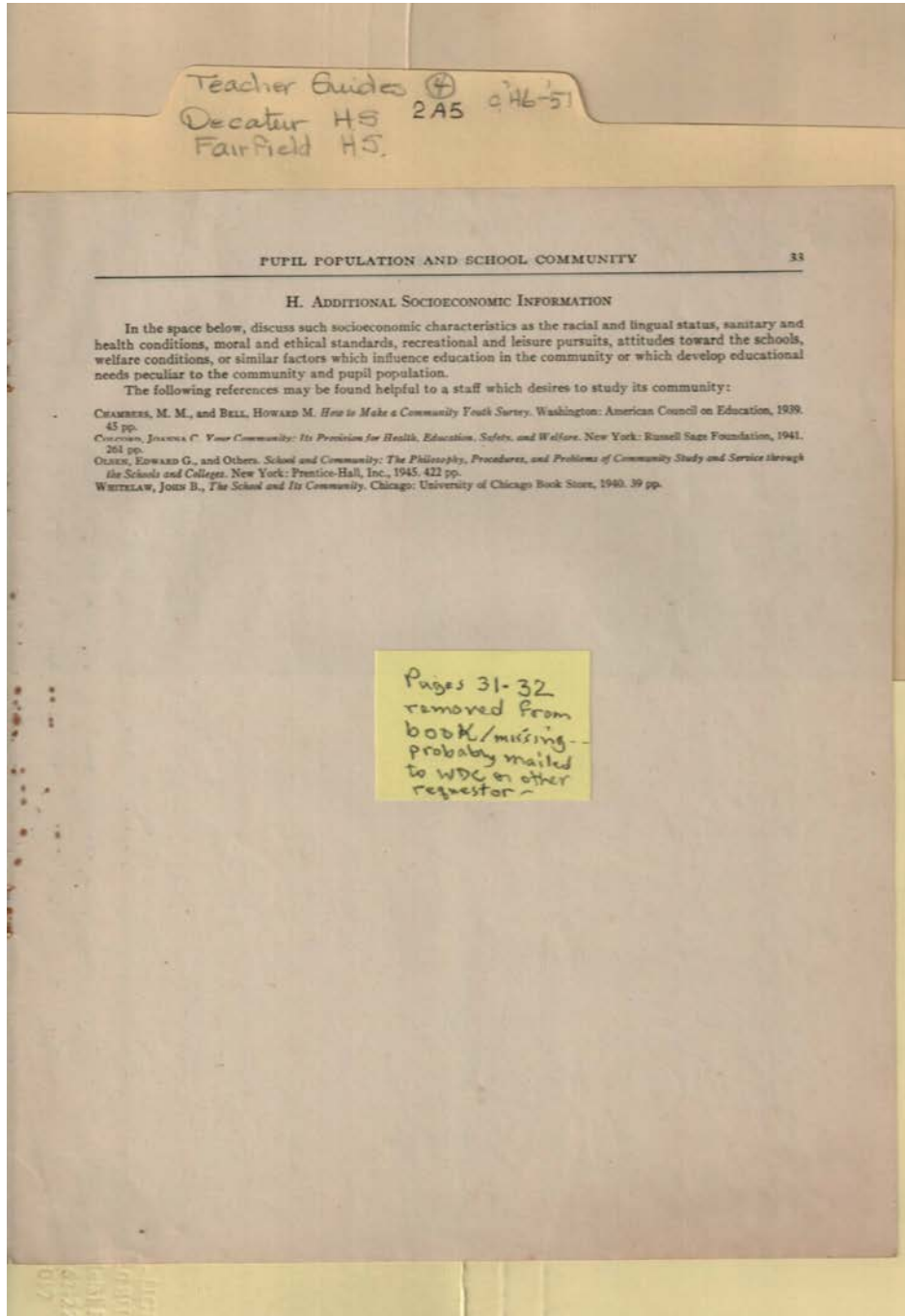
(Nonpublic schools may omit or indicate the number receiving scholarships)

- In the table below indicate the number of tuition pupils per grade for the current year.
- What are the total receipts from tuition pupils?..... \$ _____

GRADE	BOYS	GIRLS	TOTAL
Twelfth			
Eleventh			
Tenth			
Ninth			
Eighth			
Seventh			
Unclassified			
Postgraduate			
Total			

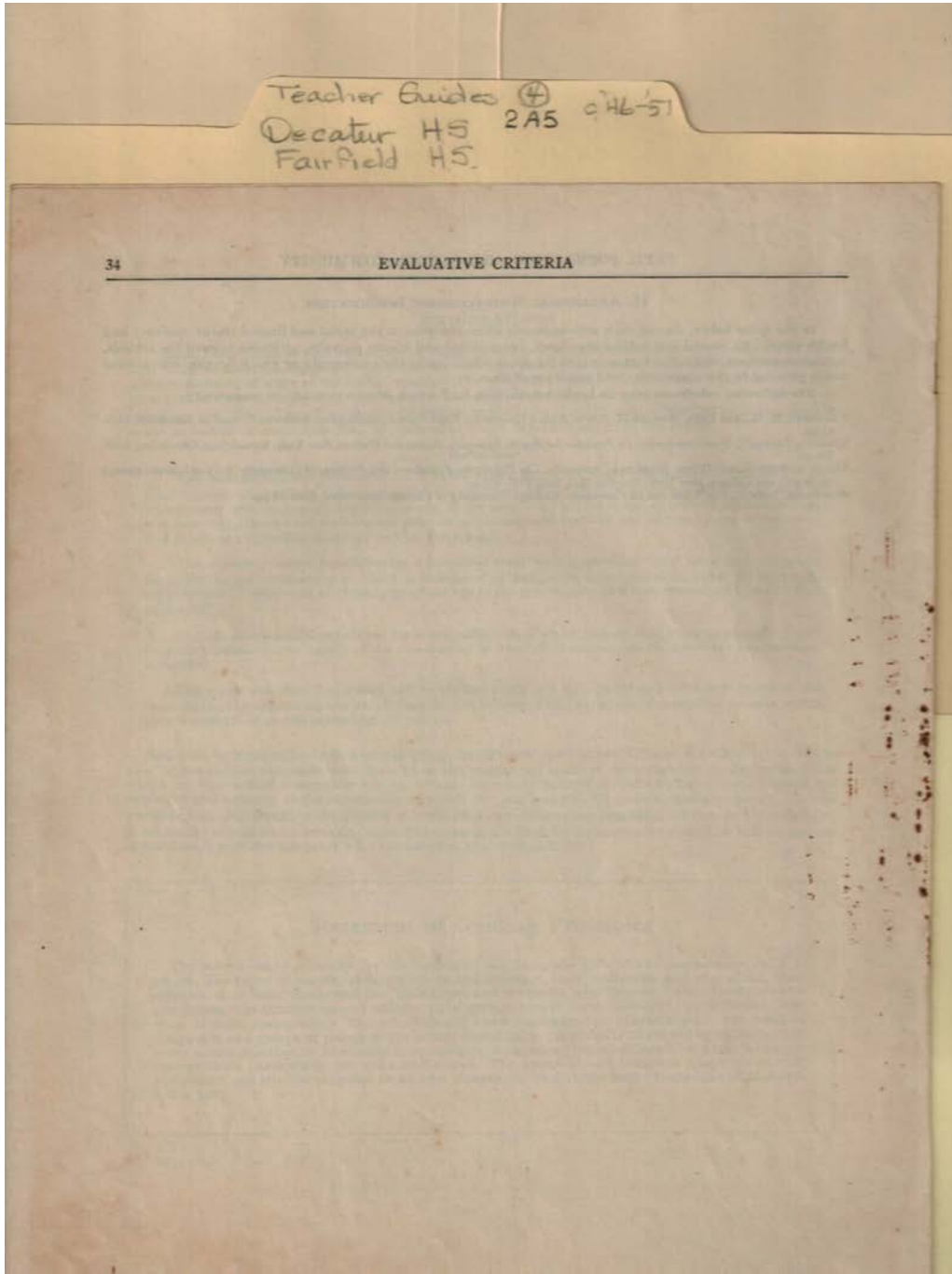
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I- Basic Data Regarding Pupils
A- Enrollments and Graduates
Holding Power of School

Classification	1946 - 47			1947 - 48			1948 - 49			1949 - 50			1950 - 51			1951 - 52		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrollment: Regular: Twelfth Grade	43	51	94	44	50	94	53	53	106	41	57	98	60	58	118	49	65	114
Eleventh Grade	59	65	124	67	64	131	53	65	118	72	54	126	65	66	131	82	81	163
Tenth Grade	80	66	146	88	66	154	91	64	155	76	72	148	90	106	196	105	89	194
Ninth Grade	68	69	157	85	79	164	68	75	143	93	106	199	99	92	191	90	106	196
Eighth Grade	68	79	167	65	83	148	106	107	213	106	99	205	105	107	212	105	136	241
Seventh Grade	70	81	151	95	108	204	111	98	209	105	114	219	111	140	251	104	106	210
Unclassified																		
Post Graduate Full Time																		
Post Graduate Part Time																		
Total	428	411	839	445	450	895	482	462	944	493	502	995	530	569	1099	535	583	1118
Graduates: Number during year.	41	50	91	44	49	93	47	50	97	38	57	95	52	53	105			

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Names:

Basic Data Regarding Pupils

Places:

Decatur, AL

Types:

form

Dates:

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B- Age-Grade Distribution
 Data for 1951-52

Grade \ Age	10 or Less	11	12	13	14	15	16	17	18	19	20	21 or Over
Postgraduate												
Twelfth							18	75	16	3		
Eleventh						30	98	31	3			
Tenth				2	16	129	31	11	3	1		
Ninth			1	30	99	37	8	2				
Eighth		2	28	160	38	11	1					
Seventh	2	21	117	61	14	5	2					

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

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C- Mental Ability

Range of I. Q.	Total	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Over 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	6
76-83	97	25	17	20	24	7	4
Below 76	34	12	6	6	9	0	1
Total	1066	211	231	185	189	144	106

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

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C- Mental Ability

Range Percentile	Total	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Over 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
51-69	365	66	67	59	66	53	34
36-50	192	28	61	37	37	13	16
21-35	118	25	22	18	27	14	12
Below 6	61	13	0	13	19	5	11
Total	1066	211	231	185	189	144	106

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D. Stability
Current Senior Class

Number of years in this school (including present year)	Seniors			
	Boys	Girls	Total	
			Number	Percent
1	1	6	7	6.1
2	3	5	8	7.0
3	4	2	6	5.3
4	4	6	10	8.8
5	3	7	10	8.8
6	30	39	69	60.5
7 or more	4	0	4	3.5
Total	49	65	114	100.0

The information in this table seems to be about normal.

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W- Withdrawals
 1950-51

Reason for withdrawal	Boys	Girls	Total	
			Number	Percent
Disciplinary difficulties	3	2	5	3.4
Entered military service	11	0	11	7.4
Financial reasons				
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
Poor scholarship	0	1	1	.7
Pupil's help needed at home				
Transferred to another school	26	43	74	50.0
Unclassified	0	3	3	2.0
Unknown	5	3	8	5.4
Total	64	84	148	100.0

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

To improve the situation relative to withdrawals:

1. Curriculum is adjusted to increase holding power of the school.
2. Federal and State Child Labor Laws are being strictly enforced.
3. Health Clinics will be held.

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F- Educational Intentions
 Present Senior Class

Intentions	Boys	Girls	Total	
			Num-ber	Per-cent
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 college or technical institute	2	12	14	12.3
Continue education but undecided on type of school	5	2	7	6.1
Stop formal education upon graduation	3	13	16	14.0
Undecided about further education	7	7	14	12.3
Unknown	3	8	11	9.7
Total members of senior class	49	65	114	100.0

Questionnaires were used in collecting the above data. The pupil is first asked to state his educational intentions at the end of the 8th 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.

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G- Occupational Intentions
 Present Senior Class

Categories	Boys	Girls	Total	
			Number	Per- cent
Professional, technical, and managerial 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
Total	49	65	114	100.0

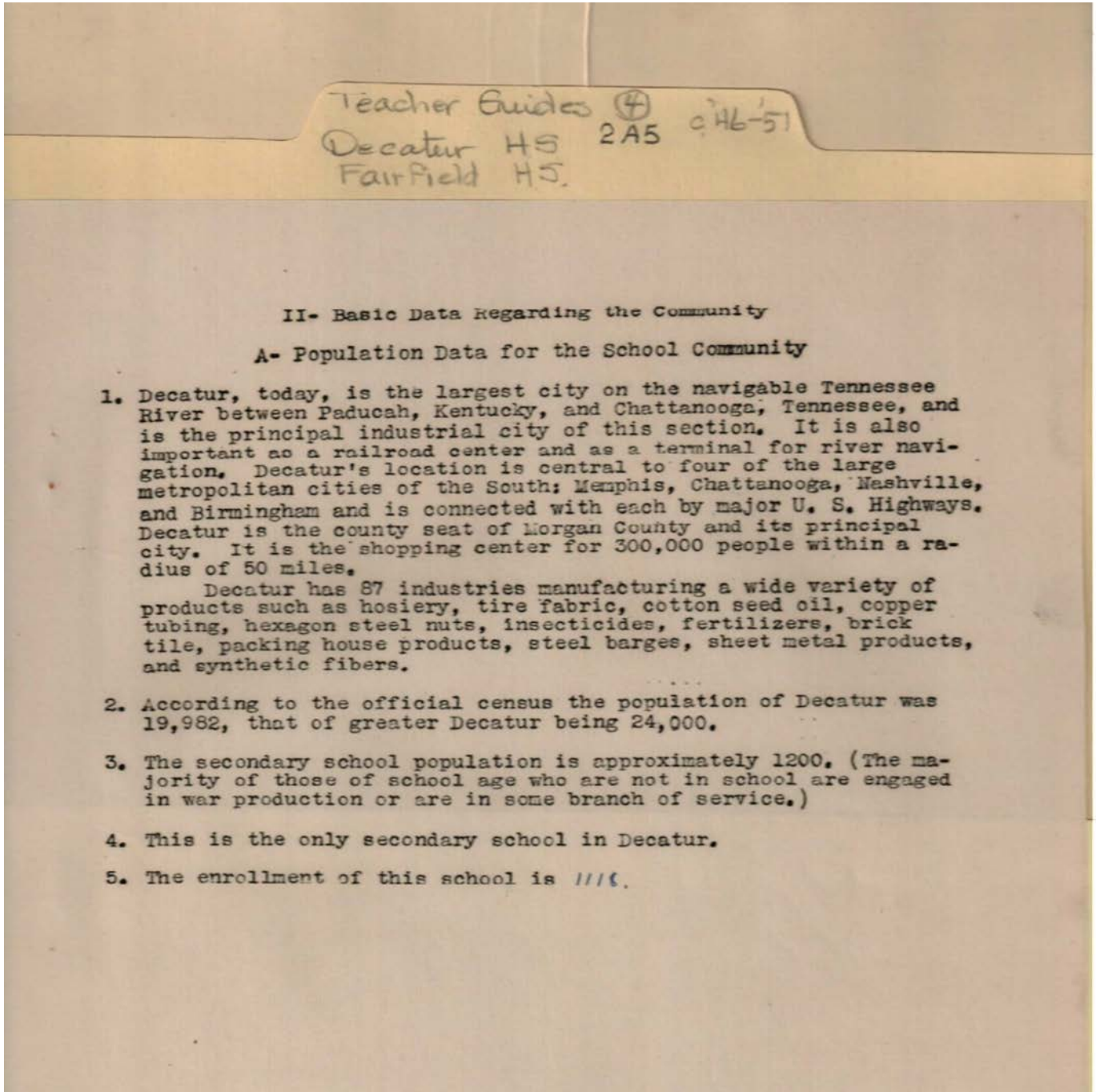
Questionnaires were used in collecting the above data.
 A pupil is first asked to state his occupational intentions in the 7th grade.
 Opportunities are available locally in the above occupations.
 The above data are utilized in planning individual and group educational programs in that some occupational guidance is offered. Personnel directors from local industries discuss local occupational opportunities with students.

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 Fairfield HS. 946-51

H- Follow-up Data of Graduates
 Senior Class of 1951

Categories	Boys	Girls	Total	
			Num-ber	Per-cent
Schools leading to a bachelor's degree	21	16	37	35.2
Other schools beyond the secondary school	4	8	12	11.4
Professional, technical, and managerial work		2	2	1.9
Clerical and sales work	5	12	17	16.2
Service work		1	1	1.0
Agriculture, marine, and forestry work				
Mechanical work	3		3	2.9
Manual work				
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

Procedures used securing these data were: personal knowledge, phone calls, letters, etc.
 This information is used in the study of the secondary-school program in relation to pupil needs because,
 Adjustments in subject matter offered as electives are made in accordance with information discovered in this study.
 Graduates are accepted in colleges of their choice. Our graduates are rarely turned down by any college or university.



Names:

Basic Data Regarding
Community

Places:

Decatur, AL

Types:

form

Dates:

1950-1951

Teacher Guides ④
 Decatur HS 2A5 c46-51
 Fairfield HS.

R- Occupational Status of Adults
 Parents of pupils enrolled in this school
 1950-51

Occupations	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Professional and semi-professional workers	55	5.7	23	2.3	78	4.0
Farmers and farm managers	29	3.0			29	1.5
Proprietors, managers, and officials except farm	149	15.4	11	1.1	160	8.1
Clerical and kindred workers	29	3.0	54	5.3	83	4.2
Salesmen and saleswomen	95	9.9	60	5.9	155	7.8
Craftsmen, foremen, and kindred workers	350	36.2	54	5.3	404	20.4
Operatives and kindred workers	140	14.5			140	7.0
Domestic service workers			6	.6	6	.3
Service workers, except domestic	65	6.7	50	4.9	115	5.8
Farm laborers and foremen						
Laborers, except farm and mine	30	3.1	6	.6	36	1.8
Homemakers			744	73.4	744	37.6
Unemployed or on relief	20	2.1	6	.6	26	1.3
Unknown	4	.4			4	.2
Total	966	100.0	1014	100.0	1980	100.0

Questionnaires were sent into the homes to obtain this information.

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 Decatur HS 2A5 946-51
 Fairfield HS.

C- Educational Status of Adults
 Parents of pupils enrolled in this school
 1950-51

Educational Status	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Attended but did not complete elementary school	86	8.9	59	5.8	145	7.3
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 graduate 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	.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 occupational and educational situation of either adults or young persons are:

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

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Decatur HS 2A5 c146-51
Fairfield HS.

D- Financial Resources

1950-51

1. 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.

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Fairfield HS.

F- Distribution of Tuition Pupils

1951-1952

1. There are 45 tuition pupils.
2. The total receipts from tuition pupils--\$1620

Grade	Boys	Girls	Total
Twelfth	3	2	5
Eleventh	6	5	11
Tenth	6	5	11
Ninth	3	1	4
Eighth	5	4	9
Seventh	3	2	5
Unclassified			
Postgraduate			
Total	26	19	45

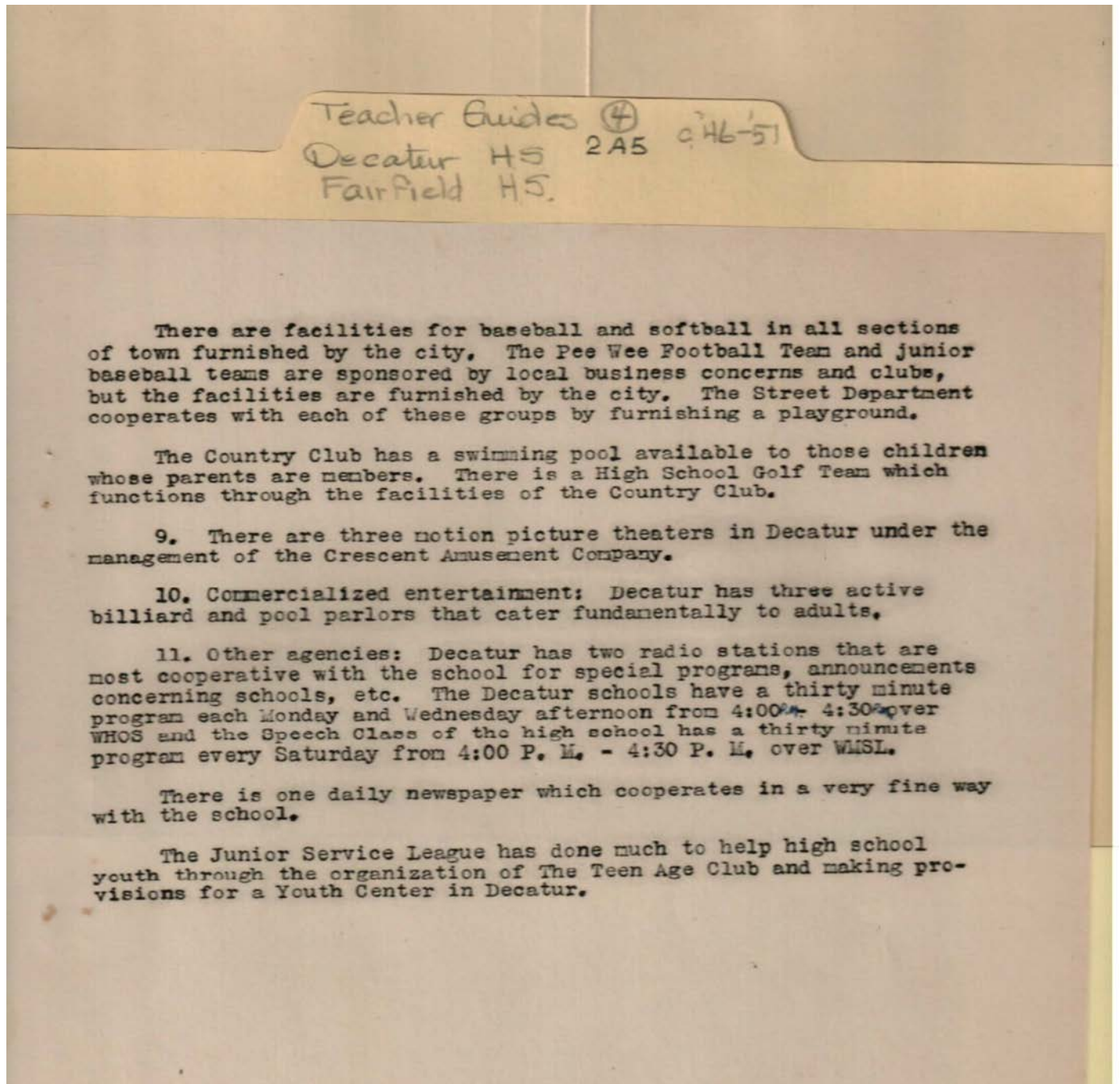
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Decatur HS 2A5
Fairfield HS. 946-51

G- Agencies Affecting Education

1. Schools: There is no other school for youth of secondary-school age in Decatur.
2. Churches: There are thirty-eight churches in Decatur consisting of Baptist, Methodist, Presbyterian, Christian, Church of Christ, Catholic, Lutheran, Christian Science, Nazarene, Episcopal, Assembly of God, Jehovah's Witness, Church of God, and Salvation Army. In addition to regular worship services these serve our people in the following ways: sponsorship of scout troops, religious education, school groups to attend church in a body, follow-up of students in college, talks by ministers in school assemblies and inter-church athletics.
3. Librarians: There is only one public library in Decatur which is used by both teachers and students.
4. Museums: There is a small museum in the American Legion Hall.
5. Forums: The school auditorium is used for presentation of events that are of a cultural nature. Events that were in the auditorium during the past year: Community Concert Series and Barter Theater (2 plays).
6. Organized Service Groups: The following groups are active in Decatur: Chamber of Commerce, Junior Chamber of Commerce, Rotary, Kiwanis, Lions, Civitan, Women's Chamber of Commerce, Business and Professional Women's Club, Pilot's Club, American Association of University Women.

These clubs have helped finance band trips, have made donations toward band uniforms, have given prizes in oratorical and essay contests, and help in sending representatives to Boys' and Girls' State.
7. Health Centers: In Decatur there is the County Health Department, Decatur General Hospital, Hamil's Clinic, Baugh-Wiley Clinic, Medical Arts Clinic, Hungeater's Clinic, The Children's Clinic, Barrett's Clinic, and The Decatur Clinic. Six of our high school girls are in Nurses' Training at the Decatur General Hospital under the D. O. Program.
8. Recreational Agencies: Decatur has a Park and Recreation Board the purpose of which is to guide and direct the recreational development of the city in an orderly and useful manner. There are two parks in the city. Two directors are on duty during the three summer months in Delano Park and one in Greenwood Park.

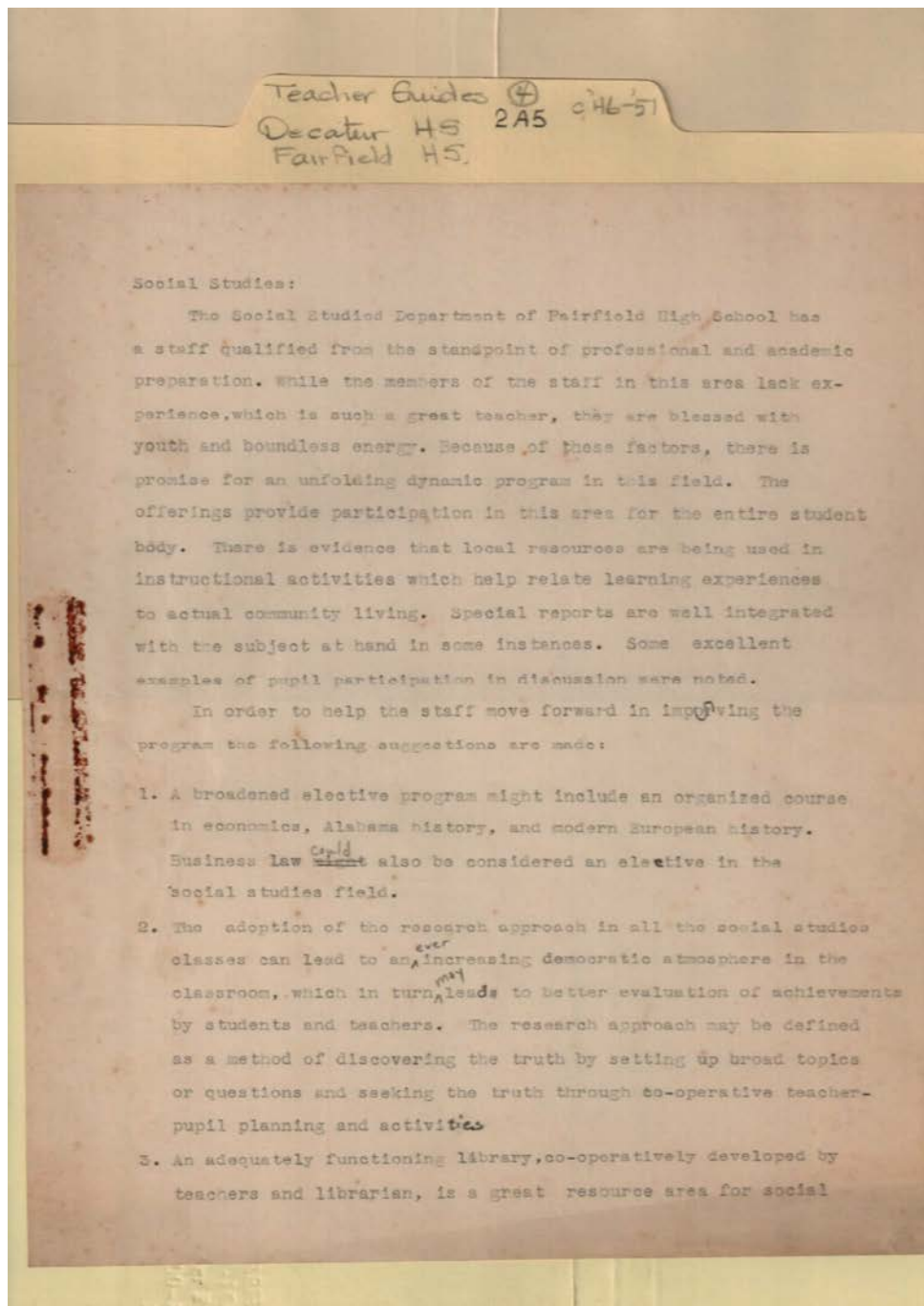
Delano Park has a playground and wading pool for small children. There are tennis courts and a softball diamond which are kept up by the City of Decatur. Greenwood Park has a swimming pool in it which is privately owned. The City of Decatur pays approximately \$6500 annually for recreation.



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Names:

Fairfield High School

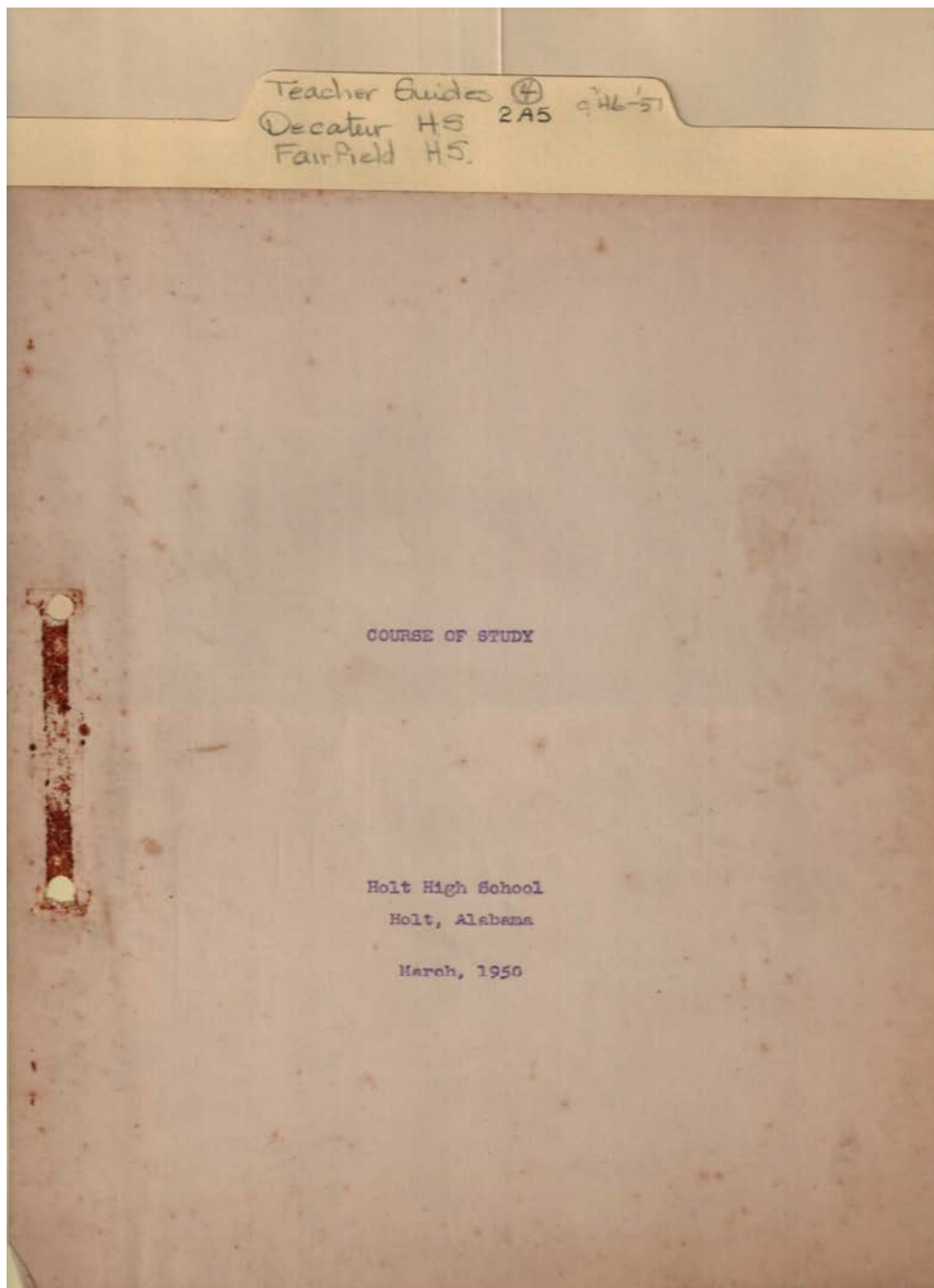
Social Studies
Department

Places:

Fairfield, AL

Types:

report



Names:

Course of Study -
Holt High School

Places:

Holt, AL

Types:

document

Dates:

March 1950

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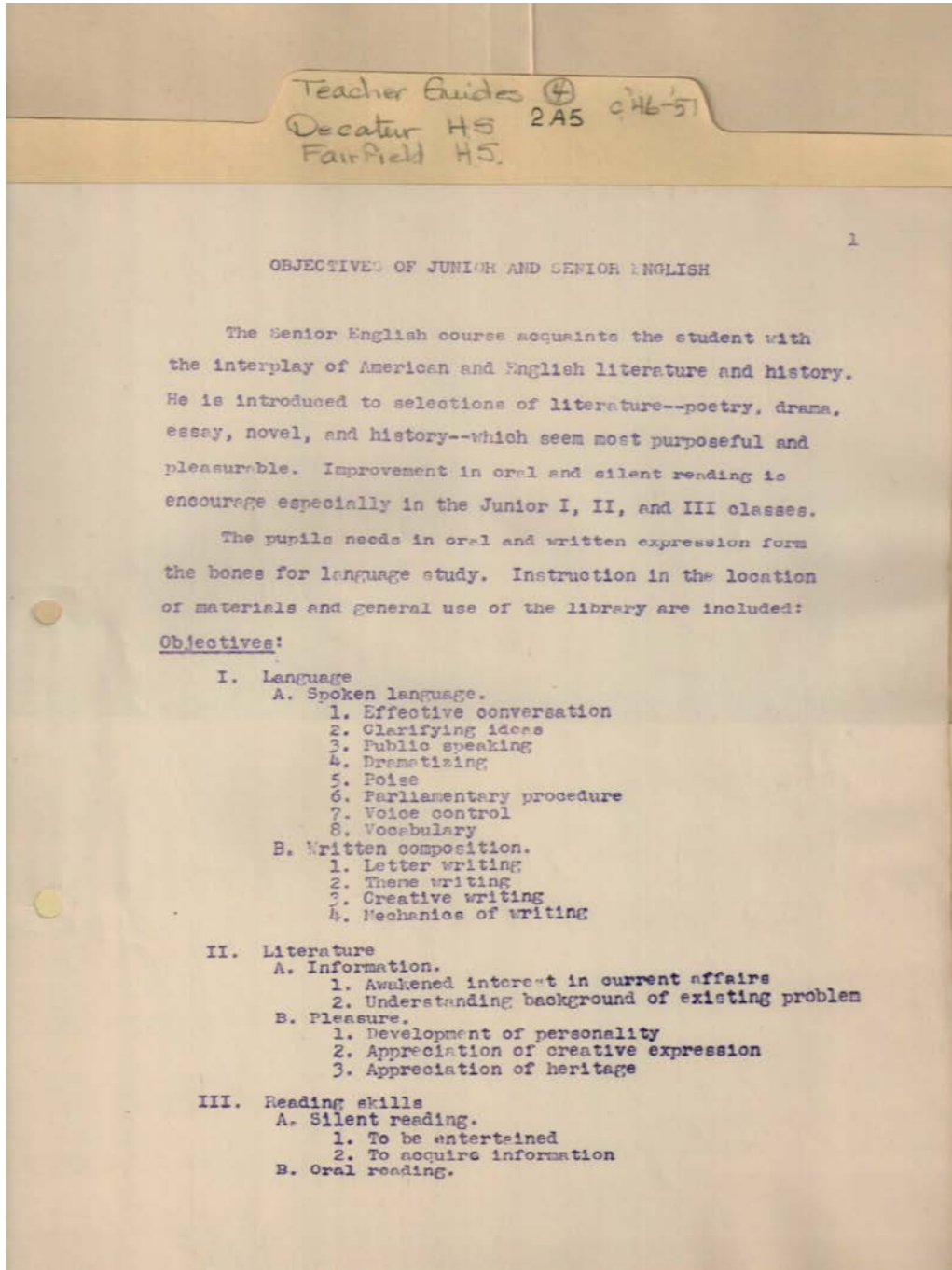
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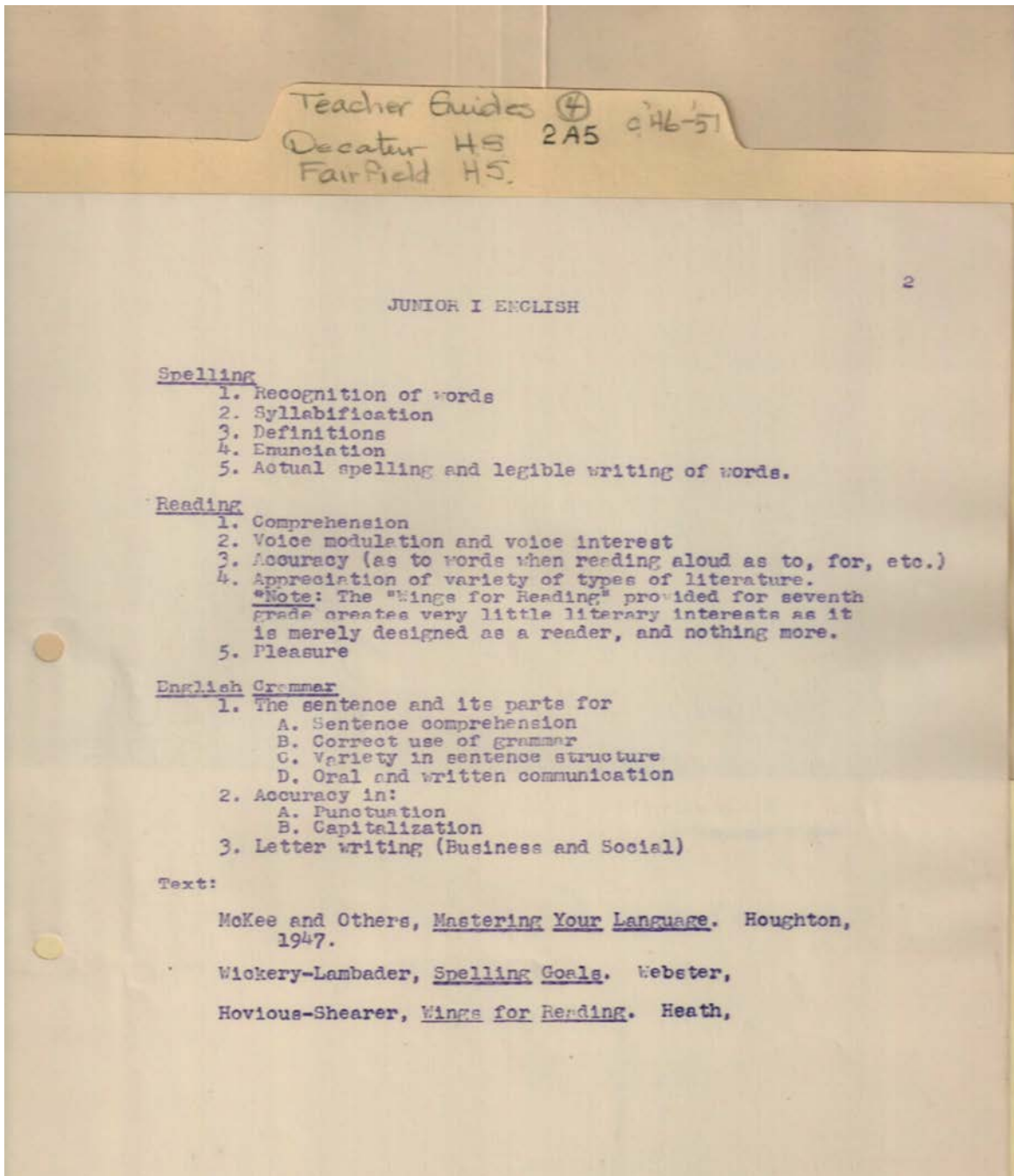
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3

JUNIOR II ENGLISH

This course consists of ten units which provide opportunities 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, Opinions, Descriptions, Reports
Social and Business Letters
Conversation and Telephoning
Entertaining Yourself and Others
Newswriting
Telling and Writing Stories
Explanations and Definitions

Texts:

McKee and Others, Perfecting Your Language.
Houghton, 1948.

Wickey-Lambader, Spelling Goals, Eight. Webster,
1945.

Knolle, Discovery(Reading). Winston.

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JUNIOR III ENGLISH

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Three books are used for this course. English in Action 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, Rewards 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.

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SENIOR III ENGLISH

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: English Writers, Revised Edition, Cross, Smith, Stauffer, and Callette. Supplementary reading, audio-visual aids from the school and University libraries are provided.

The workbook, Essentials in English, Fourth Book, Smith and McAnulty, and text, Handbook of Writing and Speaking, Wooley, Scott, Tressler, are studied and applied to personal language errors recorded from oral discussions and written compositions.

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SPANISH

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, Quinito en Espana. Henry Holt and Company.

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8-a

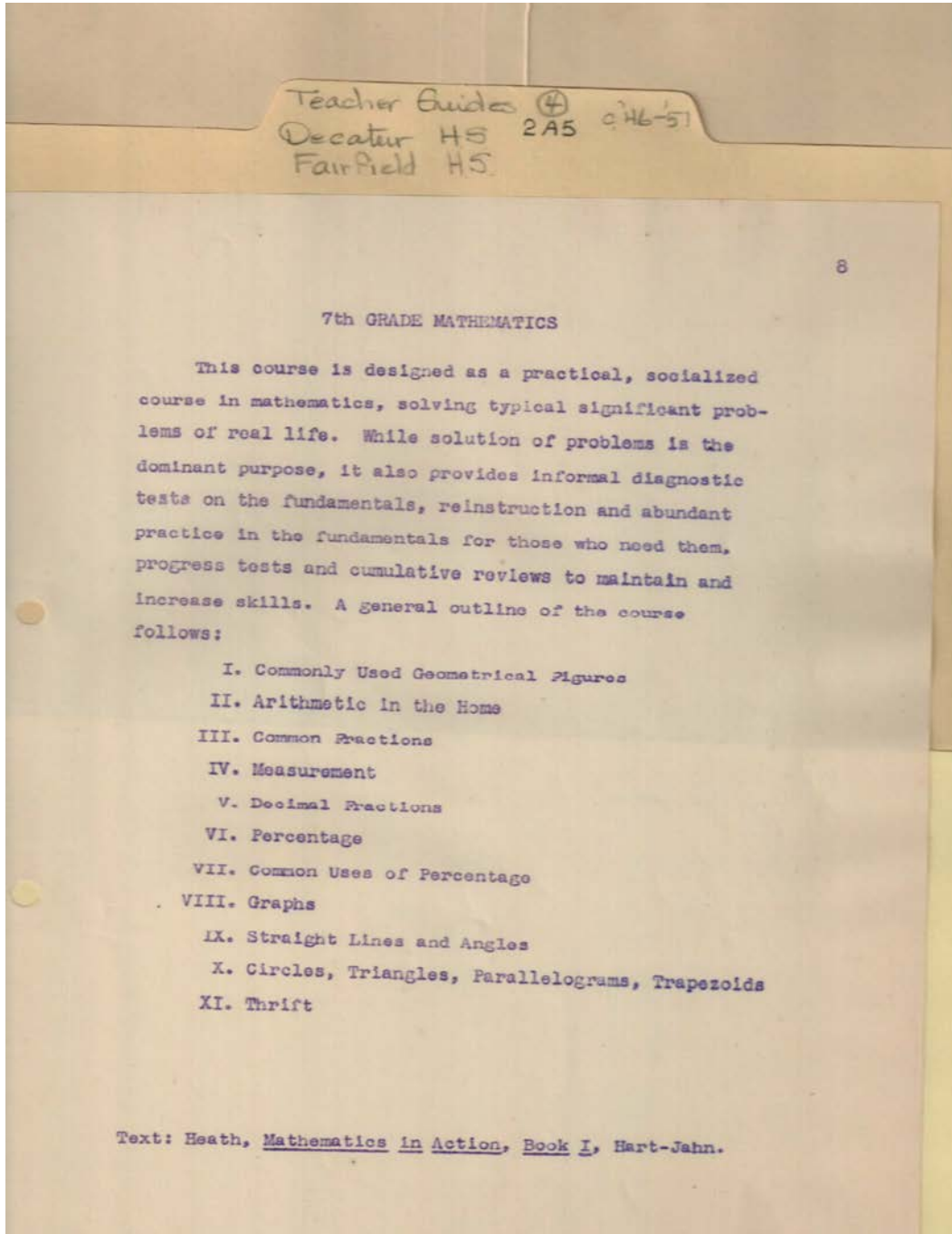
OBJECTIVES FOR JUNIOR AND SENIOR MATHEMATICS

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 accurately.
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.

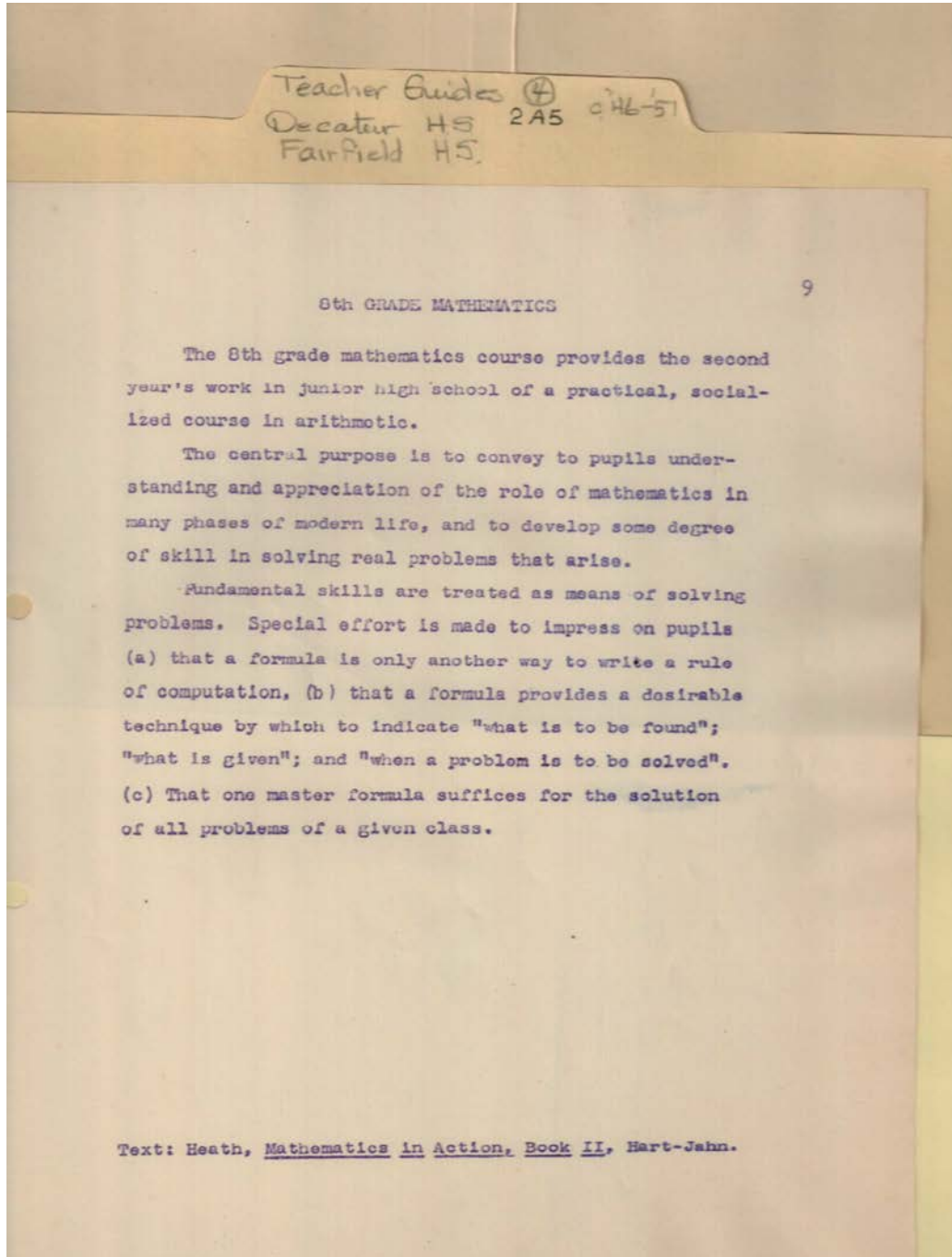
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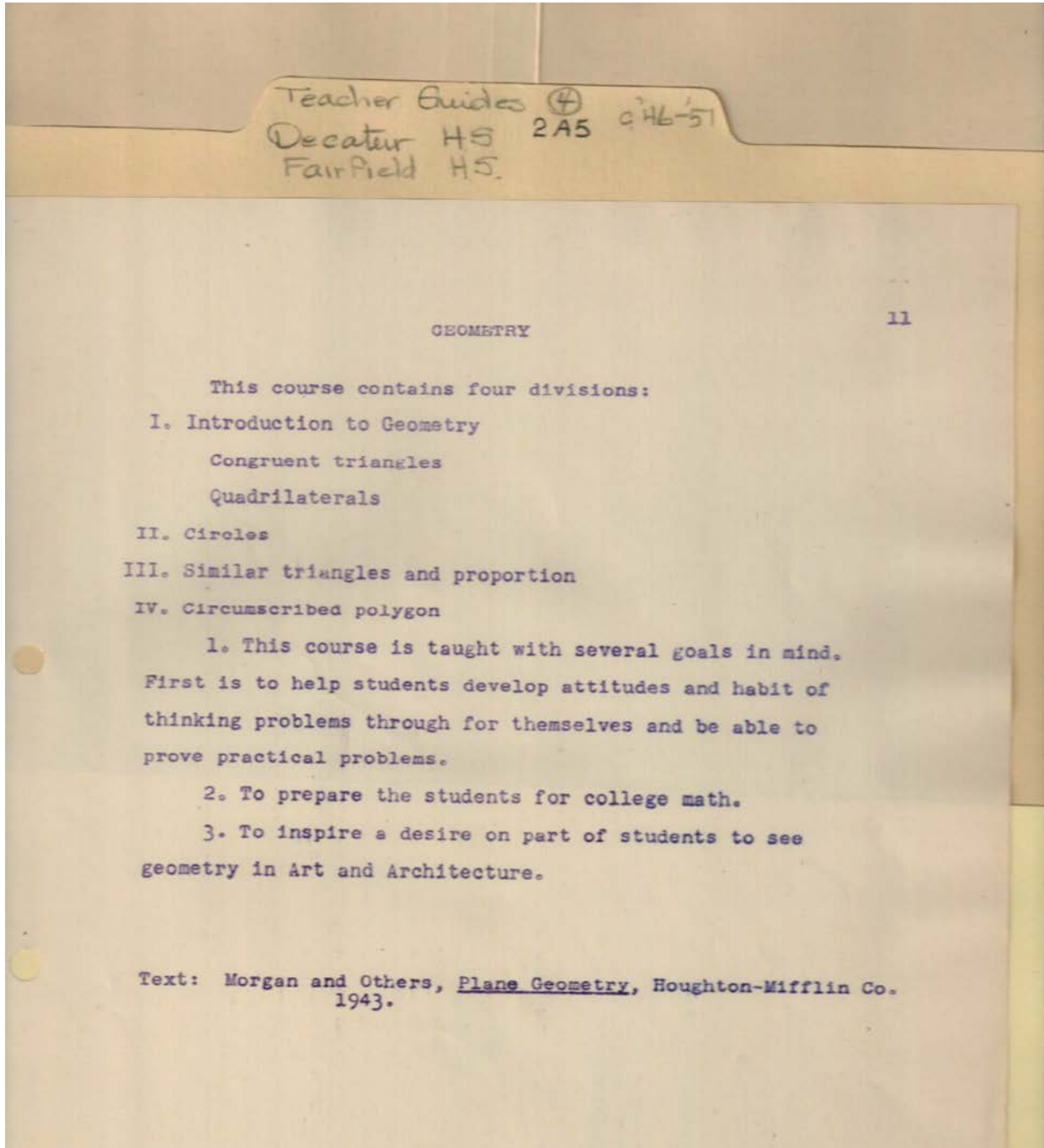
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9th GRADE MATHEMATICS

The course in 9th Grade Mathematics is characterized as follows:

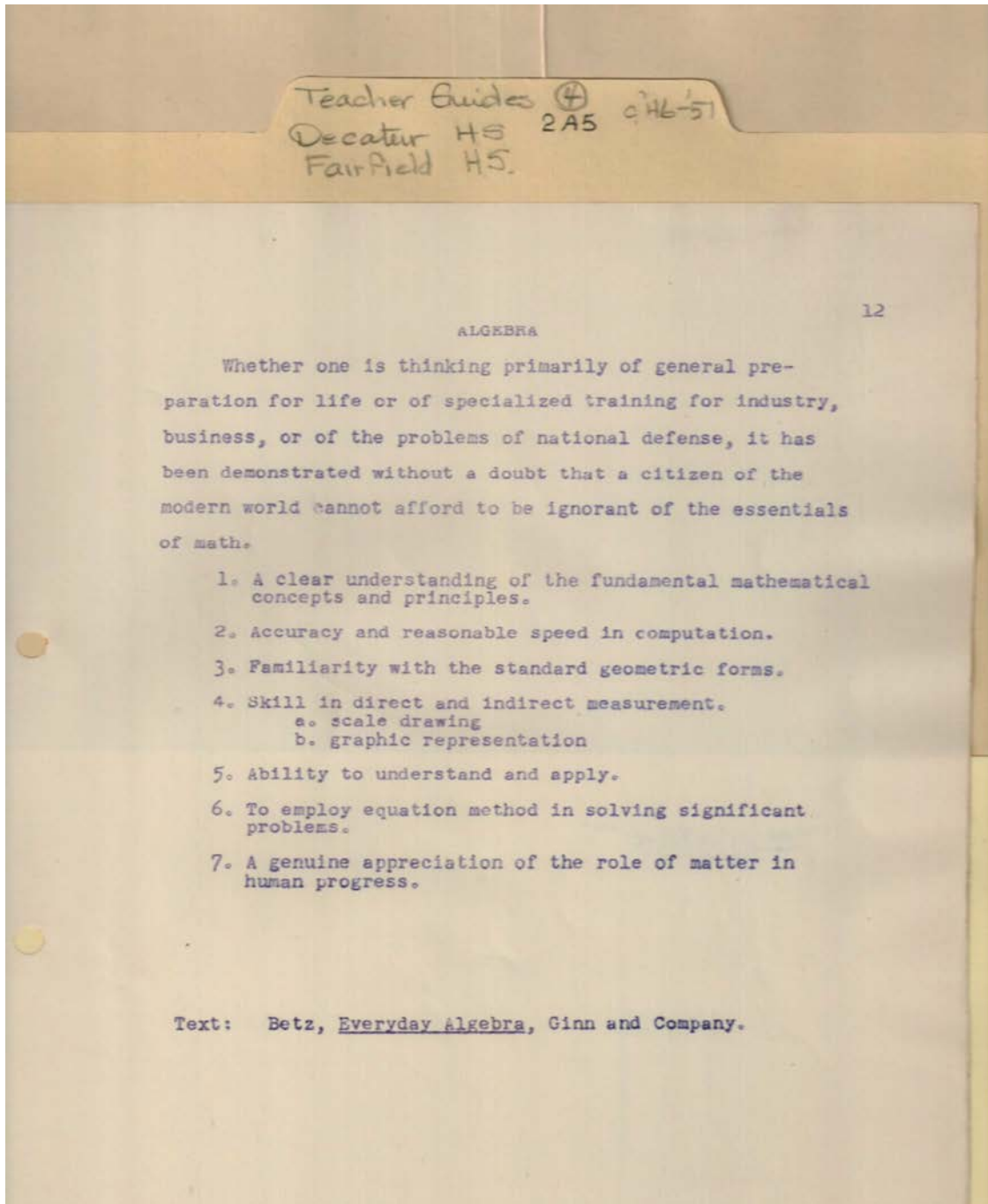
1. It aims to correct the weaknesses in Arithmetic by many drills in the skills.
2. It recommends that particular attention be given to social problems which involve more steps in comprehension than did those encountered in previous grades.
3. It provides in Arithmetic, graphic representations, algebra, 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.



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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.

1. 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.

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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:

1. A restudy of elementary processes of arithmetic, and an opportunity to gain a little deeper insight 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: Lonnes, Now Practical Mathematics.

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SCIENCE OBJECTIVES

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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.
3. To help students to see that no scientific discovery has been made that was not useful. These discoveries have added to man's improvement.
4. To teach students the importance of the scientific method.
5. Try to create a more favorable public attitude toward science.
6. To establish facts through observation.
7. To inspire all pupils to improve their environment.
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.

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SEVENTH GRADE SCIENCE

15

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

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Fairfield HS.

EIGHTH GRADE SCIENCE

16

Our aim is the introduction of the pupil to intelligent participation in a world dominated by science. We wish to attain the student's point of view, use experiences, create the opportunity for others, and interpret the general knowledge of science.

The establishment of facts through observation is presented in experimental studies.

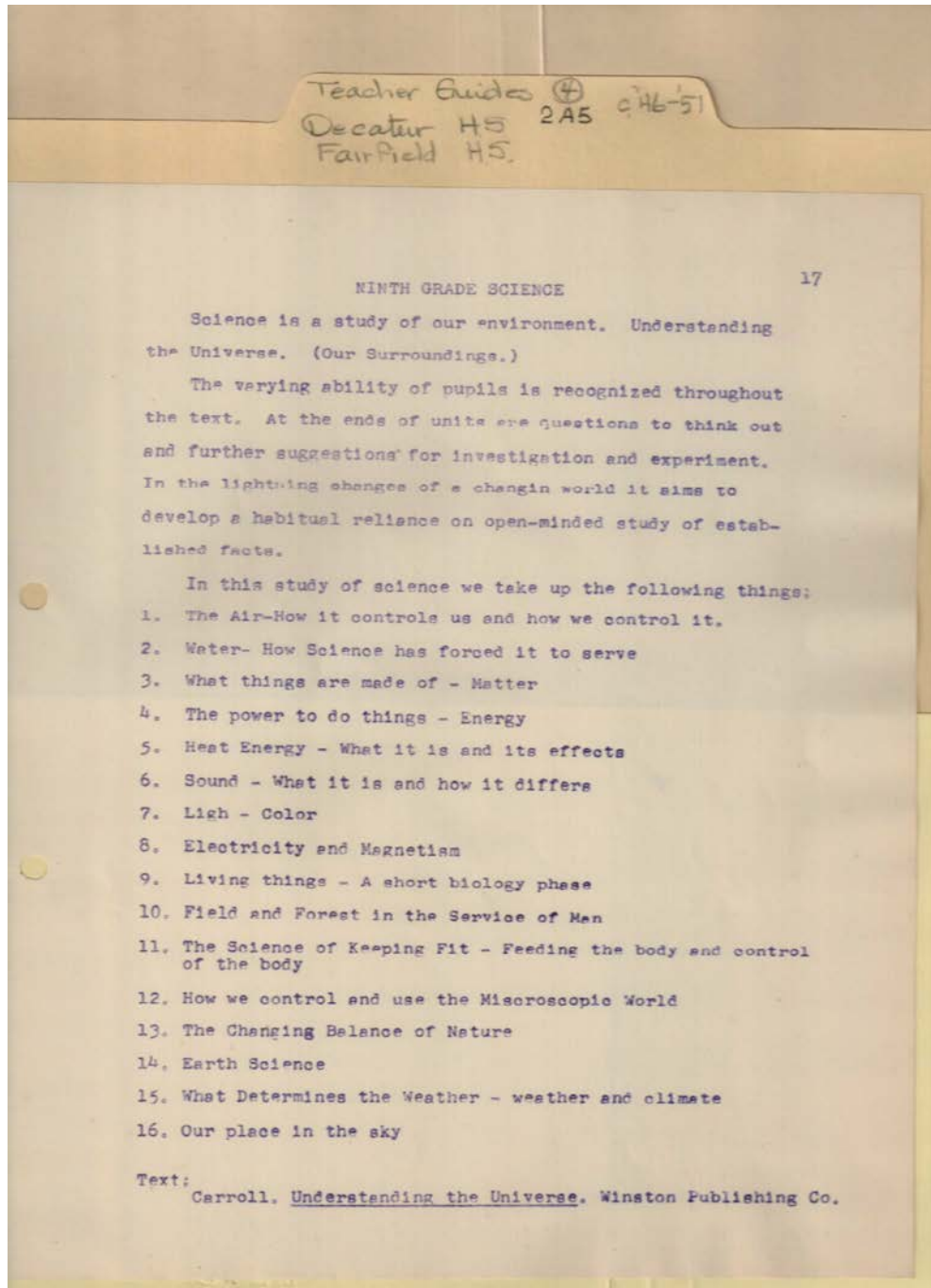
Units--

1. How living things fit into earth
2. Astronomy
3. Weather and Climate
4. Water
5. Some plants and animals of the House and Garden
6. Health
7. Energy around us
8. Heat in the world
9. Magnetism and Electrical energy
10. Making work easier
11. The Changing Earth.

Text: By Carroll--Understanding Our World--Winston

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NINTH GRADE SCIENCE

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Science is a study of our environment. Understanding the Universe. (Our Surroundings.)

The varying 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 light of changes of a changing world it aims to develop a habitual reliance on open-minded study of established facts.

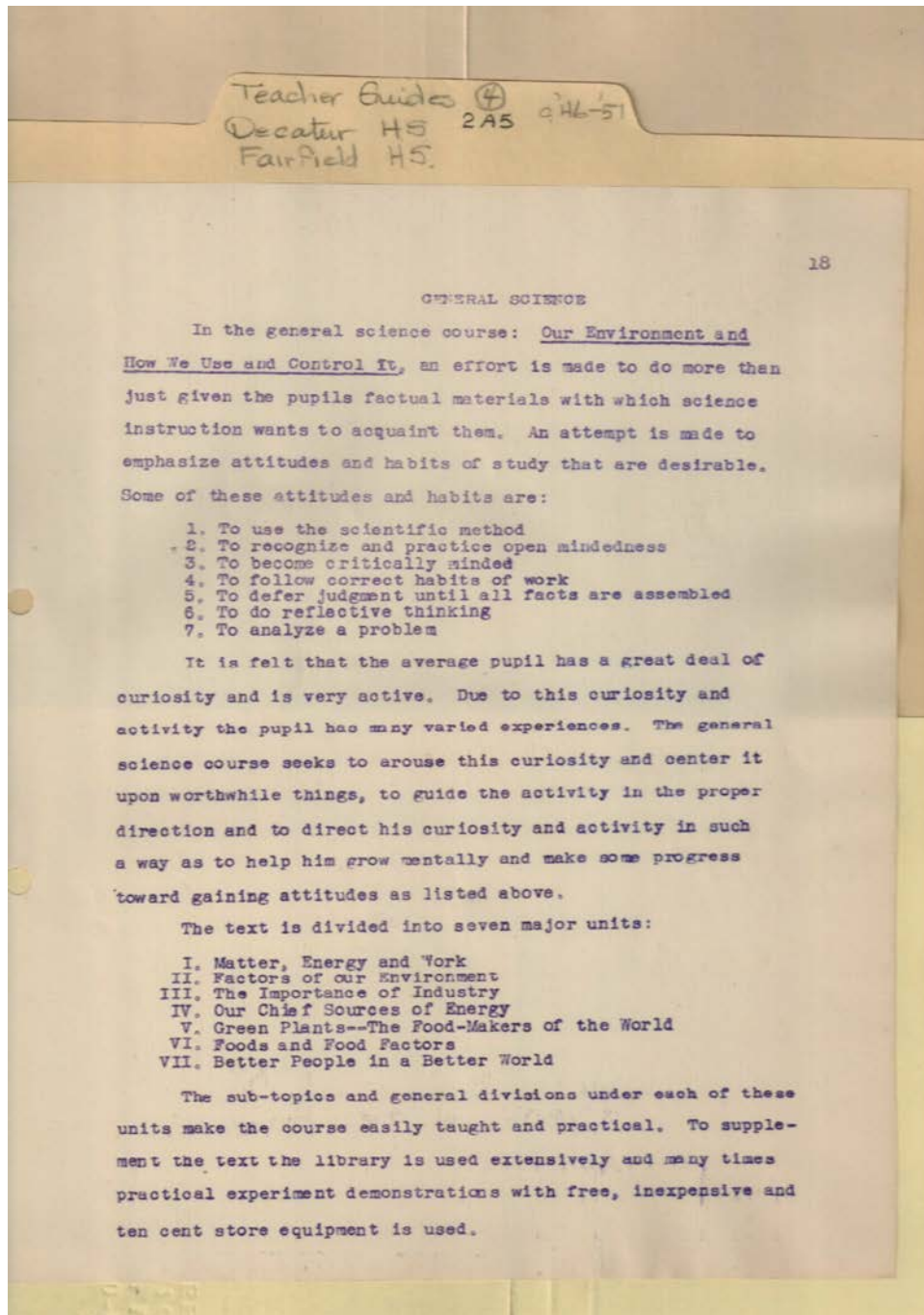
In this study of science we take up the following things:

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 Magnetism
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 Microscopic 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, Understanding the Universe, Winston Publishing Co.

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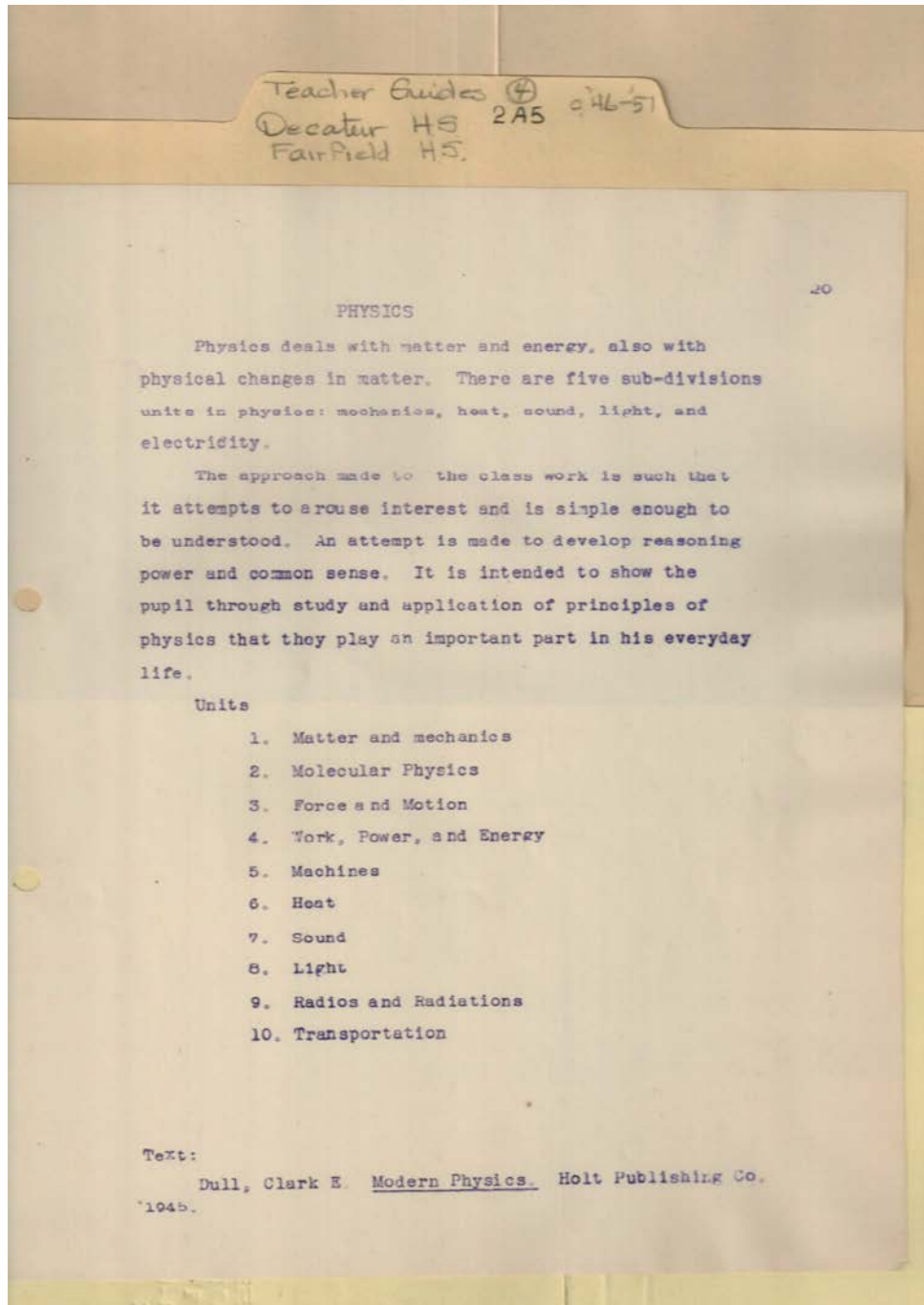
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OBJECTIVES IN PHYSICS AND CHEMISTRY

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.

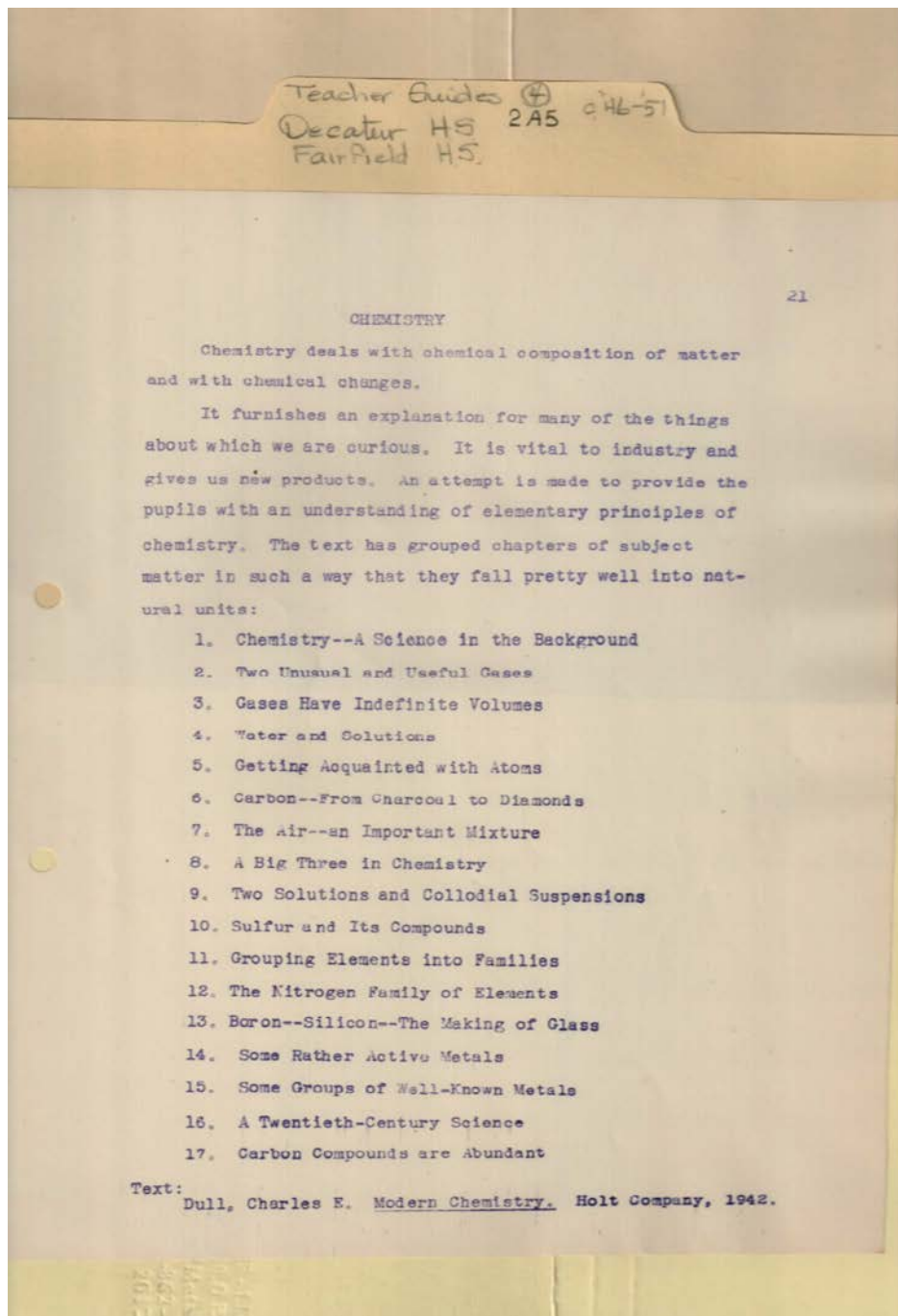
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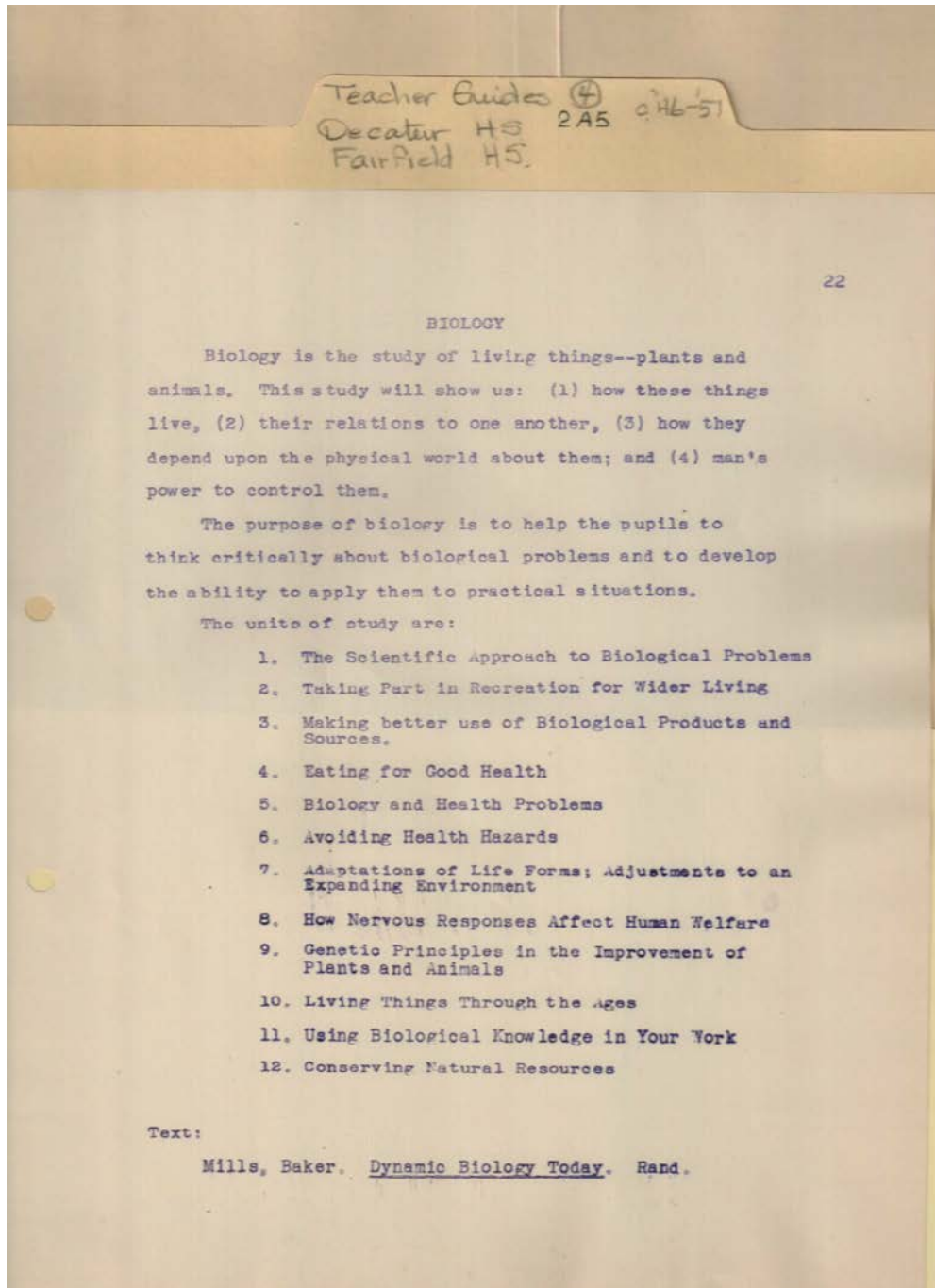
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OBJECTIVES FOR SOCIAL STUDIES

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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.

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JUNIOR I SOCIAL STUDIES

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The social studies offered to seventh grade students at Holt High is a rather general course of ancient, medieval and modern European history plus the modern geography of the European and Asiatic nations. From the study of this course, students accumulate certain definite knowledge of the past and understand the continuity of history as they watch man adjust to his environment through life's ceaseless change.

Through the course a student is able to develop certain cultural interests such as a taste for reading various phases of history, an interest in art and museums, and interest in travel.

A weekly newspaper, Junior Review, is used to stimulate interest in current affairs and to keep students informed on such matters.

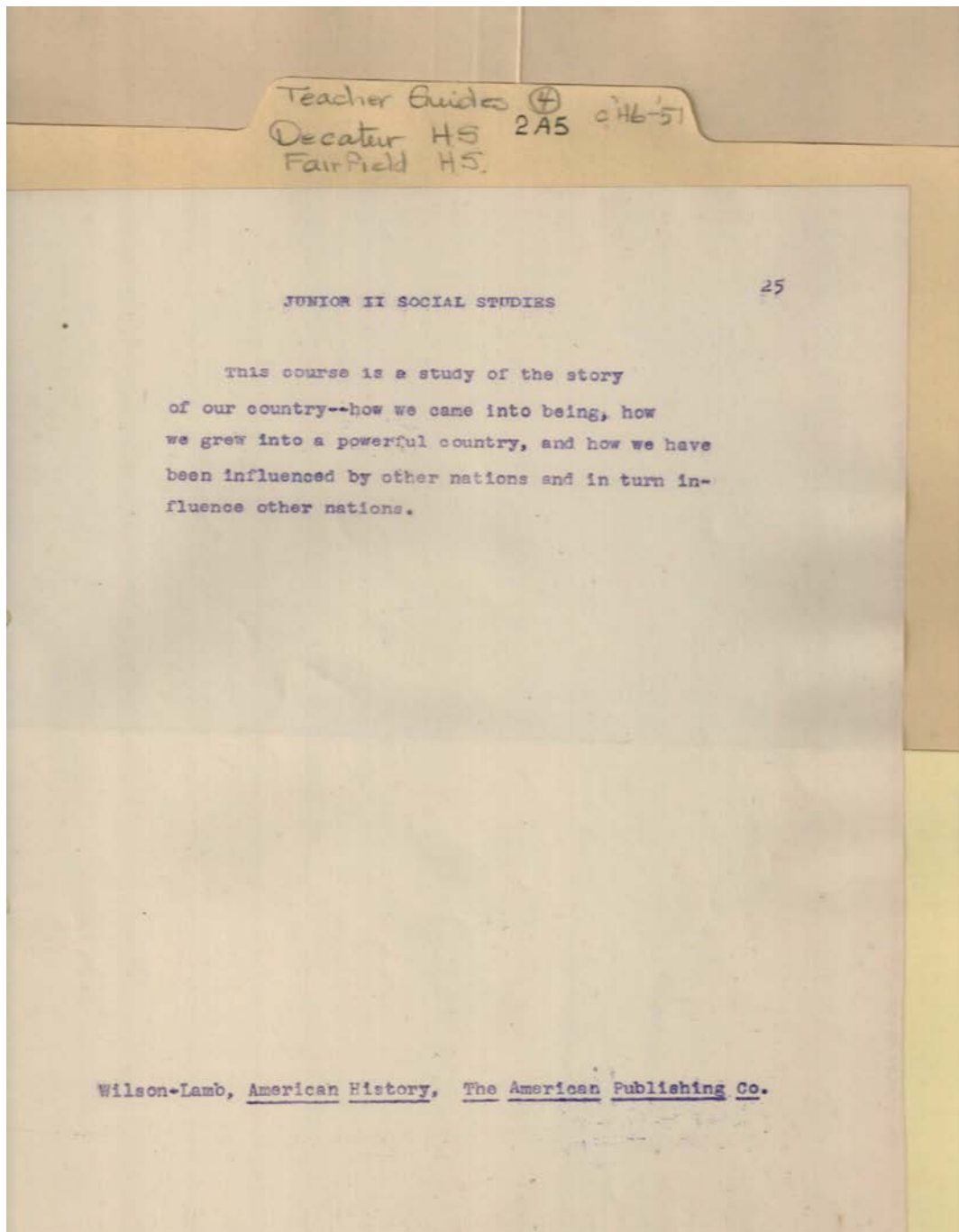
Visual aids create a lively interest. Movies are scheduled in advance so as to be shown while interest in a certain period is at its peak. Seventh grade children like to draw and color, and this aid is used when appropriate. Such maps as are available are used, and a vertical file of pictures and pamphlets of European countries is kept by the class.

Text: Campbell-Webb. Old World Past and Present. Scott Publishing Company.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4

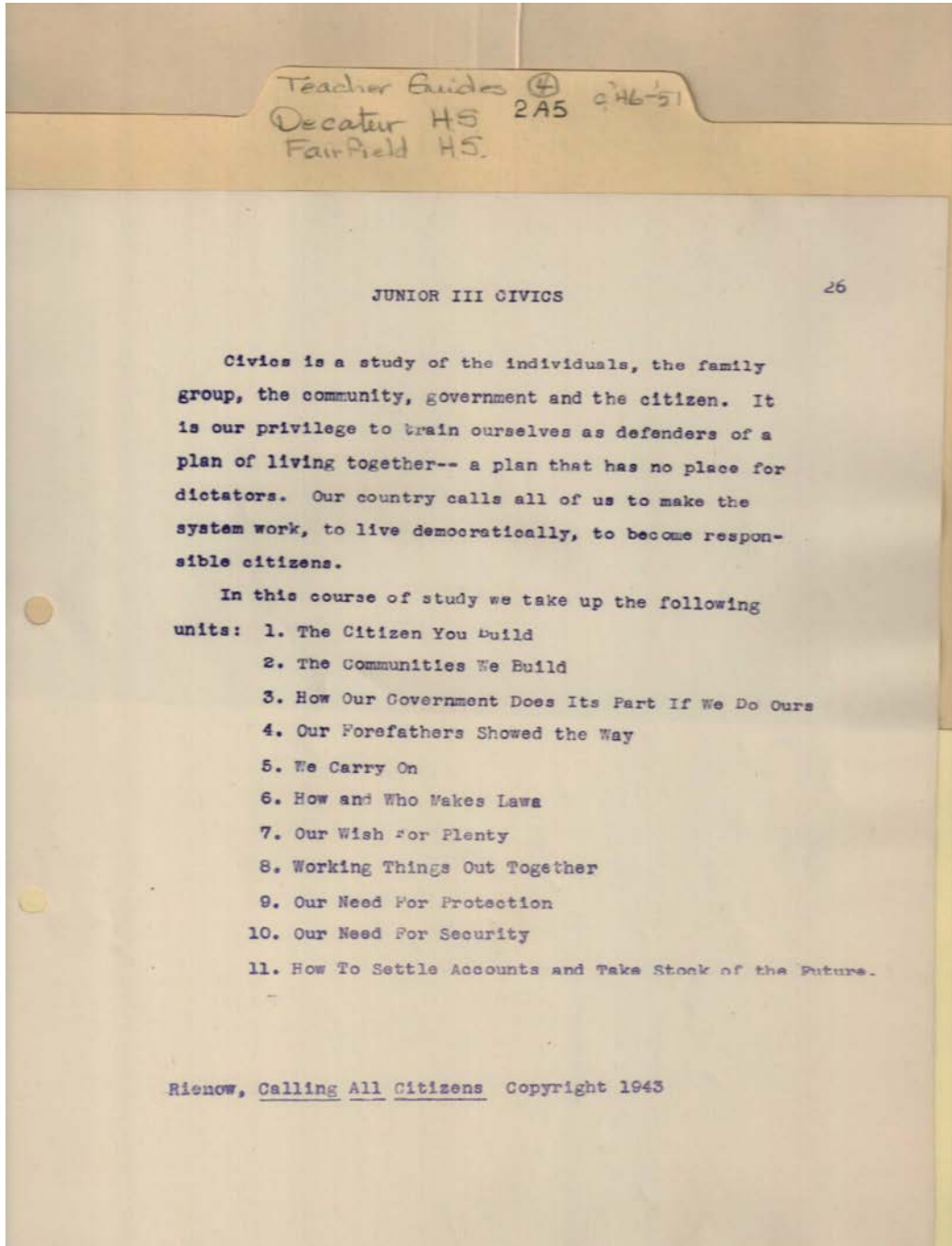
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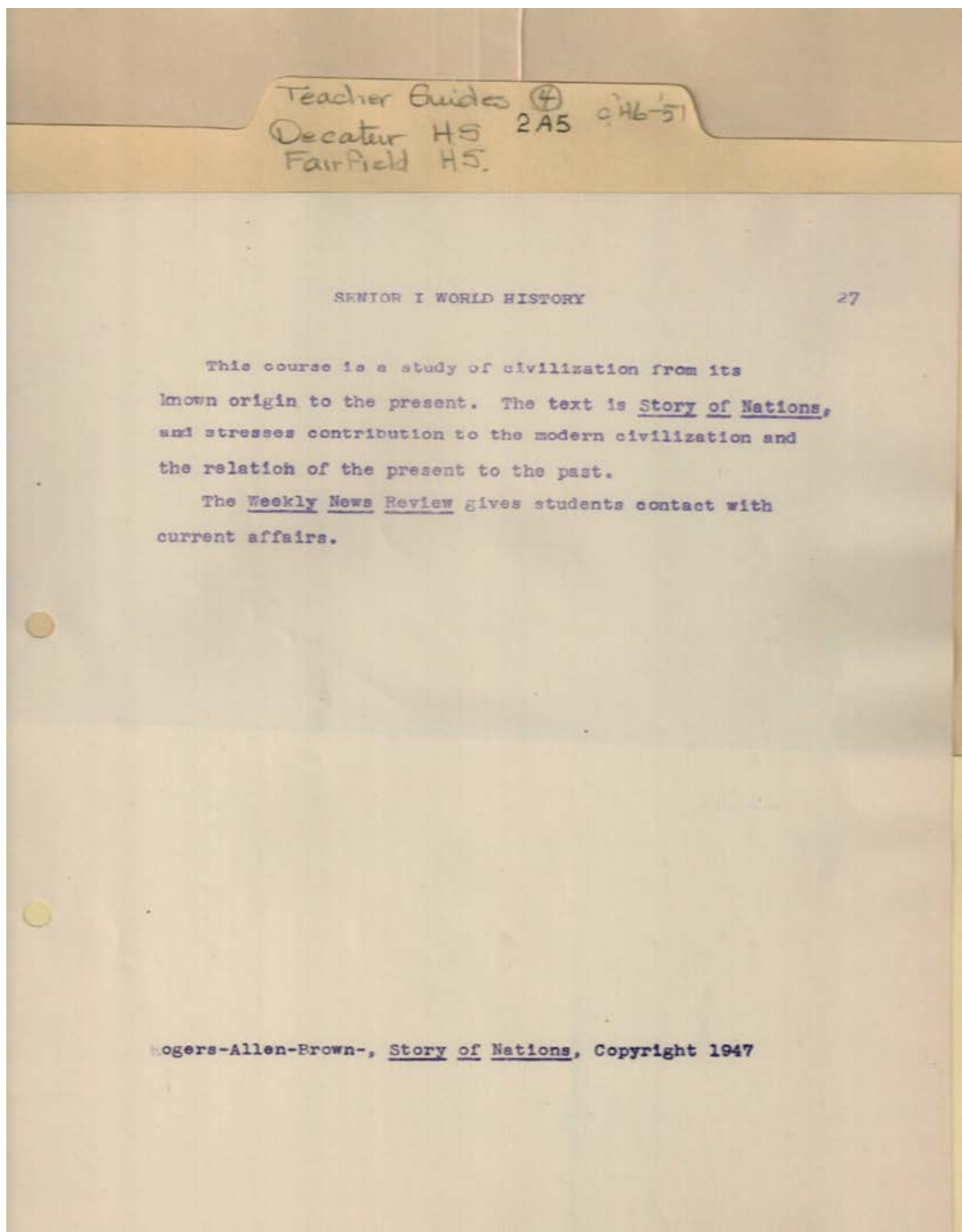
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Teachers' Guides and School Handbooks, 1946 - 1951

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Teacher Guides ④
Decatur HS 2A5
Fairfield HS.
9/16/51

SENIOR I WORLD HISTORY

27

This course is a study of civilization from its known origin to the present. The text is Story of Nations, and stresses contribution to the modern civilization and the relation of the present to the past.

The Weekly News Review gives students contact with current affairs.

Rogers-Allen-Brown-, Story of Nations, Copyright 1947

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Teachers' Guides and School Handbooks, 1946 - 1951

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Teacher Guides ④
Decatur HS 2A5 c. 46-51
Fairfield HS.

28

THE DEVELOPMENT OF AMERICA

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 wise 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.

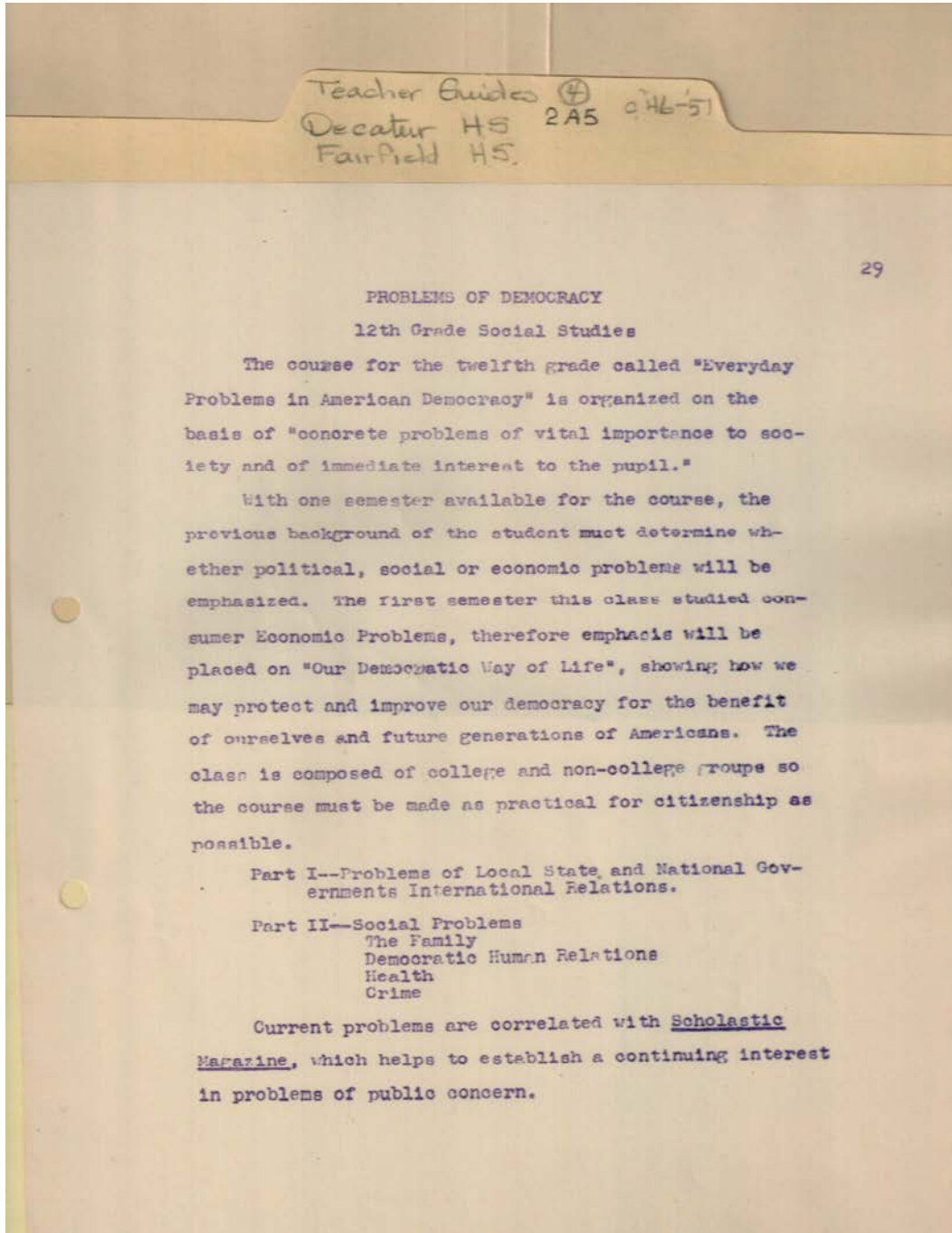
Also Audio-Visual Aids.

Text:

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

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Teacher Guides ④
Decatur HS 2A5 9-46-51
Fairfield HS.

BAND

In the beginners band the emphasis is placed on the technical studies and simple melodies in the Smith-Yoder-Bachman method books. This material is supplemented by scales and appogios 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 appoggio 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 rehearsals to combine the instrumentation from all three periods.

Teacher Guides ④
Decatur HS 2A5 c.46-51
Fairfield HS.

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SHOP

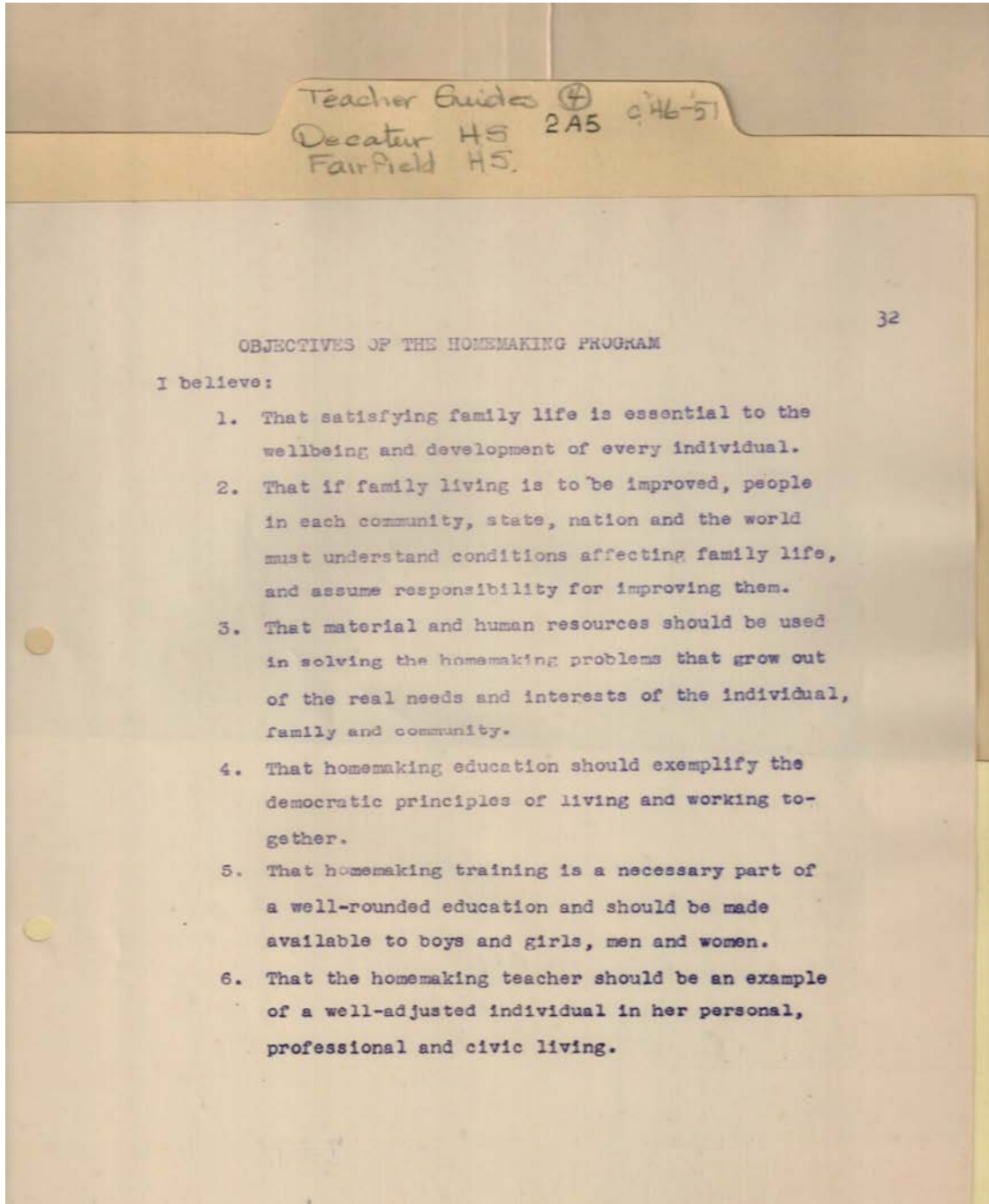
The purposes of this course are to learn the basic operations and care of the power and hand tools. Safety features, use of guards, drills, regular oiling and care of motors are stressed.

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.

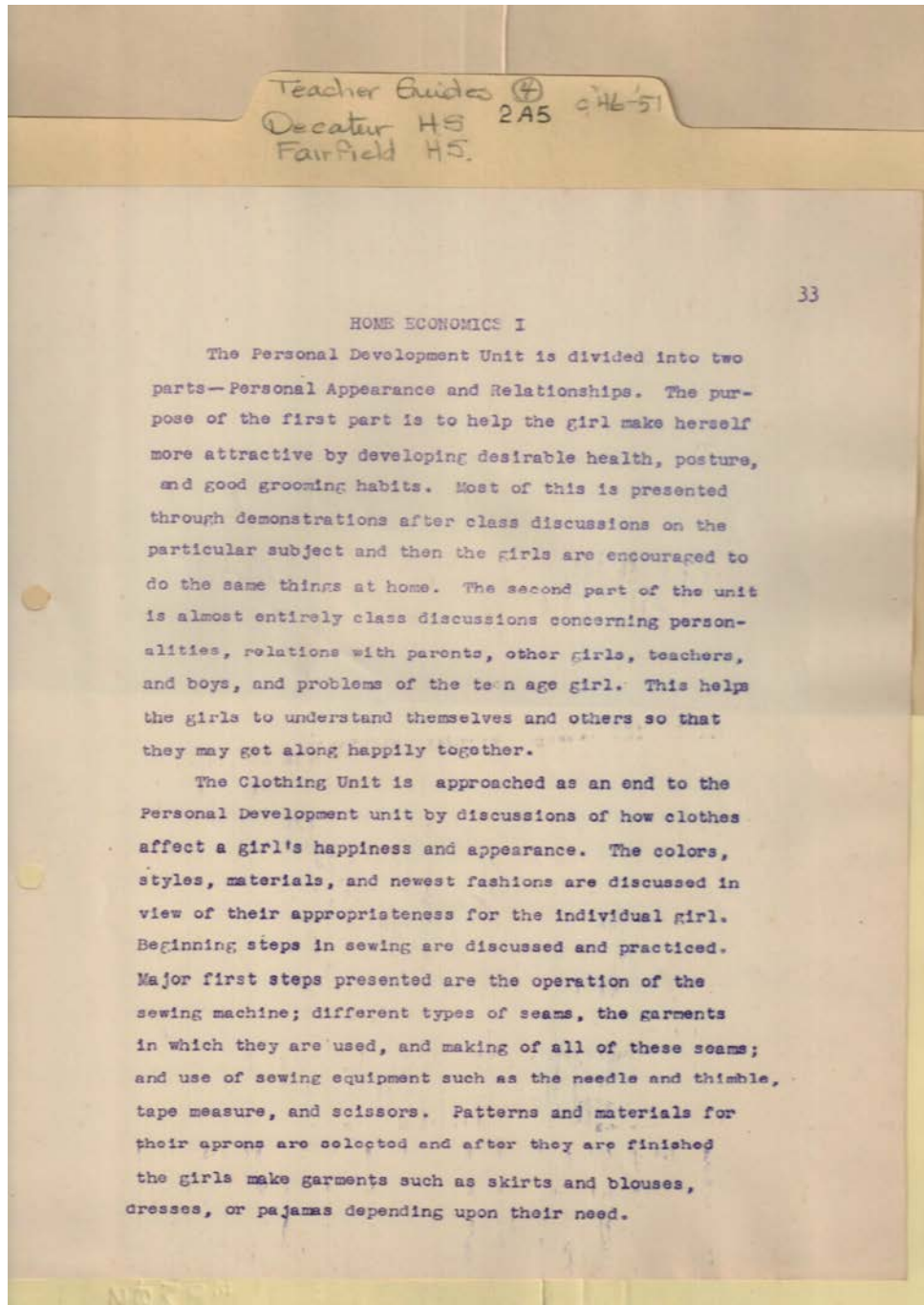
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
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Teacher Guides (4) 2A5 c 46-51
Decatur HS
Fairfield HS.

34

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.

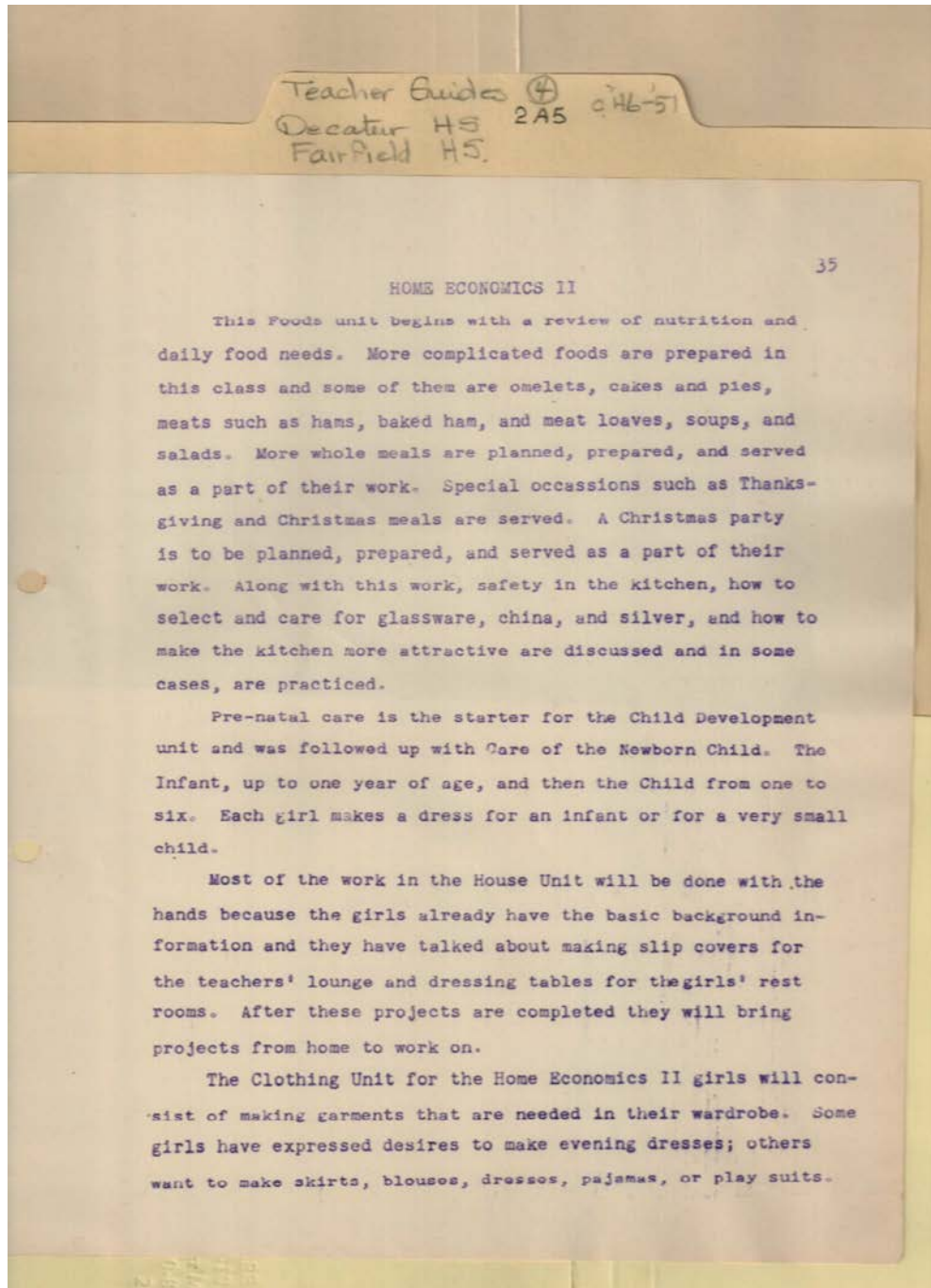
The House unit begins with the consideration of the importance of the home to the individual and the family. Ways of making the home more attractive are to be discussed, beginning with the girl's bedroom because this will probably be the room she is most interested in, and later the kitchen and living 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 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Teacher Guides (4) 2A5 946-51
Decatur HS
Fairfield HS.

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.

Teacher Guides ④
Decatur HS 2A5 c1946-51
Fairfield HS.

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BUSINESS EDUCATION

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.
3. To develop personality traits that will be welcome in business and society.
4. To prepare students for employment in business occupations.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Teacher Guides (4) 1946-51
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TYPEWRITING I

Lessenberry, D. D. Crawford, T. James, 20th Century
Typewriting, South-Western Publishing Co., New York,
1947. pp 326.

This course contains all materials needed to master
typewriting for personal or vocational use. Definite
reasons are given for each step set forth in the textbook.

The primary aim of every typing course is to enable
students to learn to use the typewriter as a writing
instrument--to use it freely as they would a pen or a
pencil. The typewriter superiority over other writing tools
depends largely upon whether the typist possesses sufficient
skill in using them.

Typing is a complex skill composed of many lesser
skills. even on its purely mechanical side it is a com-
posite of many motions that must be made quickly, accurately,
and smoothly if they are to be skillful.

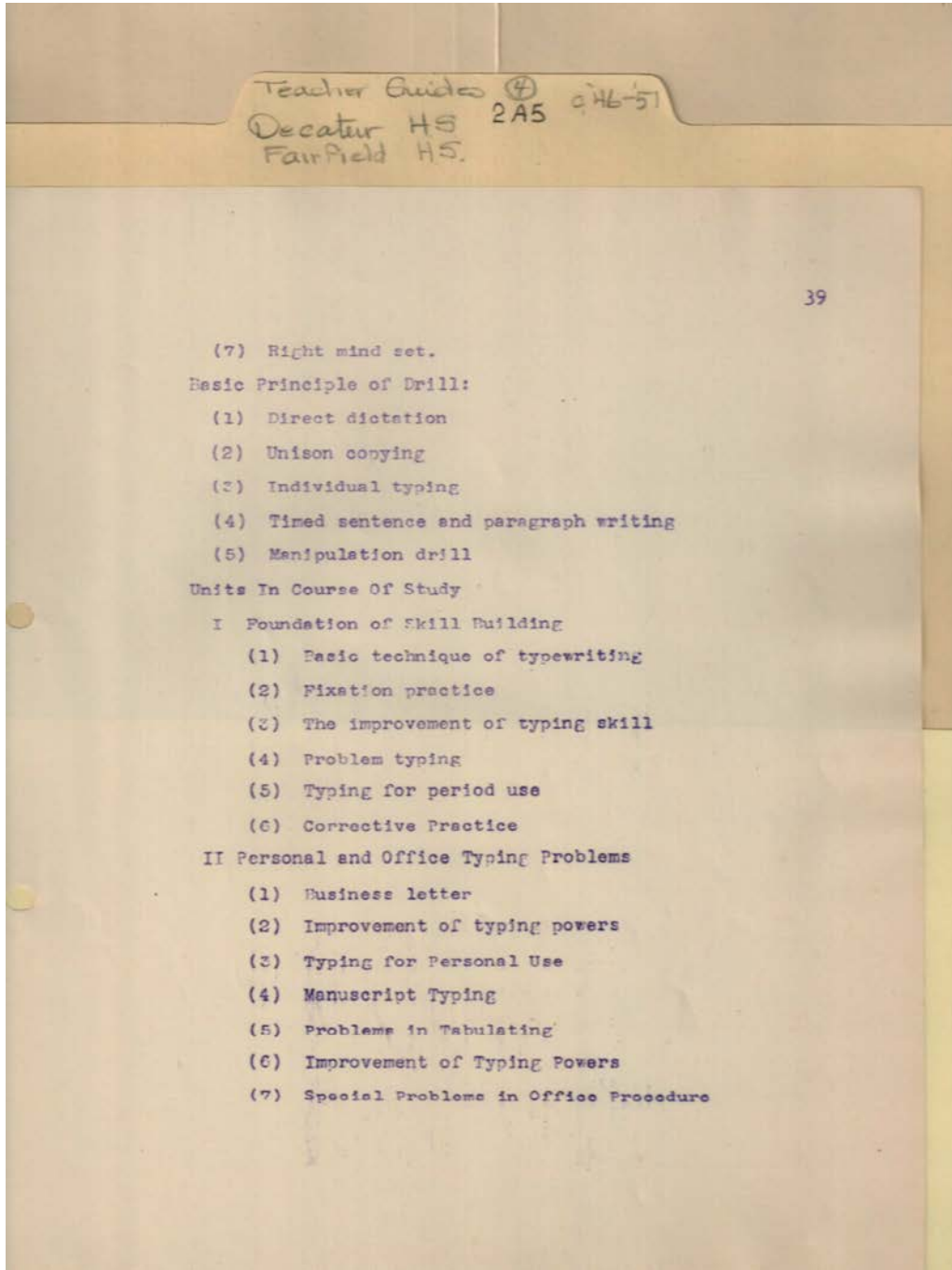
Each lesson in the text has been carefully planned
to fit the period of 55 minutes.

There are seven major techniques in learning to
typewrite that must be developed, reconstructed and improved
throughout the entire learning period.

- (1) Level of response (How to Read the Copy)
- (2) Holding the eyes on the copy
- (3) Stroking
- (4) Manipulative control
- (5) Relaxation
- (6) Quiet, almost motionless hands and arms.

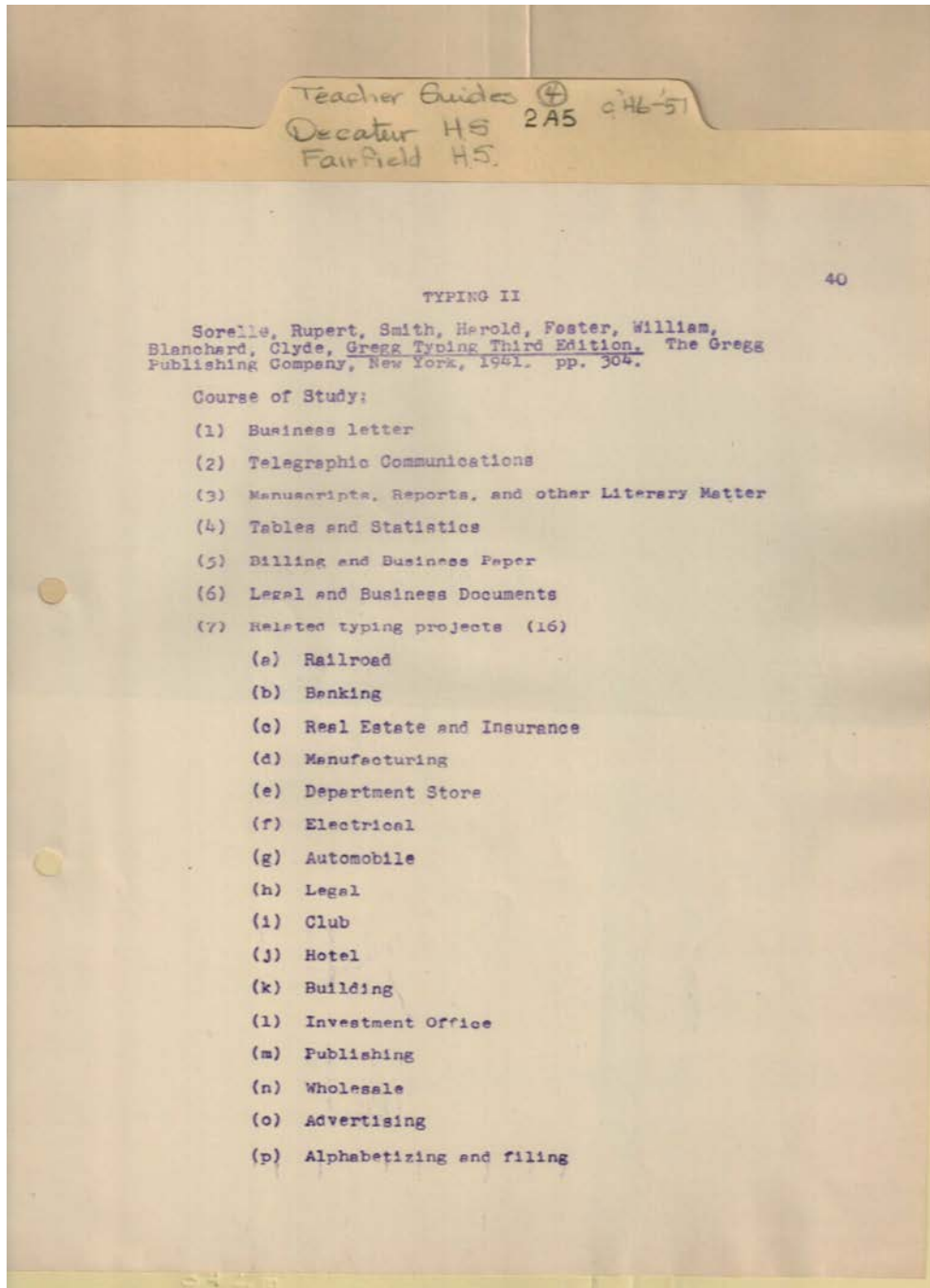
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
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Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
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Teacher Guides ④
Decatur HS 2A5 c146-51
Fairfield HS.

SECRETARIAL OFFICE PRACTICE

41

Loso, Foster; Agnew, Peter; Secretarial Office Practice.
Third Edition, South-Western Publishing Company, New York,
1943, pp. 535.

This course is offered every other year, either
after formal training in shorthand and typing has been
completed or concurrently with part of this training.

This course is designed to meet the needs of business
students, particularly those majoring in stenographic and
general office work, in a finishing course that provides
intensive and integrated pre-employment training.

The objectives of the course are:

1. To maintain business knowledges and skills previously acquired and to apply them to practical office situations.
2. To master those additional knowledges and skills, such as handling the mail, filing, reception work, and operation of different types of office machines that are essential to success in business office occupations.
3. To develop those personal qualities that contribute as much to the success of office workers as knowledge and skill.
4. To bridge the gap between school training and business office practice.

The main units in the course of study are:

The Secretary

Teacher Guides ④
Decatur HS 2A5 c.46-51
Fairfield HS.

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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 4
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Teacher Guides ④
Decatur HS 2A5
Fairfield HS. 946-51

SHORTHAND

43

Leslie, Louis A., Gregg Shorthand Functional Method, Part I and II. The Gregg Publishing Company, New York, 1943, pp. 626.

This functional method abolishes rule teaching and placing emphasis on reading and writing of shorthand. At the beginning of this course, the student is not asked to write anything in shorthand, the purpose being that he should not write in shorthand until he has a clear mental picture of what he is to write.

Each assignment in this textbook has been planned to require 40 minutes for satisfactory completion by the average student.

Writing shorthand does not occur until beginning with assignment 22. Up to this assignment the students have only read each assignment, but they have tried to develop a clear mental picture of each shorthand character. After assignment 22, the homework for the rest of the assignments will be to (1) reread the list of words and phrases at the beginning of the assignment, (2) read the connected matter in shorthand and (3) copy into shorthand the connected matter which has just been read.

Students must acquire a reasonable reading ability, a smooth style of writing, execute each character with an easy continuous motion of the pen, and a reasonable speed of writing and knowledge of the shorthand system.

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Decatur HS 2A5 9/16/51
Fairfield HS.

44

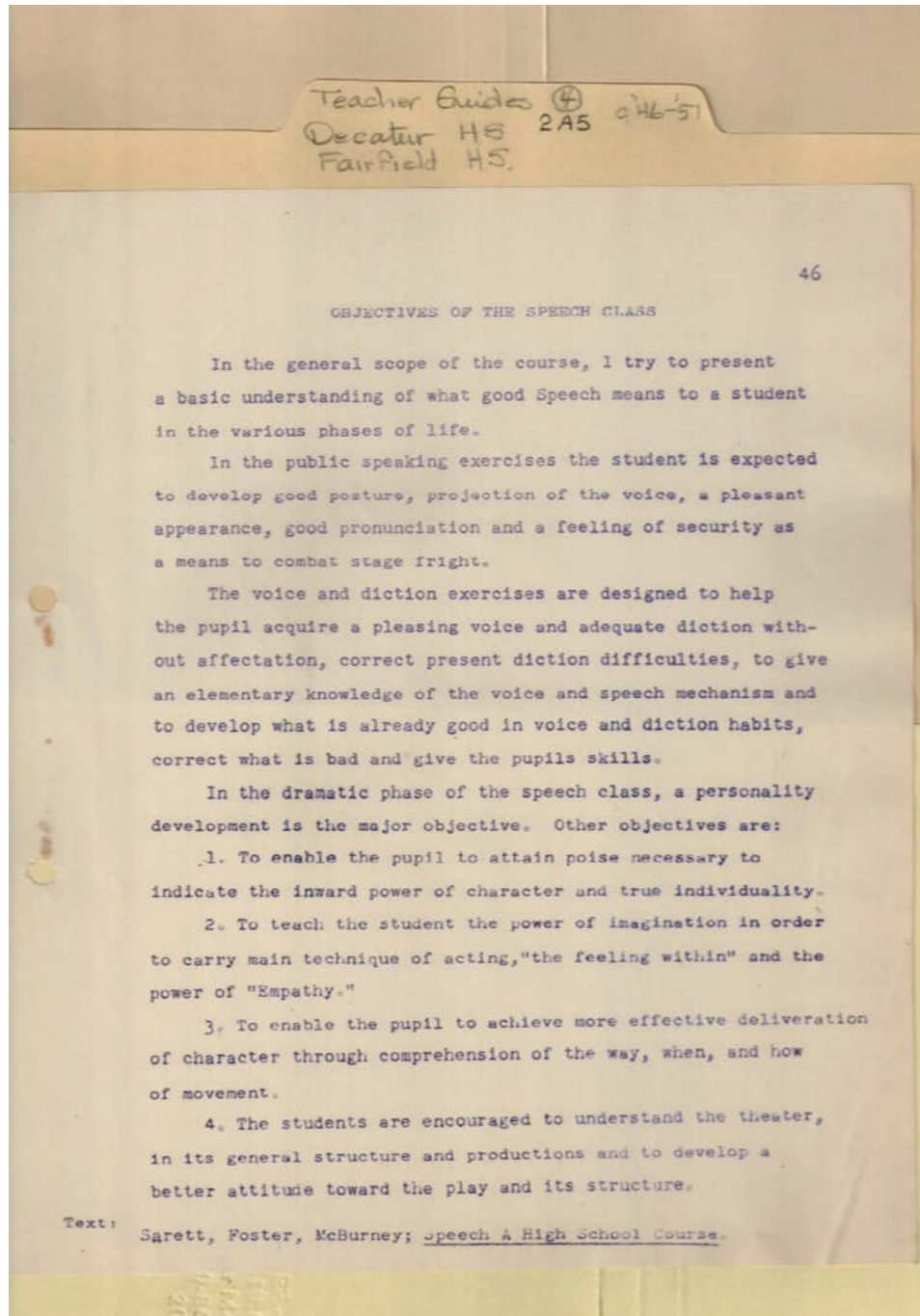
PHYSICAL EDUCATION

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.

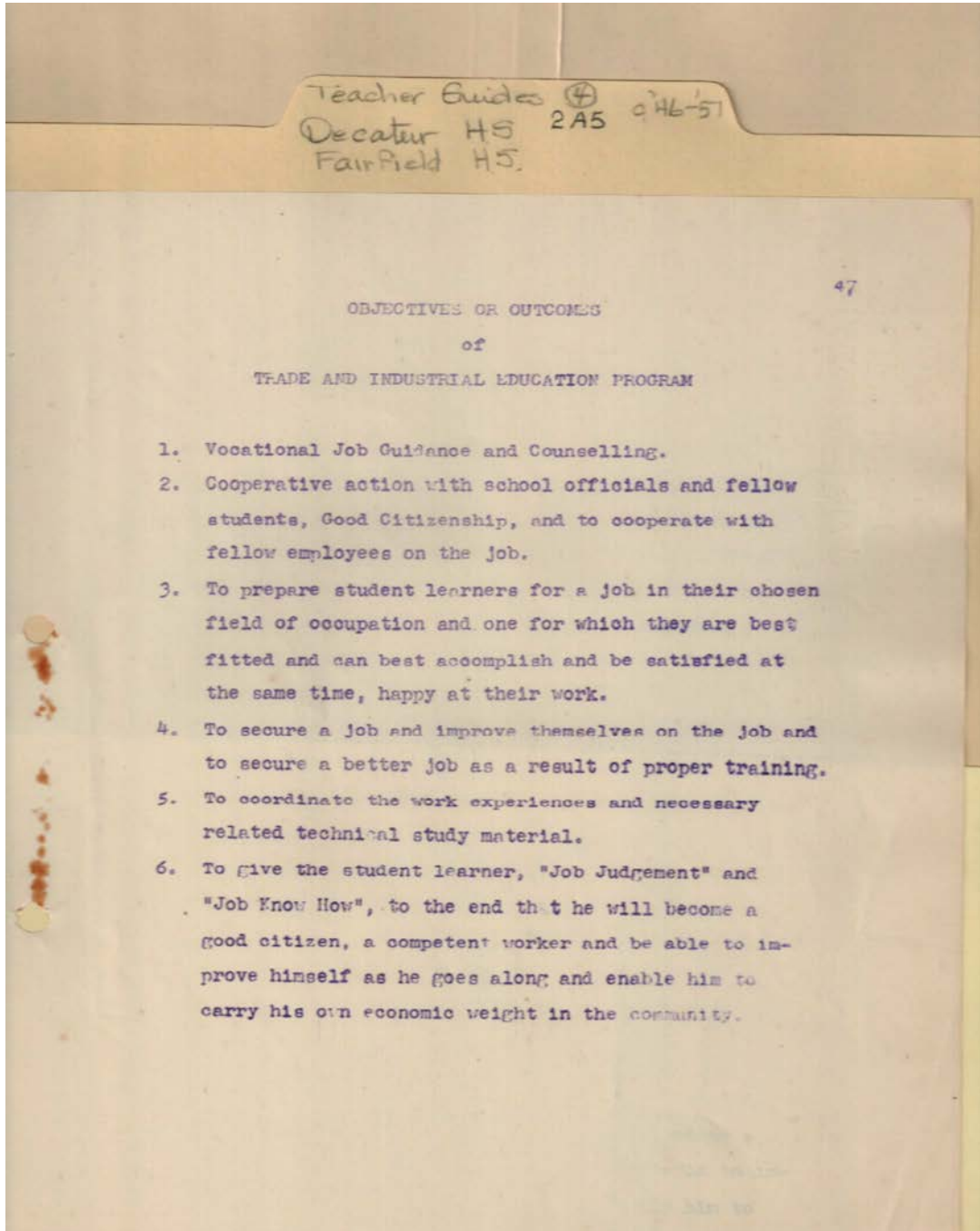
Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
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Teacher Guides ⊕
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Fairfield H.S.

48

COURSE OF STUDY

TRADE AND INDUSTRIAL EDUCATION

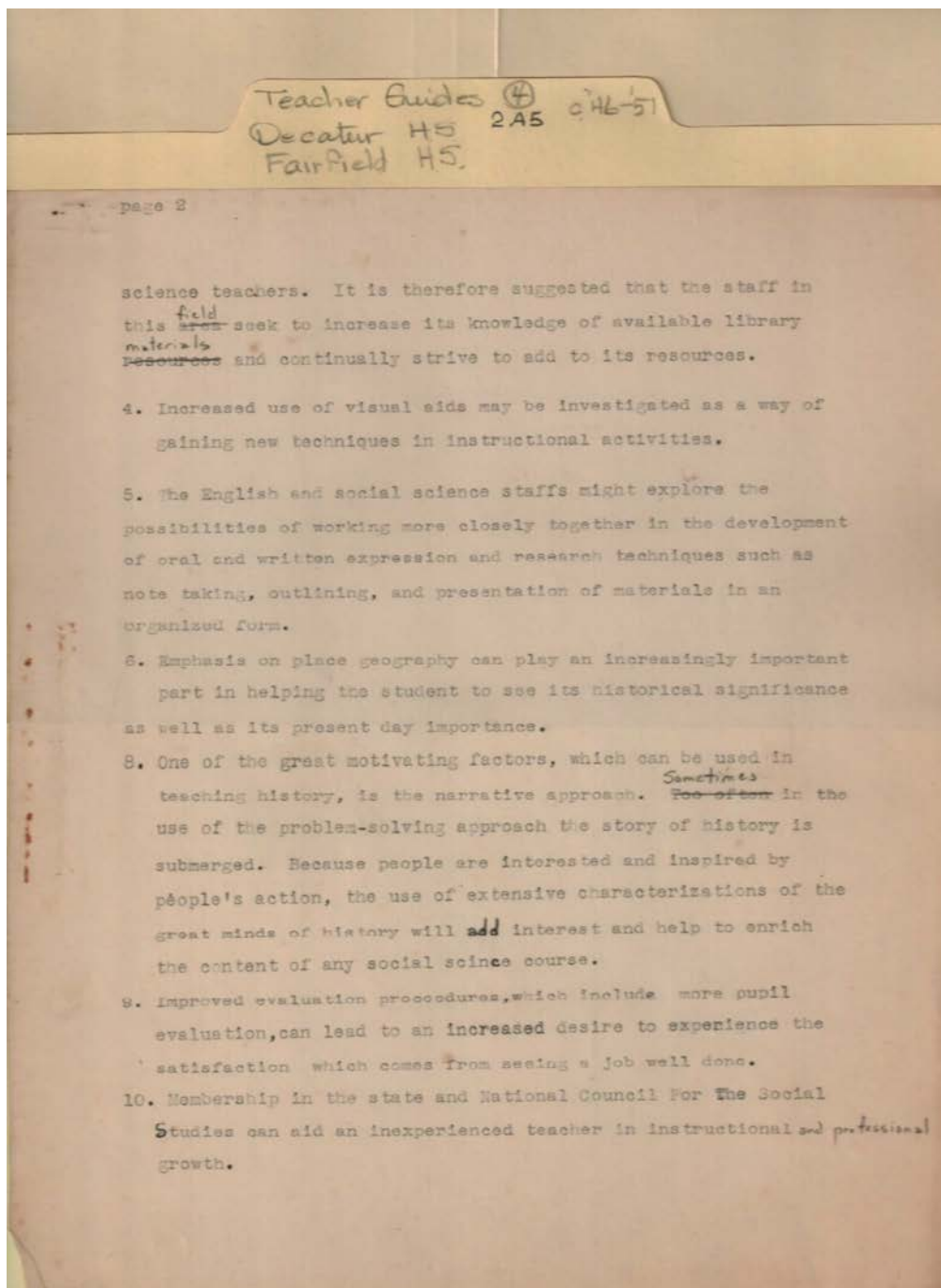
DIVERSIFIED OCCUPATIONS PROGRAM

Each student in the Diversified Occupation Program is furnished a well prepared Study Guide on the particular 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.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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follows image 62

Names:

Fairfield High School

Social Studies
Department

Places:

Fairfield, AL

Types:

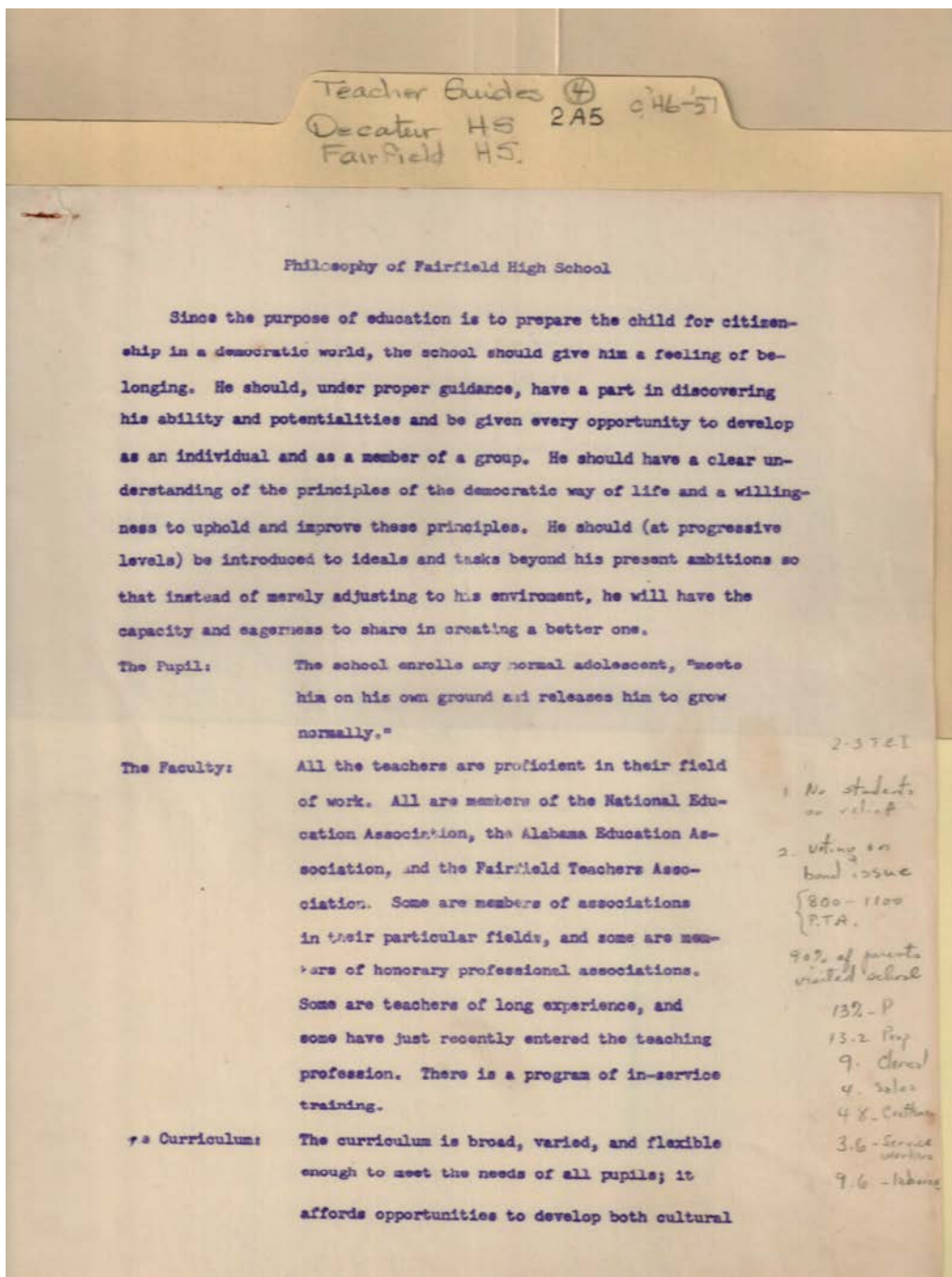
report

Dates:

1951-1952

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

Image 83 r02a05-04-000-0114 [Contents](#) [Index](#) [About](#)



Names:

Philosophy of
Fairfield High

School

Places:

Fairfield, AL

Types:

report

Dates:

1951-1952

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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Teacher Guides ④
Decatur HS 2A5 946-51
Fairfield HS.

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 needs of the less capable so that with proper effort any pupil can finish a high school course in four years.

Extra-curricular Activities;

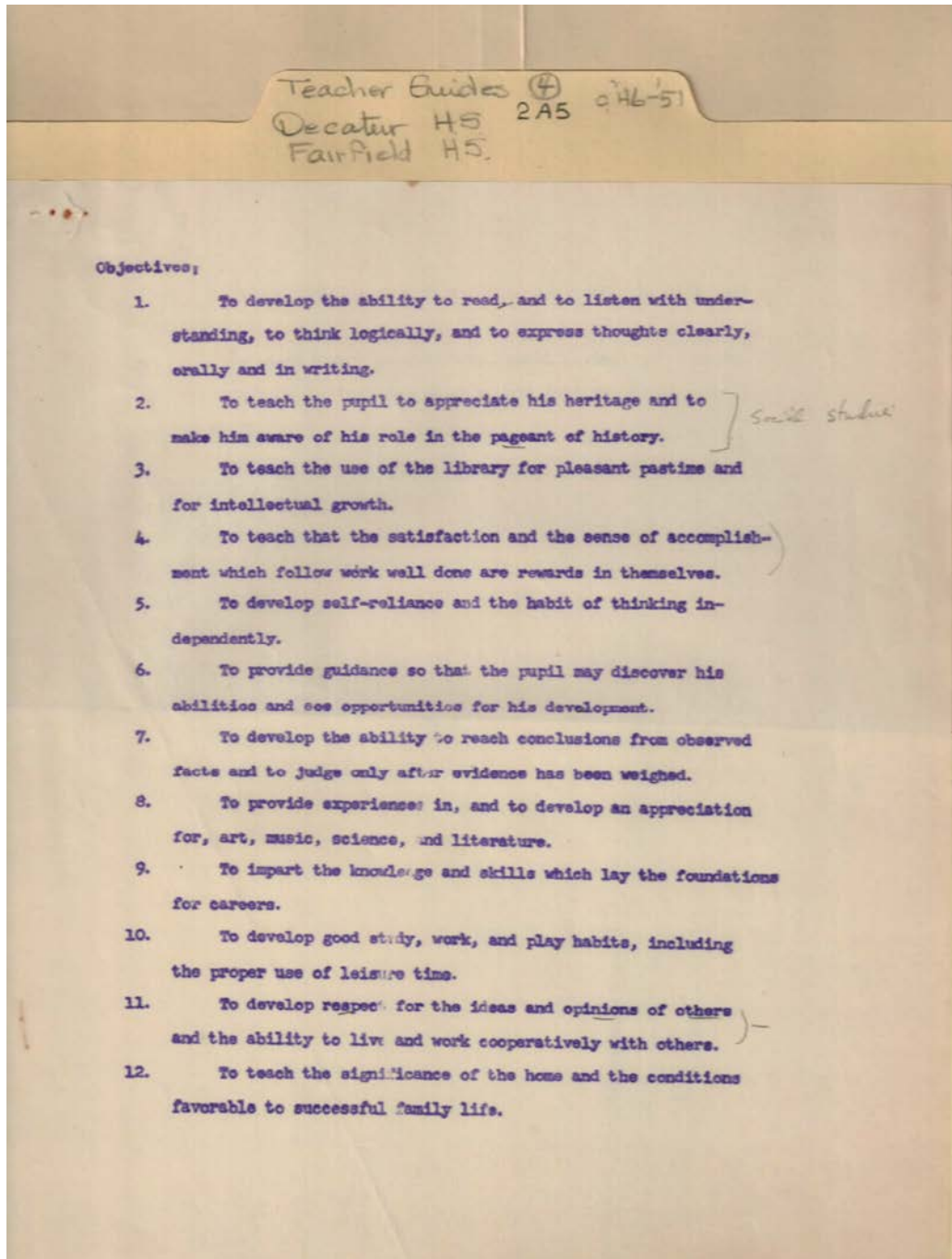
The Student Council, various clubs, school publications, F-Day and home-coming activities develop initiative, leadership, and cooperative participation.

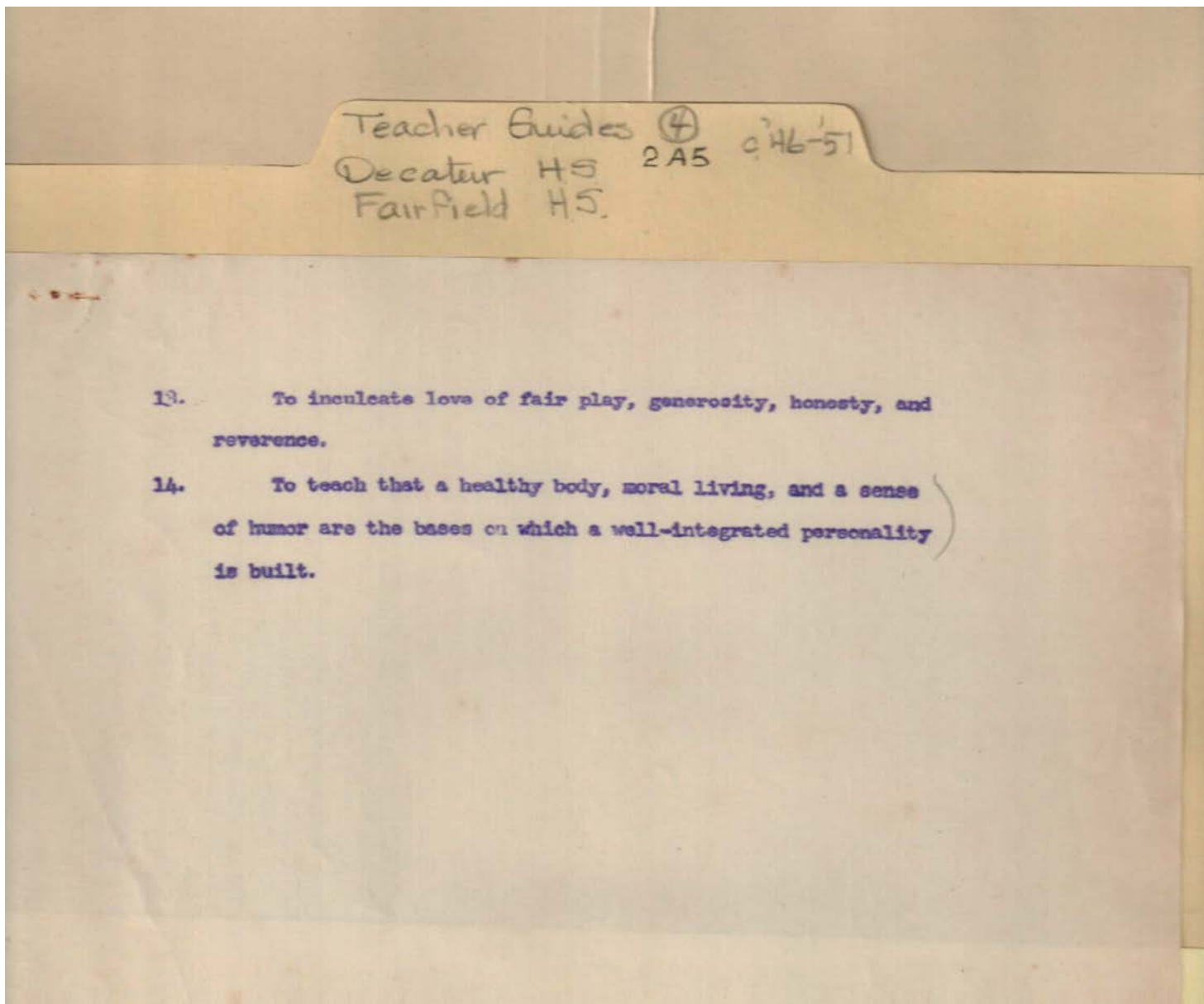
The Community;

All teachers are members of the P. T. A. and 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 creating both a school and a community environment-conducive to the development of character.

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Teachers' Guides and School Handbooks, 1946 - 1951

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Names:

Fairfield High School

Places:

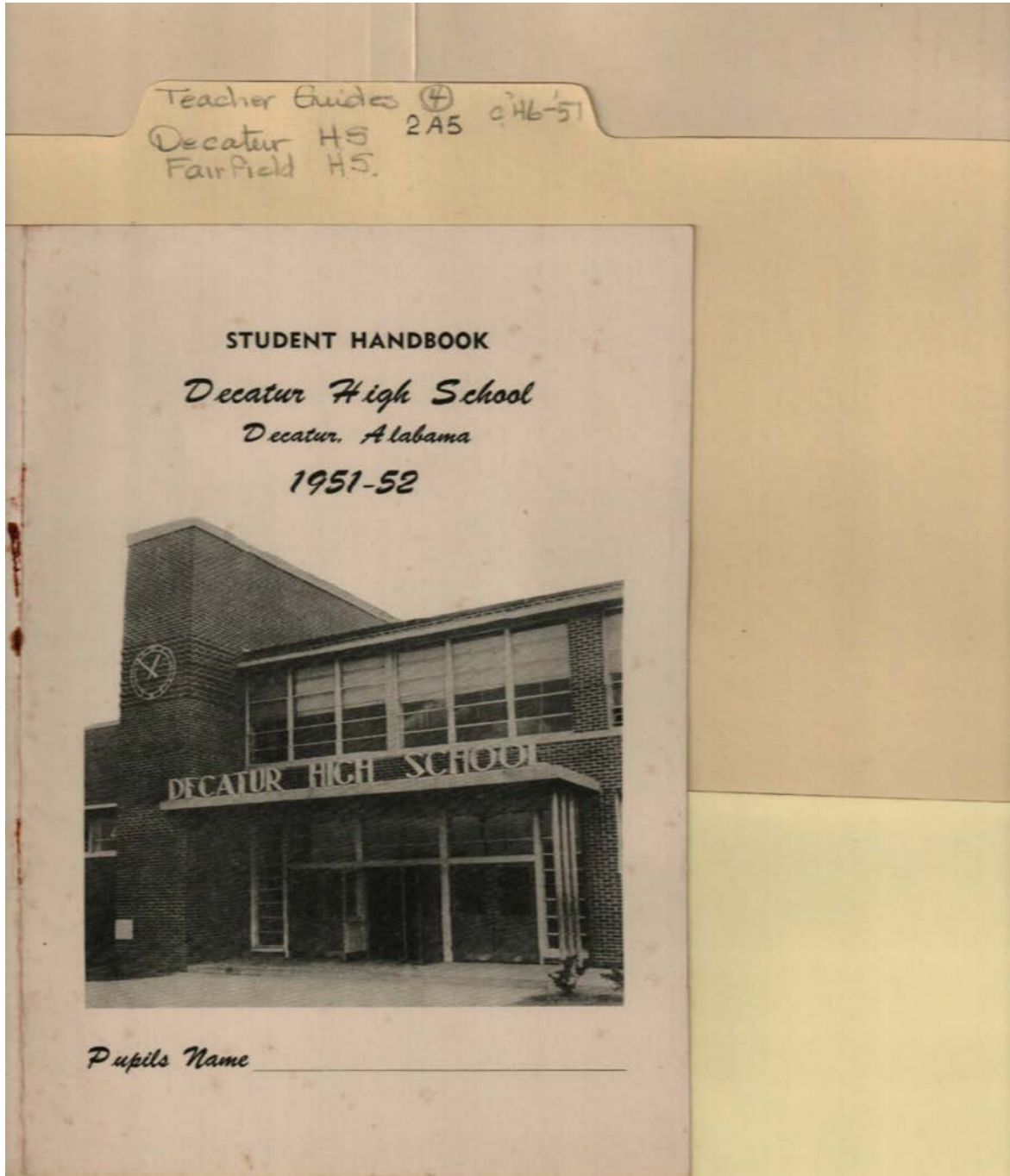
Fairfield, AL

Types:

report

Dates:

1951-1952



Names:

Student Handbook
Decatur High

School

Places:

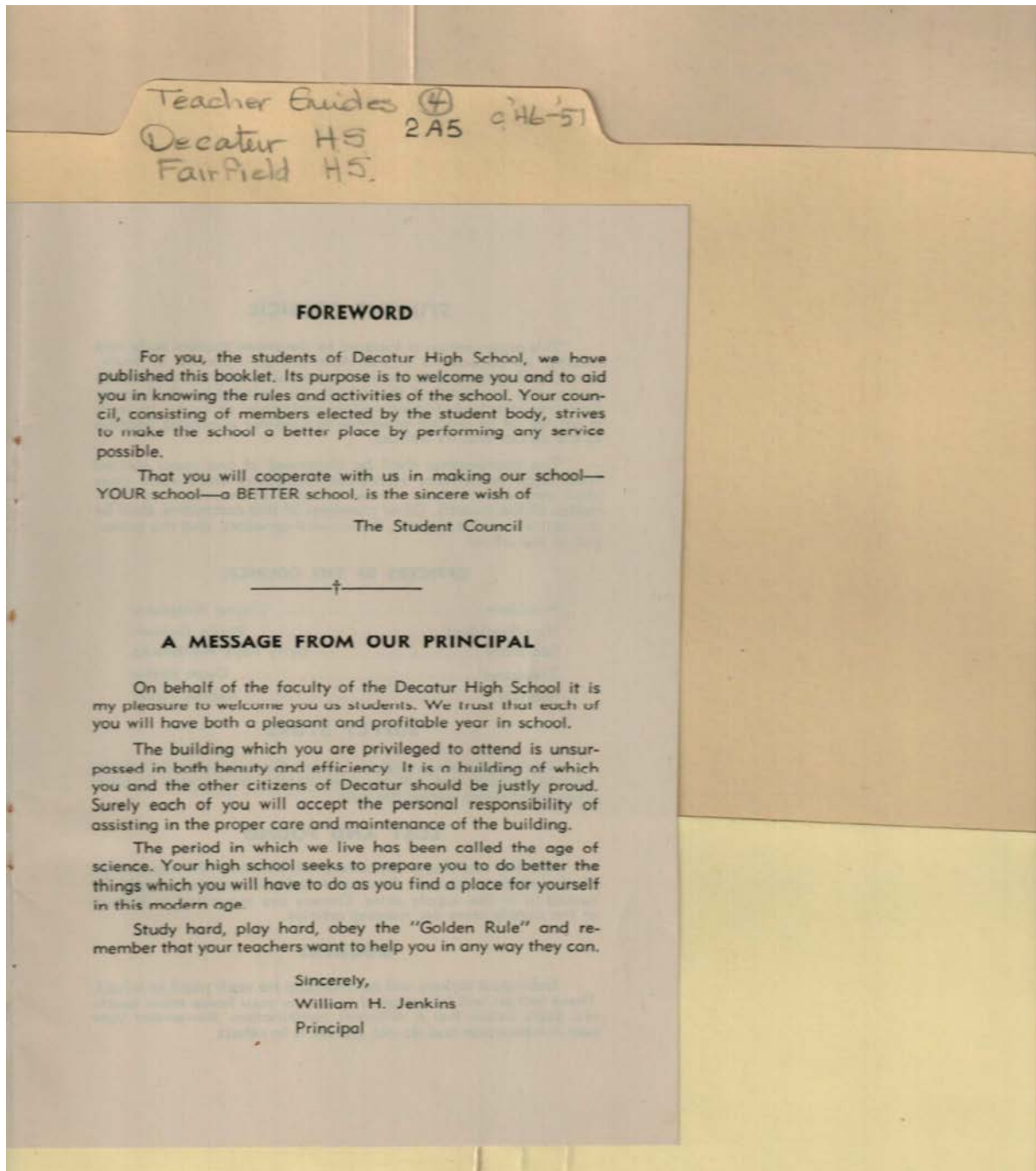
Decatur, AL

Types:

book

Dates:

1951-1952



Names:

Jenkins, William H.,
principal

Places:

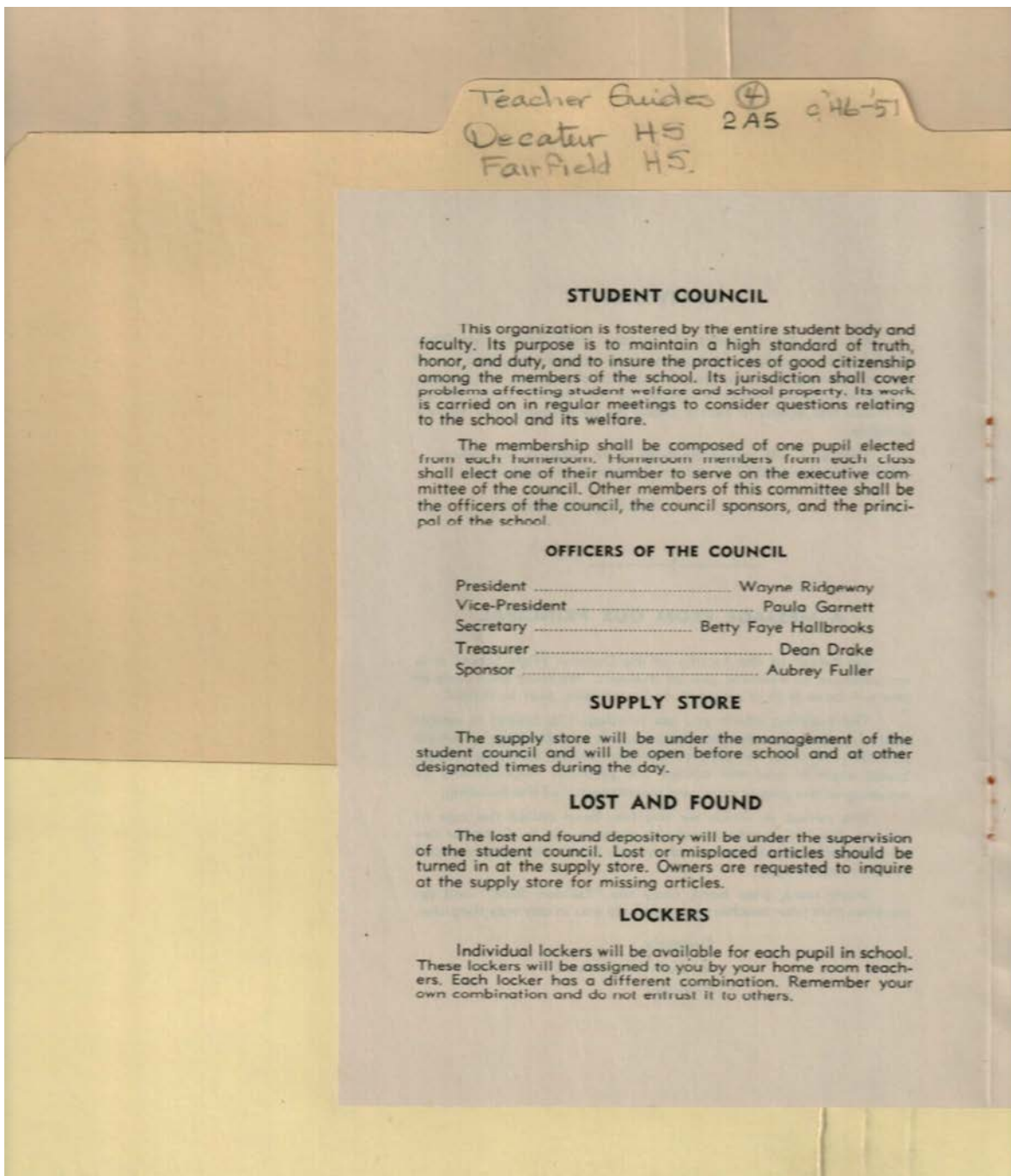
Decatur, AL

Types:

book

Dates:

1951-1952



Names:

Drake, Dean
Fuller, Aubrey
Garnett, Paula

Hallbrooks, Betty
Faye
Ridgeway, Wayne

Student Handbook
Decatur High
School

Places:

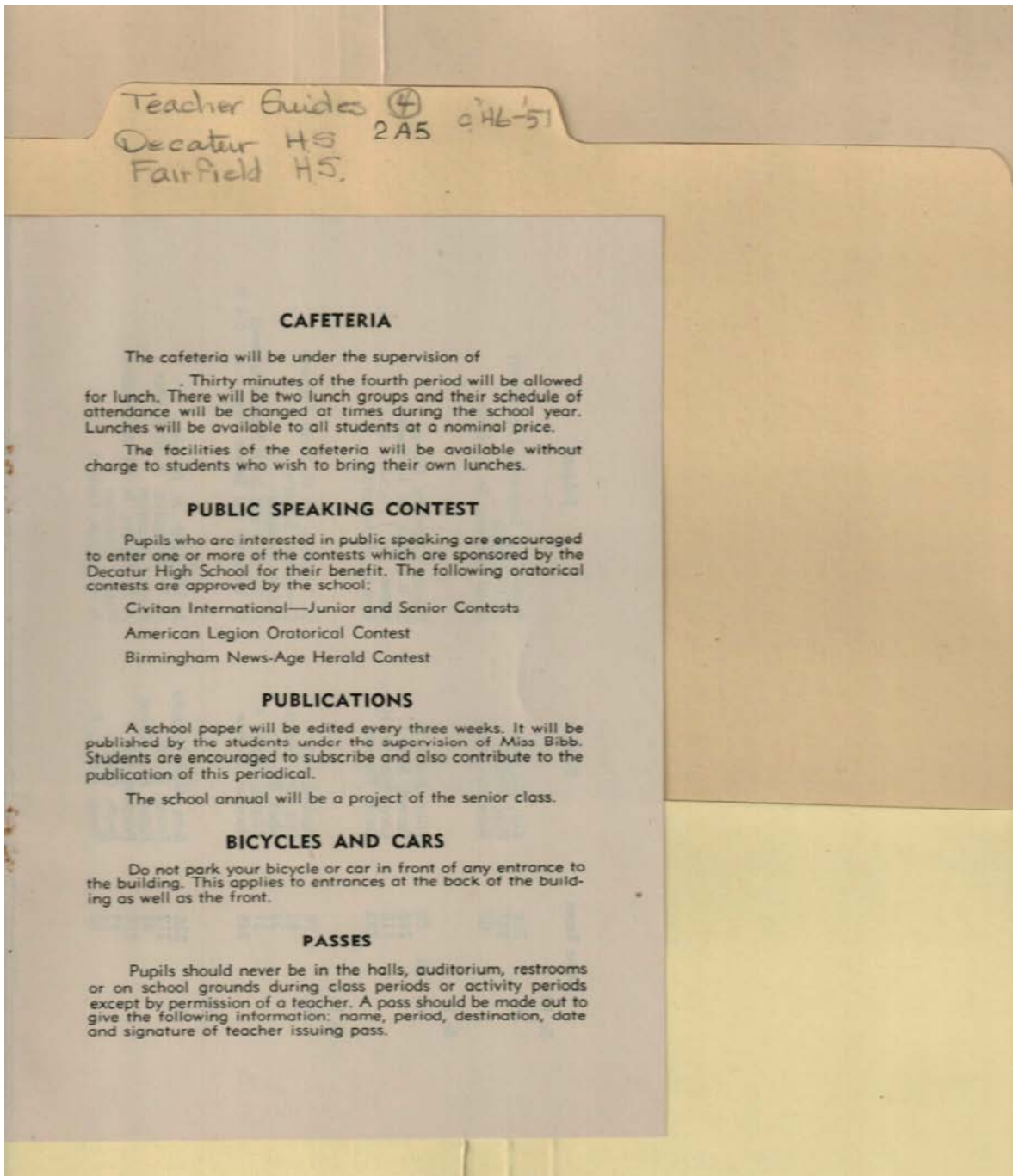
Decatur, AL

Types:

book

Dates:

1951-1952



Names:

Student Handbook

School

Decatur High

Places:

Decatur, AL

Types:

book

Dates:

1951-1952

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Fairfield HS. c. 1946-51

Home Room		Teacher	Subjects
Sr. III			
No.	244	Eich, Elizabeth	Algebra II, Geometry, Trigonometry
	247	Poer, Mabel	Sr. III English
	83	Robertson, Mary	Social Problems, Sr. II History
Sr. II			
No. Lab.	30	Filler, Jewett E.	Physics, Chemistry, Biology
	246	Garrett, Mary L.	Sr. II English, Sr. III Spanish
	118	Long, Mrs. W. H.	Spanish, Art I, Latin II
	243	Smith, Florence	General Mathematics
Sr. I			
No.	79	Burford, Ione	Sr. I History, Sr. III Social Problems
	82	Roe, Mrs. George	Commercial Subjects
	34	Isbell, W. H.	Biology, Athletics
	31	Kilgore, Martha F.	Jr. III, Sr. I and Sr. II Home Economics
	245	Harrison, Jo Ann	Sr. I English and Spanish Spanish I & II
Jr. III			
No.	226	Bibb, Mary Augusta	Jr. III English, Jr. III Civics
	212	Fowler, G. W.	Jr. I Mathematics, Jr. III Science
	92	Fuller, Miss Barbra	Physical Education
	228	Pritchett, Lilo	Jr. III Algebra, Jr. III Mathematics
	93	Smith, Charles	Physical Education
	12	Troup, Mrs. L. P.	Jr. III English, Latin I
Jr. II			
No.	225	Yarbrough, Mrs.	Jr. I and II Science, Jr. III Mathematics
	236	Hanson, Mrs. A. T.	Jr. II Mathematics
	222	Hodgins, Mrs. Alfred	Jr. I Alabama History, Jr. II American Hist.
	87	Hunter, Mrs. Esther	Jr. II Home Economics
	224	McCall, Inez	Jr. II English, Jr. II Mathematics
	208	McCulloch, Mrs.	Jr. II Science, Science
Jr. I			
No.	227	Dunlap, Mrs. Lorene	Jr. I English
	230	Hosch, Mrs. Turner	Library
	229	Isbell, Mrs. Martha H.	Jr. II English, Sr. I English
	201	Parker, Zelma	Jr. II History, Jr. II Geography
	223	Paurifoy, Mrs. H. N.	Jr. I Mathematics
	231	Rhinehart, Ethel	Jr. I Geography
	209	Russell, Lucile	Jr. I Science
No Home Rooms			
No.	11	Brooks, Hubert	Diversified Occupations (234)
	Office	Filler, Mrs. Jewett E.	School Secretary
	Library	Gober, Mrs. Louise	Library
	232	Cornelius, Dorothy	Distributive Education
	Gym	Moore, Dorothy	Physical Education, Athletics
	Shop	Ogle, H. L.	Jr. III Industrial Arts
	Band	Roe, George	Band, Glee Club
	237	Schwuchow, Carl	Jr. III Civics, Athletics
		Fuller, Aubrey	
		Mrs. Hanvey	History, Speech

Names:

Teachers List -
Decatur High

School

Places:

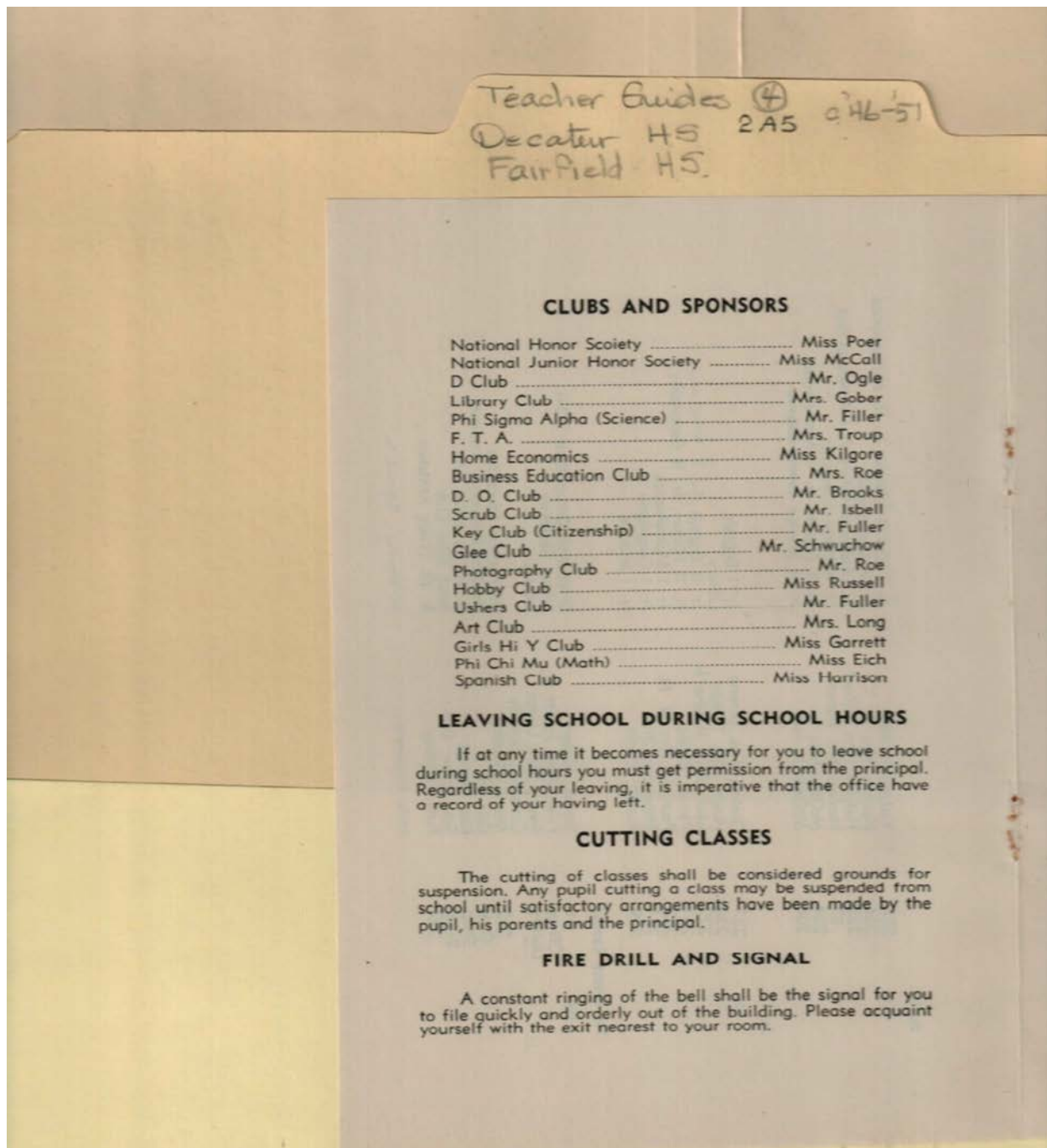
Decatur, AL

Types:

book

Dates:

1951-1952



Names:

Clubs and Sponsors - School
Decatur High

Places:

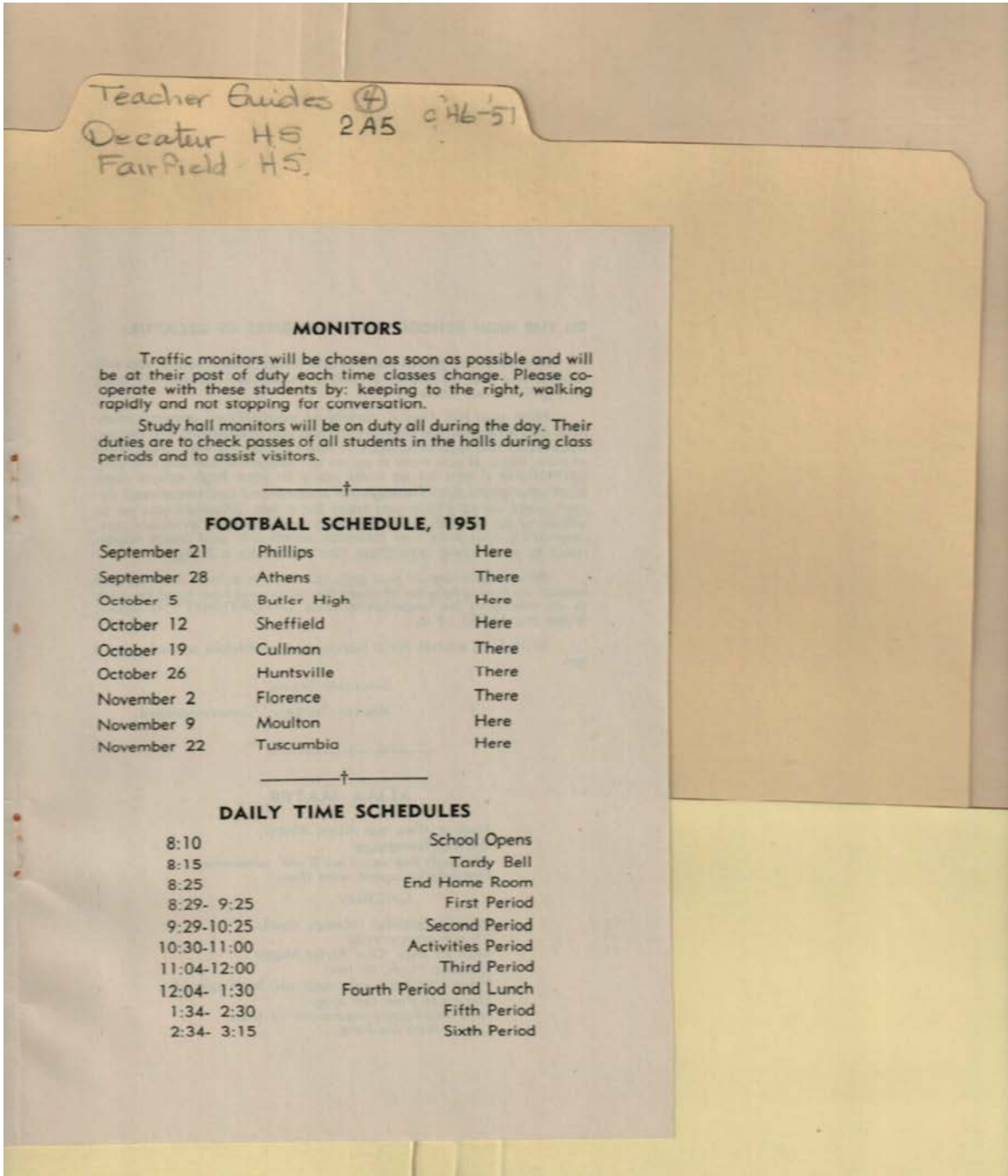
Decatur, AL

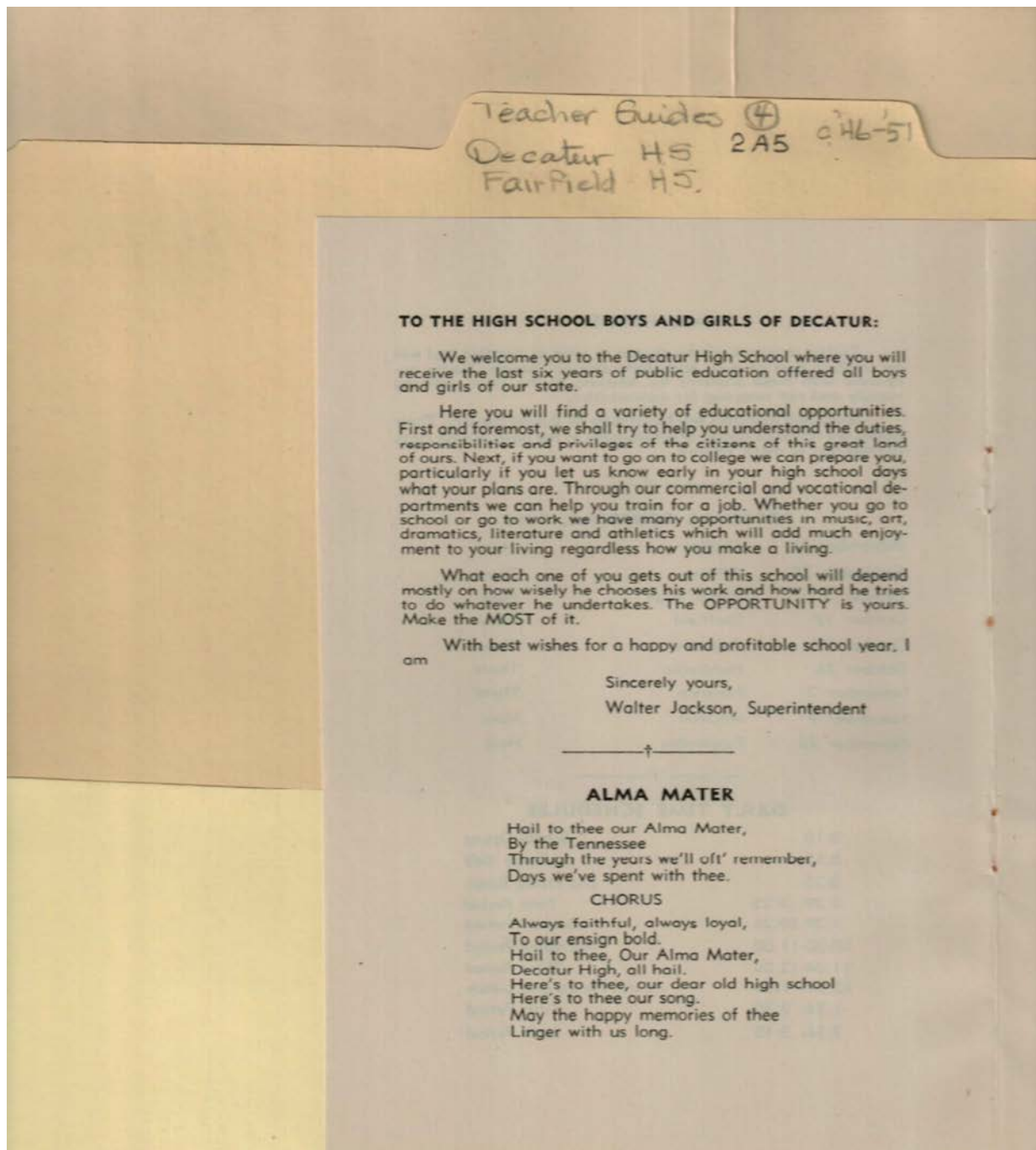
Types:

book

Dates:

1951-1952





Names:

Jackson, Walter,
Superintendent

Student Handbook
Decatur High

School

Places:

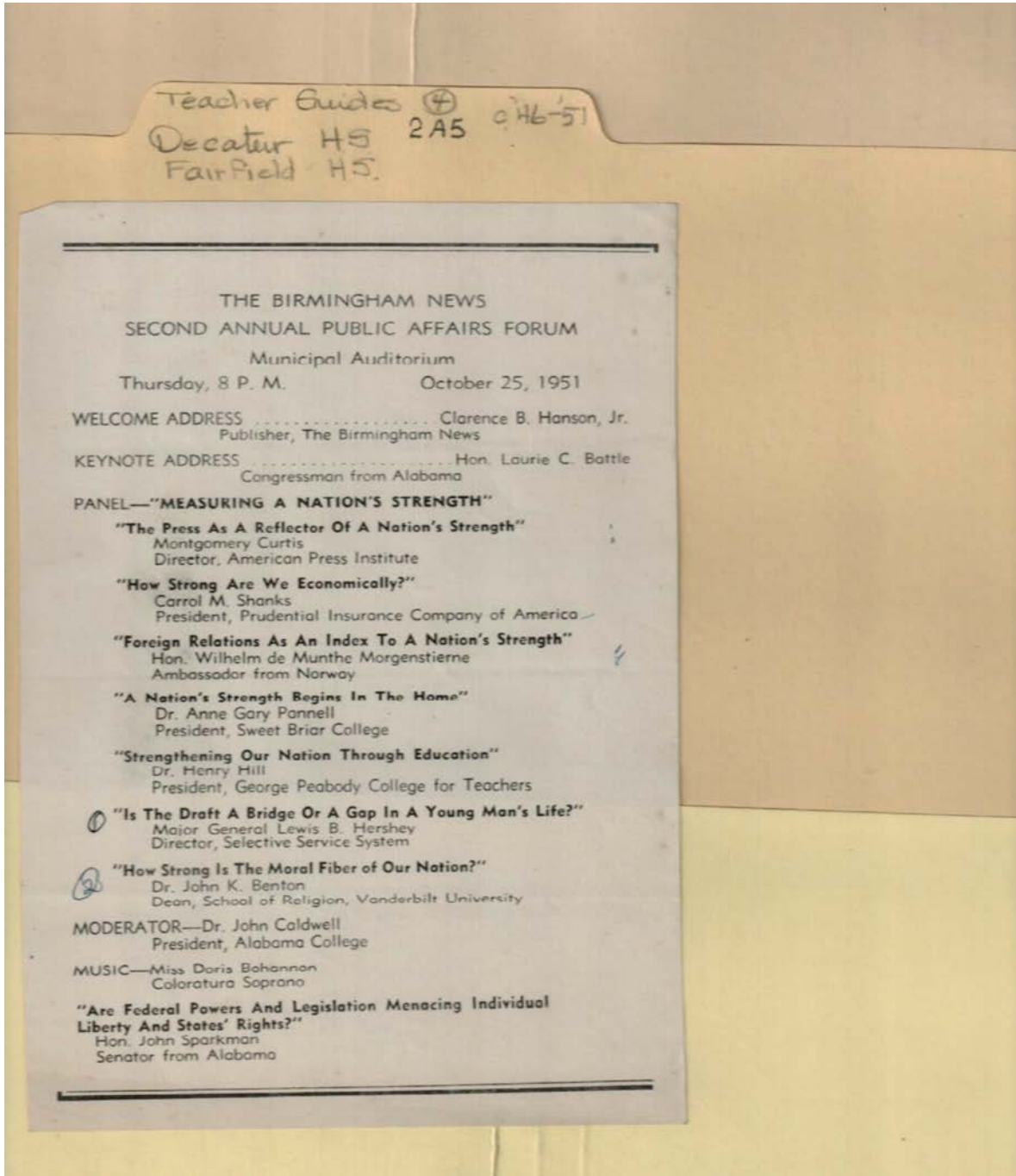
Decatur, AL

Types:

book

Dates:

1951-1952



Names:

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

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.

Places:

Birmingham, AL

Types:

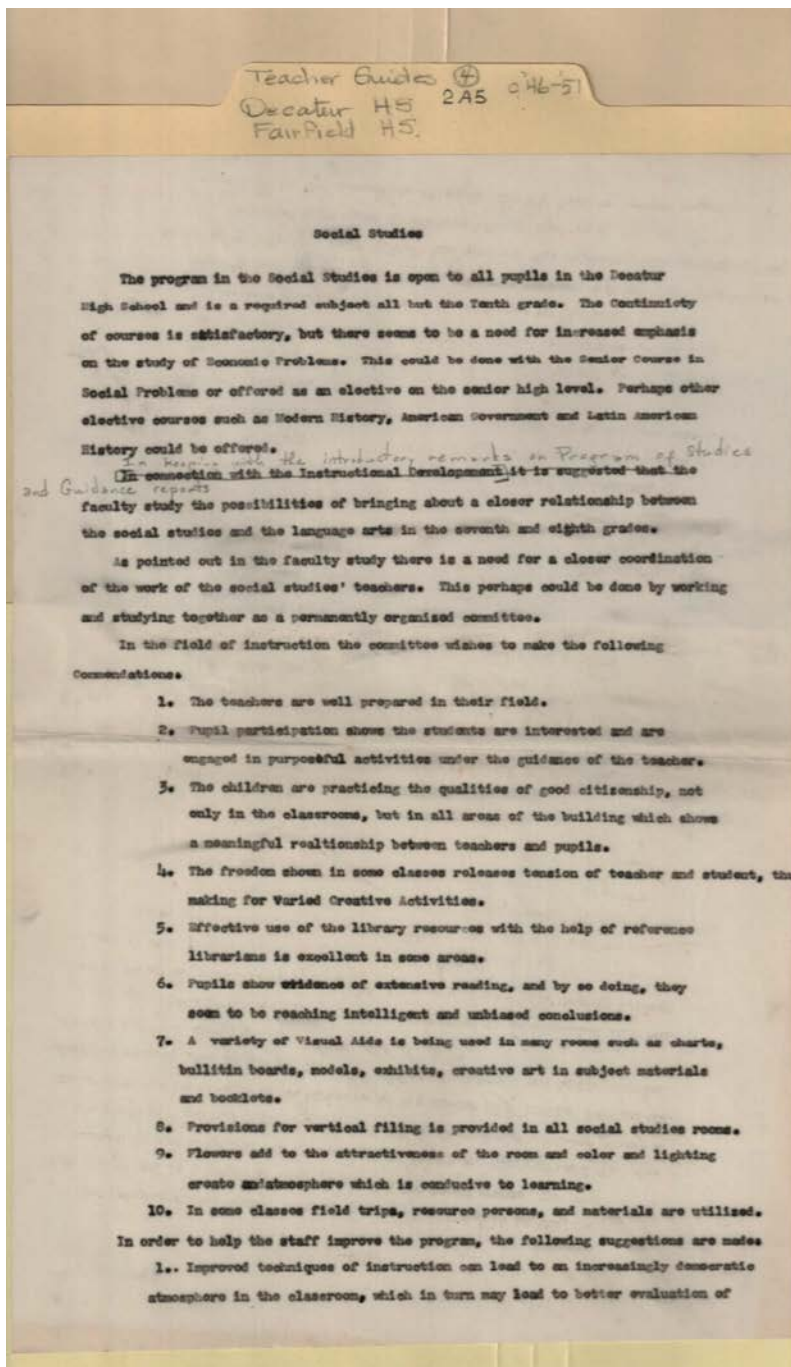
program

Dates:

Oct 25, 1951

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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follows image 61

Names:

Social Studies
Department -

Decatur H. S.

Places:

Decatur, AL

Types:

report

Dates:

1950-1951

Teacher Guides ④
Decatur HS 2A5
Fairfield HS c.46-51

achievements by students and teachers.

2. Helping pupils master methods and techniques in critical thinking concerning social and economic problems will aid them in living more effectively in a complex world.

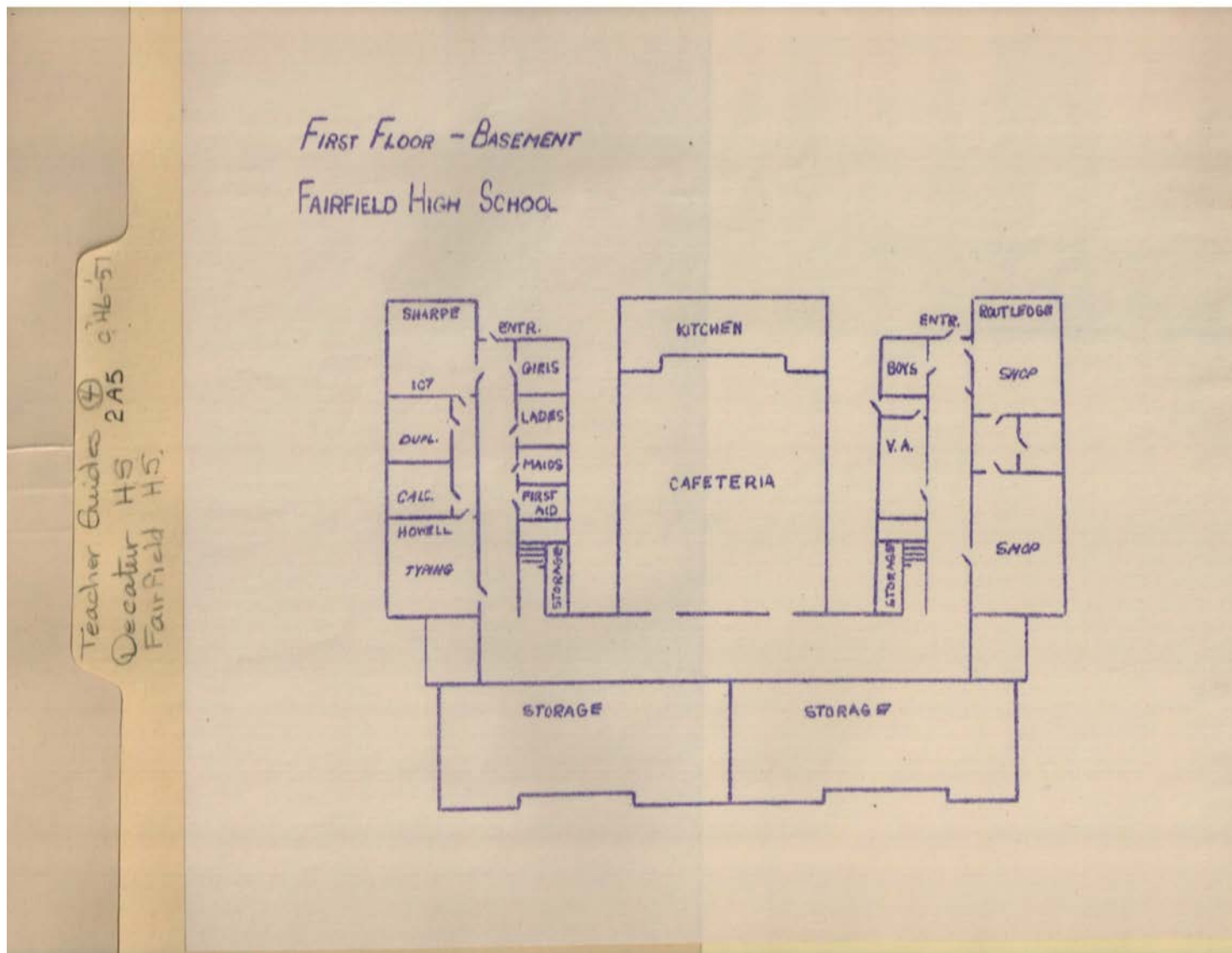
3. An adequately functioning library cooperatively developed by teachers, pupils and librarian is a great resources area for social studies teachers. It is therefore suggested that the members of the staff in this field seek to increase their knowledge of available library materials and continuously strive to add to its resources.

4. Improved teacher-pupil planning and evaluation can lead to an increased desire on the part of the students to experience the satisfaction which comes from seeing a job well done in a democratic way.

5. The English and social studies teachers may explore the possibilities of working more closely together in the development in written and oral expression.

6. Increased Audio Visual Aid can help to vitalize experiences in the social studies area.

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



Names:

Fairfield High School
Floor Plan

Places:

Fairfield, AL

Types:

report

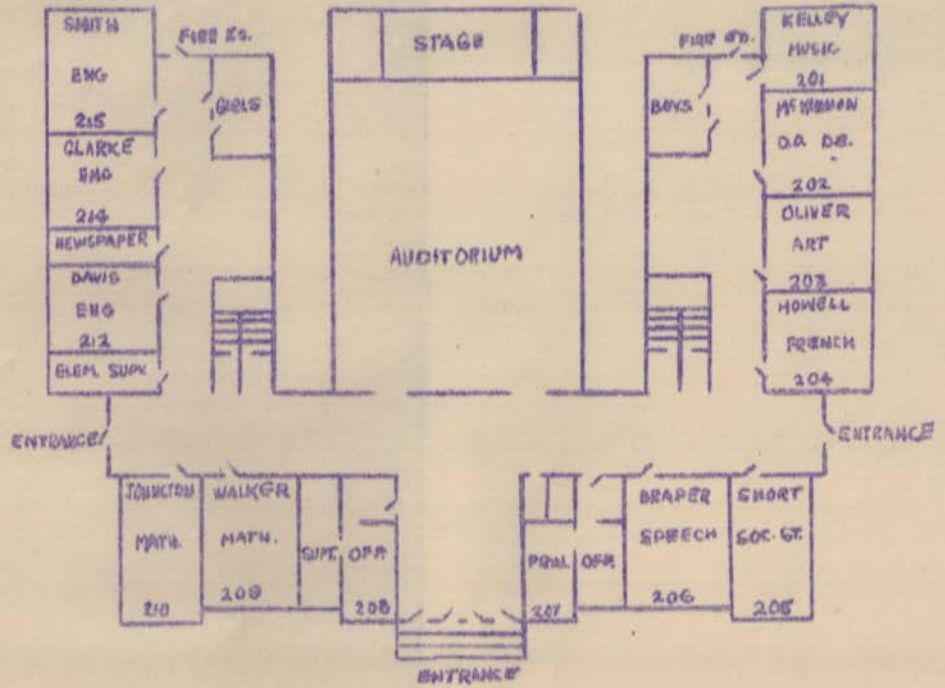
Dates:

1951-1952

Second Floor (main floor)

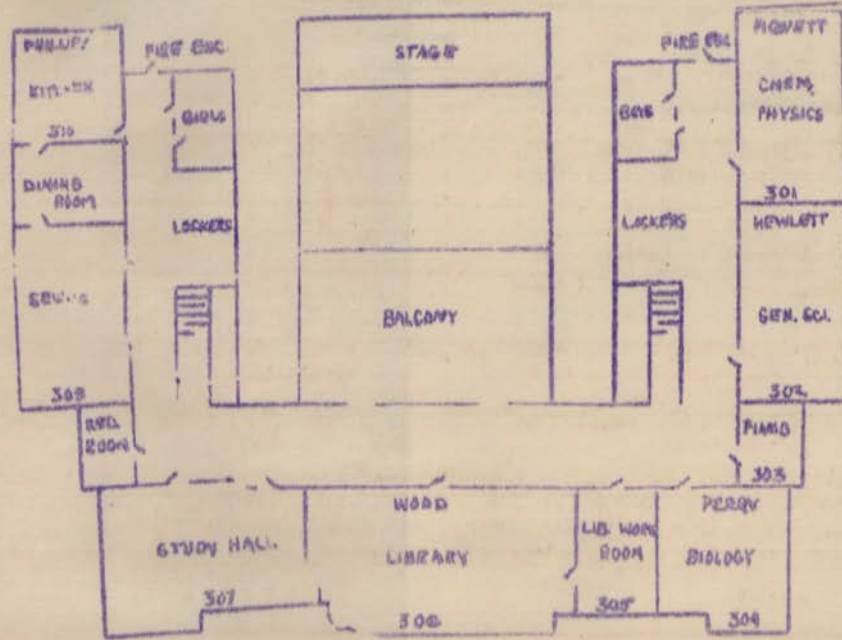
FAIRFIELD HIGH SCHOOL

Teacher Guides (4) 9/16-51
2 A5
Decatur HS
Fairfield HS.

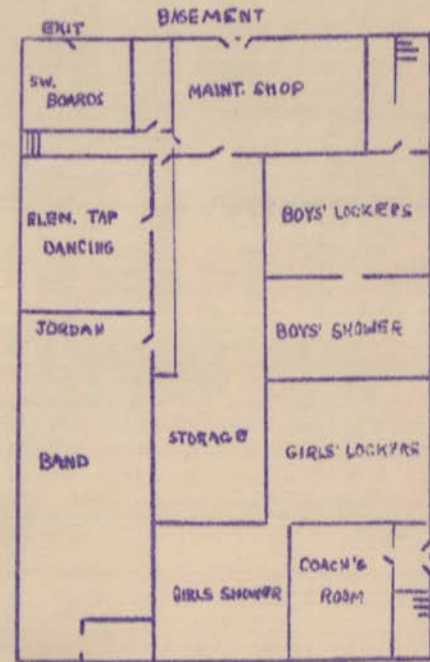
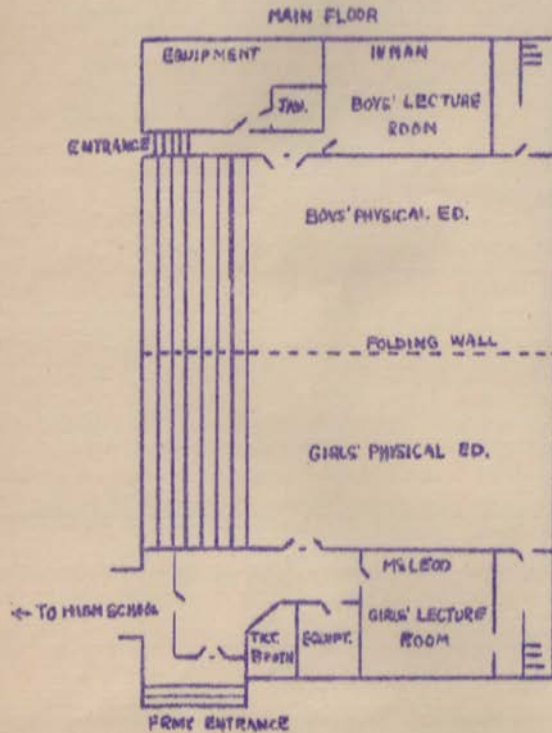


Third Floor
Fairfield High School

Teacher Guides ④ 116-51
2A5
Decatur HS
Fairfield HS.



GYMNASIUM
FAIRFIELD HIGH SCHOOL



Teacher Guides ④ 246-51
2A5
Decatur HS
Fairfield HS.

Frances Cabaniss Roberts Collection: Series 2, Subseries A, Box 5, Folder 4
Teachers' Guides and School Handbooks, 1946 - 1951

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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.

Archives/Special Collections Access Restrictions: None

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