THE HISTORY OF THE WOODROW WILSON
JUNIOR HIGH SCHOOL

By
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Grace DeVaney
# Table of Contents

<table>
<thead>
<tr>
<th>Acknowledgments</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Tables</td>
<td>vii</td>
</tr>
<tr>
<td>I. Introduction</td>
<td></td>
</tr>
<tr>
<td>A. The Junior High School Movement in the United States</td>
<td>1</td>
</tr>
<tr>
<td>B. The Junior High School Movement in Terre Haute</td>
<td>4</td>
</tr>
<tr>
<td>C. Aim of the Study</td>
<td>7</td>
</tr>
<tr>
<td>D. Definition of Terms</td>
<td>7</td>
</tr>
<tr>
<td>E. Need for the Investigation</td>
<td>8</td>
</tr>
<tr>
<td>F. Sources of Data</td>
<td>8</td>
</tr>
<tr>
<td>G. Related Investigations</td>
<td>9</td>
</tr>
<tr>
<td>II. The Site</td>
<td>11</td>
</tr>
<tr>
<td>A. Attempts to Arouse Interest and Public Sanction</td>
<td>11</td>
</tr>
<tr>
<td>B. Available Sites</td>
<td>14</td>
</tr>
<tr>
<td>C. Purchase of the Site</td>
<td>17</td>
</tr>
<tr>
<td>III. Building and Equipment</td>
<td>19</td>
</tr>
<tr>
<td>A. The Resolution for the Construction of the East Side High School</td>
<td>19</td>
</tr>
<tr>
<td>B. Specifications</td>
<td>22</td>
</tr>
<tr>
<td>C. Bobbitt's Survey</td>
<td>23</td>
</tr>
<tr>
<td>D. Plans for the East Side Junior High School</td>
<td>32</td>
</tr>
<tr>
<td>E. Bids and Contracts</td>
<td>33</td>
</tr>
<tr>
<td>F. The Naming of the New East Side Junior High School</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>iii</td>
</tr>
<tr>
<td>G. Equipment</td>
<td>38</td>
</tr>
<tr>
<td>--------------</td>
<td>----</td>
</tr>
<tr>
<td>1. Auditorium</td>
<td>38</td>
</tr>
<tr>
<td>2. Bronze Tablet</td>
<td>39</td>
</tr>
<tr>
<td>3. Library</td>
<td>41</td>
</tr>
<tr>
<td>4. Desks</td>
<td>41</td>
</tr>
<tr>
<td>5. Manual Training</td>
<td>41</td>
</tr>
<tr>
<td>6. Furniture</td>
<td>42</td>
</tr>
<tr>
<td>7. Gymnasium</td>
<td>42</td>
</tr>
<tr>
<td>8. Window Shades</td>
<td>43</td>
</tr>
<tr>
<td>9. Pianos</td>
<td>43</td>
</tr>
<tr>
<td>10. Rest Rooms</td>
<td>43</td>
</tr>
<tr>
<td>11. Landscape</td>
<td>43</td>
</tr>
</tbody>
</table>

| H. Laying of the Corner Stone | 44 |
| I. Dedication | 47 |

<table>
<thead>
<tr>
<th>IV. THE ORGANIZATION</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Students</td>
<td>51</td>
</tr>
<tr>
<td>B. The First Principal</td>
<td>52</td>
</tr>
<tr>
<td>C. The First Faculty</td>
<td>53</td>
</tr>
<tr>
<td>D. Definition</td>
<td>54</td>
</tr>
<tr>
<td>E. Major Purposes</td>
<td>56</td>
</tr>
<tr>
<td>F. Assumptions and General Principles for the Organization of the Program of Activities</td>
<td>58</td>
</tr>
<tr>
<td>G. The Program of Studies</td>
<td>67</td>
</tr>
<tr>
<td>H. Extra Curricular Activities</td>
<td>71</td>
</tr>
<tr>
<td>I. The Home Room</td>
<td>72</td>
</tr>
<tr>
<td>J. Clubs</td>
<td>75</td>
</tr>
<tr>
<td>K. Student Council</td>
<td>77</td>
</tr>
<tr>
<td>L. School Paper</td>
<td>80</td>
</tr>
</tbody>
</table>
M. Social Functions .................................................. 81
N. Assemblies .......................................................... 82
C. Ability Grouping ................................................... 82
P. The School Commission ......................................... 85
V. THE CURRICULUM .................................................. 86
A. Social Science ..................................................... 87
B. Health .............................................................. 91
C. Practical Arts ..................................................... 91
D. Commercial ........................................................ 93
E. Junior Business Training ....................................... 94
F. Typewriting ........................................................ 95
G. Mathematics ....................................................... 96
H. General Language ................................................ 97
I. General Science ................................................... 100
J. English ............................................................. 104
VI. APPENDIX .......................................................... 109
    A. Bibliography ................................................ 109
        1. Primary Sources ....................................... 109
        2. Secondary Sources .................................... 110
    B. "Real Estate Option" ........................................ 114
    C. "Resolution" ................................................ 116
    D. Bids for "General Construction" ......................... 120
    E. Bids for "Wiring" ................................ .......... 122
    F. Bids for "Heating" ......................................... 123
    G. Bids for "Plumbing" ....................................... 124
    H. Bids for "General Construction" ......................... 125
    I. "Construction Data" ....................................... 126
'K. Contracts for "Furniture" ..................... 128
L. Bids for "Window Shades" ..................... 129
M. Address Made by Superintendent J. O. Engleman, at the Laying of the Corner Stone .......... 130
N. Faculty Circulars .......................... 133
O. Programs of Activities ..................... 138
P. List of Topics for Home Room Programs ........ 143
Q. List of Home Room Activities ............. 144
R. List of "Clubs" ............................. 147
S. "Constitution" ............................... 153
T. "School Creed" .............................. 155
U. Assembly Program for 1928-29 ................. 156
V. Diagnosis Chart ............................. 159
### List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Number of High Schools in American Cities</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Having a Population Between 60,000 and 80,000</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>Population of Terre Haute Since 1850</td>
<td>25</td>
</tr>
<tr>
<td>III.</td>
<td>Number of Children 6-20 Years of Age</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>in Terre Haute School Census</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>Elementary School Population, Grades 1-6,</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Actually in School in the Major Regions of the City Numbers Belonging in June of Each Year</td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>Pupils of Grammar Grades and Junior High Schools Number Belonging in June of Each Year</td>
<td>30</td>
</tr>
<tr>
<td>VI.</td>
<td>Faculty for the Year 1927-28</td>
<td>53</td>
</tr>
<tr>
<td>VII.</td>
<td>A Two Year Single-Curriculum Type</td>
<td>59</td>
</tr>
<tr>
<td>VIII.</td>
<td>A Multiple-Curriculum Type (Detroit, Michigan)</td>
<td>60</td>
</tr>
<tr>
<td>IX.</td>
<td>A Constants-With-Variables Curriculum Type</td>
<td>62</td>
</tr>
</tbody>
</table>
I. INTRODUCTION

A. THE JUNIOR HIGH SCHOOL MOVEMENT IN THE UNITED STATES

The junior high school is the result of the movement for the reorganization of the American public school system. The exact date for marking its rise has not infrequently been set for the year 1888, when President Eliot of Harvard, in an address delivered before the Department of Superintendence of the National Education Association,\(^1\) sketched a plan of reform that was extensive in scope and specific in its recommendations. Among the specific reforms which he advocated were: the elimination of many topics from the traditional curriculum; the shortening of the long vacation periods; the lengthening of the school day; and the reorganization of the administration and methods of the school.

Dr. Eliot's criticisms and recommendations excited much discussion and in July, 1892, the National Education Association appointed the now famous Committee of Ten.\(^2\) This committee made its report in 1893, and its declarations have exerted a profound


influence upon all later educational reforms in the United States. In particular, they have had a marked influence upon the junior high school. It lent its approval to remedial suggestions which later became vital factors in the organization of the junior high school. Thus, it subscribed to the principle of an enriched program of studies for secondary schools, the reduction of the elementary school to six years, the recognition of individual interests and ambitions among pupils, and the adoption of departmental teaching below the ninth grade.  

The second notable committee to consider reforms was the Committee of Fifteen. This committee, appointed by the Department of Superintendence in 1893, reported in 1895. The combined influence of the reports of these two committees—the Committee of Ten and the Committee of Fifteen—led to a more or less general adoption of the principles of departmental organization of teaching and of promotion of pupils by subjects in the seventh and eighth grades considerably before the junior high school, as such, was conceived.

The Committee on College Entrance Requirements was the next committee to take up the task of reform. This committee, appointed by the Department of Secondary Education of the


National Education Association in 1895, made its final report in 1899. There was nothing in the report that forecast a junior high school organized as a separate unit. That it did foreshadow was a longer period of time in which to provide a secondary school training of the traditional sort; that is, a six-year high school with its complement, a six-year elementary school.

The decade from 1900 to 1910 became a notable one in the annals of American education. President William R. Harper of the University of Chicago, President Nicholas Murray Butler of Columbia University, Professor Paul H. Hanus of Harvard University, Professor John Dewey of the University of Chicago, and several of the leading superintendents and principals of schools desired a genuine reform in aims, content, methods, and spirit. These men, imbued with a true missionary spirit, pushed the reform program forward on every appropriate occasion. Their efforts turned to the task of holding more pupils in school for a longer period, with the result that interest, motivation, guidance, curricular adaptation to individual needs, acceleration, elimination of retardation, all became part of the thinking of these educational leaders. Six-year high schools were organized and critically studied, and at the end of the period the first three-year intermediate or junior high schools definitely appeared as the pioneer school of the new movement.

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In the third decade of the systematic reform movement, the junior high school, in name and in fact, definitely emerged into public view and public favor. This is explained by the necessity for providing suddenly for the increased numbers of pupils who early in the twentieth century crowded into the secondary schools, by the influence of the scientific movement in education with its stress upon experimentation, by the weight of newly formulated principles of psychology and sociology, and by the necessity of providing a democratic education for all the children of a democratic nation.

Just which city may claim the honor of establishing the first junior high school is not clear. Richmond, Indiana, had a separate organization for the seventh and eighth grades as early as 1896. But it was not until about the years 1909 and 1910 that any well-planned, conscious effort to organize schools on a clear-cut six-three-three basis appeared to have been made anywhere in America. In 1909, Berkeley, California, reorganized its schools on this plan, Los Angeles in 1910, followed shortly by Grand Rapids, Michigan, and other cities in the Middle West. Once it had gained an initial foothold, the junior high school spread rapidly.

B. The Junior High School Movement in Terre Haute

By 1916 Terre Haute, Indiana, had become committed to the junior high school movement. It developed as a result of

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dissatisfaction with the old organization of school systems that caused such an abrupt change from the eight year elementary school to the four year high school. It was believed that a separate unit of the school system made up of grades seven and eight would provide in a large way for the peculiar needs of children in the adolescent period, and would enable the schools to carry out the basic aims and objectives in a more fundamental way than had been possible in the old traditional type of organization.

In the early part of 1916 the Terre Haute Board of School Trustees authorized the construction of a building at Tenth Street and Lafayette Avenue to house the seventh and eighth grades of a number of schools in the north part of the city. This building, which was named the William McLean Junior High School, was opened at the beginning of the fall semester in 1917. The construction of this school marked the beginning of the junior high school movement in Terre Haute. The McLean Junior High School was an attempt to meet the need for junior high school education at the pioneer stage of its development. The first year the school was in operation there were 603 children in attendance. At that time no ninth grade students were enrolled, although in this number were included the seventh and eighth grade children from the present Booker Washington and Lincoln School districts, which are schools for colored children. During the initial year twenty-nine teachers were employed for the school. Although there were special teachers for each subject, the text and instructional materials were the same as those used previously in the seventh and eighth grades. Even in the matter of organization the influence of the elementary school
was felt in the fact that each teacher was assigned two grades having part of the A section and part of the B section of that same grade.

In the fall of 1918 several new courses peculiar to the junior high school were introduced for the first time. General science, for example, was offered, civics became a part of the United States history program, and work in dramatization and other activities were introduced.

Before the close of the second year the junior high school movement had developed to the point that the Board of School Trustees began the construction of another school of the same type as the McLean Junior High School at Ninth and Minshall Streets. This second named school is our present Sarah Scott Junior High School. It was opened at the beginning of the second semester in January of 1919. Like the McLean Junior High School, it received only seventh and eighth grade students from different schools in the south part of the city.

In 1920 ninth grade work was introduced into the junior high schools, texts better adapted to the early adolescent age were introduced, and supervised study became a part of the program.

With the school year 1922-1923 separate junior high schools were organized for colored children in the Booker Washington and Lincoln Schools. Although these junior high schools were housed in the same buildings with the elementary grades, the junior high schools were developed as a separate organization as far as the
curriculum and the program was concerned. 8

In the spring of 1926 the construction of the Woodrow Wilson Junior High School was begun, and it was opened at the beginning of the fall semester in 1927.

C. Aim of the Study

The purpose of this investigation is to present a clearly defined picture of the development of the Woodrow Wilson Junior High School. An effort will be made to make the story interpretative as well as descriptive; to show cause and effect; to relate the important events and to evaluate their significance in the light of educational developments. Special attention shall be given to the following factors:

1. The history of the selection of the site
2. The construction of the physical plant
3. The organization of the school
4. The development of the curriculum in the light of significant trends

D. Definition of Terms

The words "junior high school" are used in this investigation to include the seventh, eighth, and ninth grades.

The term "Board" will be used to designate the Board of School Trustees of Terre Haute, Indiana.

The term "East Side High School" will be used as synonymous with "Woodrow Wilson Junior High School."

8Interview with W. C. Garretson, principal of the McLean Junior High School, Terre Haute, Indiana.
The term "School City" will be used to designate the city of Terre Haute, Indiana.

E. Need for the Investigation

The complete history of the junior high school movement in Indiana cannot be written until historical studies of junior high schools have been made in each of the separate cities. While the development in each city is somewhat similar, yet the plan of organization is quite likely to be different as a result of the difference in personality of the organizers. The history of each school offers its own contribution to the entire picture.

The historical treatise of the Woodrow Wilson Junior High School will be of value because it should aid other administrators in the organization of a junior high school.

The junior high school form of organization is becoming more widely accepted each year. Since the first establishments of such schools, there have developed in the United States 1,566 segregated junior high schools. Present practice, then, tends to confirm the junior high school program.

F. Sources of Data

The principal sources of data used in this investigation are:

1. The minutes of the Board of School Trustees of the city of Terre Haute, Indiana
2. Interviews
3. Terre Haute newspapers
4. Circulars issued by the first principal, Dr. D. H. Vass
5. Magazine articles, books, and researches that have been written or made by reputable persons that have a bearing on the significant trends in the junior high school movement
6. Practices of the school itself
7. The Advisory System in the Woodrow Wilson Junior High School by James O. Bowles

G. Related Investigations

Several theses have been written having a direct or an indirect bearing on the Woodrow Wilson Junior High School. A brief account will be given of each.

1. Bowles. In his discussion of the advisory system in the Woodrow Wilson Junior High School, Mr. Bowles interpreted the curricular principles of education and showed how this school attempted to organize and administer an advisory program. It deals in no way with the site or the plant, and touches only one

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This study is not concerned with the school as a whole, but with one subject given in the school—social studies.

2. Price. For her master's thesis in Indiana State Teachers College in 1932, Miss Price made a study of the trends in the social studies for the junior high school and organized a course of study in the light of the findings of the study.

This study is not concerned with the school as a whole, but with one subject given in the school—social studies.

3. Martin. It was the purpose of Miss Martin's study to discover how proficient the city freshmen were in the use of mechanically correct English. The Pressley Diagnostic Tests in Capitalization, Punctuation, Grammar, and Sentence Structure were given to all 93 pupils in six city high schools.

This study has only an indirect bearing on the proposed investigation.

From this brief description of the related studies it appears that the history of the Woodrow Wilson Junior High School has not been written.


II. THE SITE
A. Attempts to Arouse Interest and Public Sanction

Several years before the erection of the Woodrow Wilson Junior High School of Terre Haute, Indiana, the citizens of the east part of the city were trying by every means possible to arouse the feelings of the community for an East Side High School. Enthusiastic meetings were held in the churches, the school buildings, and the business houses for the express purpose of creating a desire for such a school. One of the most effective instruments was a hand-bill\(^1\) that was widely distributed to the residents and taxpayers of this section of the city. It read as follows:

"IMPERATIVELY NECESSARY NOW!
AN EAST SIDE HIGH SCHOOL!
WHY?      BECAUSE---

"1st. More room is needed now for High School requirements.
"2nd. Wiley was built for 500, now has 850.
"3rd. Garfield was built for 500, now has 750.
"4th. The schools should be brought to the children and not the children to the school.
"5th. Many pupils are now compelled to take lunches.
"6th. This is unhealthy as well as expensive.
"7th. Many who should and would be in High School cannot attend for the above reasons.

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\(^1\)Anchor Printing Company, 1216 Wabash Avenue, Terre Haute, Indiana.
"8th. An East Side High School will eliminate the congestion, dangers of railroads, street cars, automobiles, etc. in the congested business districts.

"9th. An up-to-date High School site demands extensive school grounds.

"10th. A tract of land of liberal dimensions can be secured on the East side now at a reasonable price.

"11th. This school should be of sufficient capacity to care for pupils South of the Vandalia R.R. and East of the C. & E. I. R. R.

"12th. There are at least 400 children now attending High School from the East side.

"13th. The growth of the city is unquestionably Eastward, as the platted sub-divisions available for building are closer to the heart of the city than either on the North or South side.

"14th. A High School on the East side would be removed from the noise and smoke, dust and dirt detrimental to the welfare of school children.

"15th. A Junior High School in the new building would relieve the over-crowded conditions now existing in the East side graded schools.

A BOOSTER!"

As a result of this action, a greater desire was created throughout the community, and on May 16, 1919, a series of petitions was presented to the Board by: The Kent Avenue Club, citizens of the Montrose, Sandison, Davis Park, Fairview, and Thompson school districts, and the Men's B-Won Bible Class of the Plymouth Congregational Church.

Mr. Edward Sparks, a prominent business man of Terre Haute and a resident of the East Side, introduced the proposition. A representative of citizens of the Thompson School district read a resolution, adopted at a meeting at that school, favoring the new building. This resolution, as well as similar ones from the above mentioned schools and organizations of the city, asked that the new school be for the accommodation of pupils living east of the C. & E. I. tracks and south of the Pennsylvania
railroad tracks, and for those who in the future might live in
territory to the east of Terre Haute.

Mr. Robert A. Koerner, city engineer, presented a blue
print map of Terre Haute, showing locations of schools which
sent pupils to Wiley and Garfield, and of those which would
send their graduates to the new school. The map showed sub-
divisions which were platted in the east, north and south
portions of the township, and which, Mr. Koerner contended,
indicated that the growth of the city would be easterly for
some time to come.

According to citizens who spoke on the subject, of which
there were more than a score present, three city schools then
supplying Garfield with their graduates, four supplying Wiley,
and three township schools, would be accommodated by an East
Side High School. Wiley and Garfield each was built, it was
pointed out, for 500 pupils, while Wiley was housing 850 and
Garfield 750. Two hundred and fifty pupils, as were estimated,
attending Wiley were residents of the district to be covered by
the prospective East End institution. They were compelled to
take their lunches and spend money for carfare in order to
attend high school. Mr. Sparks referred to this system as
particularly objectionable because of the fact that it gave the
children time at noon to while away idly in the business district
during lunch hour, to the detriment of their habits and character.

A modern educational institution on a tract of ten to twenty
acres in the eastern part of Terre Haute, with a junior high
school in connection with it, was advocated. The large tract
of land was advised for playground and possible future additions
with the eastward growth of the city.2

Discussion on this project lasted for nearly two hours and
was brought to a close when the Board decided that a committee
of the entire Board should be appointed to look over the grounds
in the eastern part of the city with the view of purchasing a
site for the high school.3

B. Available Sites

On March 5, 1920, Mr. Charles A. Huston presented a communi-
cation offering as a site for the proposed East Side High School
ten acres on Twenty-second and Poplar Streets for $20,000.00,
also five acres (except 40 feet by 132 feet) adjoining the ten
acre tract for $6,500.00.4 The proposition was referred to the
committee on sites which consisted of Mr. C. Gerstmeyer, Mr.
W. Greenleaf, Mr. Charles C. Haupt, and Mr. Thomas O'Mara, but
no action was ever taken.

Approximately a year later, on March 18, 1921, the Deming
Land Company offered the Board a strip of land with the following
boundaries:

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3 Minutes of the Terre Haute School Board, August 1, 1917 to
July 31, 1919, p. 569.
4 Minutes of the Terre Haute School Board, August 1, 1919 to
July 31, 1921, p. 168.
"All of the land lying East of the East line of Barton Avenue and West of the West line of Twenty-Third Street, North of the North line of Poplar Street and South of the South line of South line of an alley running East and West South of Ohio Boulevard;

"All of the land lying East of the East line of Twenty-Third Street and West of the West line of Twenty-Fourth Street, North of the North line of Poplar Street South of the South line of an alley running East and West South of Ohio Boulevard;

"All of the land lying East of the East line of Twenty-Fourth Street and West of the West line of Twenty-Fifth Street, North of the North line of Poplar Street and South of the South line of an alley running East and West of Ohio Boulevard;

"The three tracts of land above described are as shown on the plat of Deming, a subdivision of a part of the West One-half of Section 23, Township 12, North, Range Nine (9) West, lying South of Wabash Avenue, in the City of Terre Haute, recorded in the office of the County Records of Vigo County, Indiana."

The terms were $28,500.00 to be paid in cash or promissory note payable on or before five years after date at the First National Bank, bearing interest after two years from date at the rate of 5 per cent per annum. It was agreed that this land was to be used for school purposes only. These terms and conditions were to expire at the end of one month.5

The Board accepted the proposition of the Deming Land Company, and the attorney, Mr. George O. Dix, was instructed to draw up the necessary papers to close the transaction.

Much time, however, expired before the transaction was closed. A question arose as to the power of the School City to execute its note to the Deming Land Company. A letter was addressed to the State Board of Accounts asking if the School City had the authority to issue such a note. The reply stated that the School City was fully authorized either to borrow money

5See appendix for Real Estate Option, pp. 114-115.
with which to purchase a site or to issue its note, but in either event publication must be made of the intentions of the Board to create a debt, provided the amount of the proposed debt should exceed $5,000.00 as made by the "Home Rule Bill" of 1920, and the amendment of 1921 (Acts 1921, chapter 222). 6

May 20, 1921, preliminary resolutions for the issuance of the note were adopted. These restated the description of the real estate and the price, and resolved the execution of the promissory note. June 17, 1921, at 7:30 P.M. at the office of the Board was fixed as the time and place at which all persons interested would have the right to appear and be heard. The time and place of the hearing were given for publication for two weeks in the Terre Haute Tribune and Terre Haute Star, and the notice was posted in three public places in the taxing district. At this meeting on June 17, 1921, when the president of the Board announced that this was the time set for the hearing of the proposed loan of $28,500.00 for the purchase of the new high school site, Mr. Charles S. Batt addressed the Board objecting to the loan, but the Rev. A. R. Brown, Mr. Edward Sparks, and others spoke favoring the purchase. In spite of the opposition a confirmatory resolution for the issuance of the note was adopted by the Board.

This confirmatory resolution adopted by the Board did not discourage the opponents of the proposition for in August they

6Ibid., p. 445.
presented a petition to the State Board of Tax Commissioners objecting to the bond issue. The Tax Board acted on the petition August 25, 1921, stating that the objections were good and sufficient and that the bond issue of $28,500.00 for the purchase of land for the East Side High School was not approved.

C. Purchase of the Site

Since the bond issue was disapproved, the Board decided to secure the money for the purchase of said land from the special school fund. April 1, 1922, therefore, the Board met and passed a resolution which involved the purchase of the following described property for $28,500.00 from the Deming Land Company:

“All that part of the Southwest quarter of Section Twenty-three (23), Township Twelve (12) North, Range Nine (9) West, lying between the East line of Barton Avenue and the West line of Twenty-Fifth Street and between the North line of Poplar Street and a line drawn East and West six hundred fifty (650) feet North of the North property line of Poplar Street, as said streets are now located and shown in the recorded plat of Deming in Plat Record 12, page 27, of the record of the Recorder's Office of Vigo County, Indiana, except that part of the above described premises dedicated, established and platted as Twenty-Third Street and Twenty-Fourth Street in said subdivision, ...."7

If a comparison were made between the first option and the one just quoted, it would be detected that the School City did not receive all the land as quoted in the first option. A consultation with Mr. Waterman, president of the Deming Land

7Minutes of the Terre Haute School Board, August 1, 1921 to July 31, 1923, p. 161.
Company, at present, revealed the reason. The Board was given one month to make its decision as to the purchase on the first option, and when the transaction at the end of this time could not be brought to a close the Deming Land Company decided to reserve a strip of land 38 feet by 810 feet. Their idea was that it would be detrimental to the sale of the lots facing Ohio Boulevard to have the school grounds extend to the alley. For this reason, in the second option this strip of land 38 feet by 810 feet was omitted. A former Board member estimated that this delay of approximately one year in the purchase was a loss of $10,000.00 to the School City. 8

Finally the deed for the purchase of the real estate from the Deming Land Company was reported as having been recorded. Thus, the transaction for the purchase of a site for the new East Side High School, after approximately three years, was brought to a close.

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8 Interview with Morton T. Hidden, a member of the School Board.
III. BUILDING AND EQUIPMENT

A. The Resolution for the Construction of the East Side High School

As a result of the meeting on May 16, 1919, at which time the taxpayers of the east part of the city petitioned the Board to erect a modern high school, a resolution was presented to the Board October 31, 1919, which provided for: (a) the construction of a high school; (b) a grade school building; (c) a gymnasium, auditorium, and classroom building adjoining Wiley High School; (d) repairs to Wiley High School building. Since the writer is concerned only with part (a), sections (b), (c), and (d) will not be discussed.

The resolution provided that a high school building having a capacity of approximately 500 pupils and so designed that this capacity could be doubled should be erected on a tract of ground approximately 700 feet by 900 feet square. It further provided that Johnson, Miller, and Miller, architects of the city of Terre Haute, should be employed to prepare tentative plans and specifications for the construction of the building. These plans and specifications were to comply and be in strict accordance with the laws of the State of Indiana, the ordinances of the city of Terre Haute, and all rules and regulations made

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1 See appendix for resolution, pp. 116-119.
by the State Board of Health, the State Board of Education or
any other governmental agency.

All this was to be done at the architects' own cost and
expense. The School City was to pay the architects one-fourth
of 1 per cent of the estimated price when the plans were
approved by the School City. However, if the State Board of
Tax Commissioners refused to approve the proposed bond issue,
the School City was to have the right to abandon all further
work and one-fourth of 1 per cent of the estimated cost of the
building would be considered full compensation to the architects
for their work. If however, the Tax Commissioners approved the
proposed bond issue, then the architects were to proceed to
prepare complete working plans and specifications, and when bids
were accepted, they were to receive a sufficient amount to make
the total amount paid equal to 2 per cent of the construction
price. The remaining 3 per cent was to be paid upon the same
basis and at the same times and in the same manner that
estimates were allowed to the contractors.

A superintendent for the building was to be employed who
was acceptable to the School City, and he was to remain during
the entire construction of the building unless removed by the
School City.

Bond was to be given by the architects in the sum of
$10,000.00 for the faithful performance of their part of the
contract.²

²Minutes of the Terre Haute School Board, August 1, 1919 to
July 31, 1921, p. 88.
Thus, the first step towards the construction of the new high school had been taken. In due time the Business Director, Mr. F. J. Piepenbrink, reported that the contract between the School City and the architects, Johnson, Miller, and Miller, had been approved by the attorneys and placed on file. The architects asked that the superintendent, Mr. James M. Tilley, be authorized to accompany them on one or more trips of inspection of high schools with the view of obtaining ideas for the new high school building. This request was granted.

B. Specifications

June 18, 1920, the building committee consisting of Mr. George Greenleaf, Mr. Charles Haupt, and Mr. Homer Williams, submitted this outline for the specifications and the estimate cost of the new building:

"Design and arrangement as shown on accompanying sketches. Building to be fire-proof of reinforced concrete construction. Exterior faced with face brick and trimmed with stone. All school rooms to have wood finish flooring. Stairways steel construction. Building plastered throughout and provided with blackboards, teachers' cabinets, etc. All ventilating ducts run in concealed double wall. Flat roof tar and gravel. Heating plant steam in separate brick boiler house with radial stack. Mechanical ventilating. Full plumbing equipment as indicated on sketches. Estimated cost complete without Architects' commission $700,000.00. Architects' commission @ 5%, $35,000.00."

In the meantime the board was so occupied with the difficulties that were involved in the purchasing of the site that

---

2Ibid., p. 96.
4Ibid., p. 106.
5Ibid., p. 248.
nothing of importance took place until October 27, 1922, when the tentative plans were accepted, and the architects were directed to prepare working plans and specifications. These plans were accepted and approved July 27, 1923.

During the year 1924 practically no mention is made of the school except for a hearing that was granted Mr. D. W. Eggleston and Mr. Homer Zenor, two taxpayers of the east part of the city, who addressed the Board urging the erection of the East Side High School to relieve the congestion in the city schools.

C. Bobbitt's Survey

Previous to this time, reference had been made to the new school as an "East Side High School." However, from 1925 on it was referred to as a junior high school. This was due to the strong conviction of Dr. J. O. Engleman, Superintendent of the Terre Haute Public Schools from August 1, 1924 to August 1, 1927. As soon as Dr. Engleman became superintendent, he tried to convince the Board that Terre Haute was not in need of a senior high school in the east part of the city but a junior high school. He cited statistics proving that cities having a population between 50,000 and 80,000 had either one, two or three high schools but no more. The exact figures were as follows:

6 Ibid., August 1, 1921 to July 31, 1923, p. 291.
7 Ibid., p. 472.
8 Minutes of the Terre Haute School Board, August 1, 1923 to July 31, 1925, p. 138.
Thus, Terre Haute with a population of 66,083 in 1920 would not be justified, upon the basis of usual practices, to add a fourth high school until there had been a quite considerable growth in population.  

In order to strengthen and confirm this judgment, Dr. Franklin Bobbitt of the University of Chicago was brought to Terre Haute in February, 1925, at a cost of $900.00 to make a survey of the school situation and suggest a school building program. In a few months he submitted a treatise entitled Report of Survey of the School Sites and Buildings of Terre Haute, which was divided into six chapters, namely: (1) "Standard Districts," (2) "Building for Increased Capacity," (3) "School Sites," (4) "Building for Quality of Educational Service," (5) "Improving Details in the Present Plants," and (6) "The Program."

He began by stating certain standards which were more or less generally accepted both in theory and in practice in the
placing of elementary schools, junior high school, and senior high school. After he had set up his standards, he made a study of the population of Terre Haute since 1850. As shown in Table II, the population of Terre Haute, as reported by the United States Census, increased continuously from the beginning.

TABLE II
POPULATION OF TERRE HAUTE SINCE 1850*

<table>
<thead>
<tr>
<th>Census</th>
<th>Population</th>
<th>Per Cent of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1850</td>
<td>4,051</td>
<td>112</td>
</tr>
<tr>
<td>1860</td>
<td>8,594</td>
<td>87</td>
</tr>
<tr>
<td>1870</td>
<td>16,103</td>
<td>62</td>
</tr>
<tr>
<td>1880</td>
<td>26,042</td>
<td>16</td>
</tr>
<tr>
<td>1890</td>
<td>30,217</td>
<td>21</td>
</tr>
<tr>
<td>1900</td>
<td>36,673</td>
<td>59</td>
</tr>
<tr>
<td>1910</td>
<td>58,157</td>
<td>14</td>
</tr>
<tr>
<td>1920 (Est.)</td>
<td>66,083</td>
<td></td>
</tr>
<tr>
<td>1924 (Est.)</td>
<td>68,500</td>
<td></td>
</tr>
<tr>
<td>Estimated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1930</td>
<td>73,000</td>
<td>12</td>
</tr>
<tr>
<td>1940</td>
<td>79,000</td>
<td>8</td>
</tr>
</tbody>
</table>


The above table shows that the city grew quite rapidly in the early days up to 1880, fairly slowly then up to 1900, extremely rapidly between 1900 and 1910, and then slowly since 1910. This indicated an average growth at that time of some 800 inhabitants a year. If the city continued to grow at this rate until 1930, the next census would show decennial growth of approximately 12 per cent.
He next made a study of the number of children six to twenty years of age in Terre Haute school census.

**TABLE III**

**NUMBER OF CHILDREN 6-20 YEARS OF AGE IN TERRE HAUTE SCHOOL CENSUS***

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>11,083</td>
<td>1917</td>
<td>16,126</td>
</tr>
<tr>
<td>1905</td>
<td>13,127</td>
<td>1918</td>
<td>16,553</td>
</tr>
<tr>
<td>1909</td>
<td>14,390</td>
<td>1919</td>
<td>16,480</td>
</tr>
<tr>
<td>1910</td>
<td>15,513</td>
<td>1920</td>
<td>16,377</td>
</tr>
<tr>
<td>1911</td>
<td>14,358</td>
<td>1921</td>
<td>16,639</td>
</tr>
<tr>
<td>1912</td>
<td>15,041</td>
<td>1922</td>
<td>16,806</td>
</tr>
<tr>
<td>1913</td>
<td>15,295</td>
<td>1923</td>
<td>17,125</td>
</tr>
<tr>
<td>1914</td>
<td>15,764</td>
<td>1924</td>
<td>17,259</td>
</tr>
<tr>
<td>1915</td>
<td>16,046</td>
<td>1925</td>
<td>16,808</td>
</tr>
<tr>
<td>1916</td>
<td>16,074</td>
<td>1926</td>
<td>16,123</td>
</tr>
</tbody>
</table>


This table shows a relatively **rapid** increase in the enumeration of school children six to twenty years of age from 1900 to 1910. Since 1910 there has been an increase in the number of children of school age of 1,746. This is an increase of 11 per cent in fourteen years. It is an increase of an average of 125 children of school age per year.

While the figures relative to general population and general school census proved evidence of large significance, yet it was neither the general population nor the entire population of school age that was to be housed within the school buildings. More significant, therefore, would be the figures relative to the actual number of children to be housed by the schools.
Consequently, Dr. Bobbitt examined separately the figures of the elementary schools, the junior high schools, and the senior high schools.

For elementary school purposes, the city was divided into six general regions as shown in Table IV on the following page. The table shows that of the six divisions there has been growth since 1905 in only two of them: the east side south of Wabash Avenue, and the northeast region. It shows that since 1905 there has been no increase in the school population of elementary grades one to six in four of the regions—namely, the east region north of Wabash Avenue and the three regions—north, central, and south—along the river.

On the east side, in certain schools, particularly the Davis Park, the Warren, and the Deming, the classes had increased in size to a point beyond the city average. In Davis Park, for example, the classes averaged thirty-seven pupils, which was 20 per cent heavier than the average for the city. The trouble, according to Dr. Bobbitt, was caused not by a shortage of elementary class-rooms but by the fact that there existed no junior high school within normal traveling distance of the most easterly of these schools; and by a backing up, so to speak, of the junior high pupils in the Deming district because of the congestion at the McLean Junior High School. He disposed of the elementary problem in the east part of the city by saying, "Could the class-rooms in these three east and northeast regions now occupied by seventh and eighth grades be placed at the disposal of the elementary grades one to six, it
### TABLE IV

**ELEMENTARY SCHOOL POPULATION, GRADES 1-6, ACTUALLY IN SCHOOL IN THE MAJOR REGIONS OF THE CITY NUMBERS BELONGING IN JUNE OF EACH YEAR**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1900.</td>
<td>672</td>
<td>670</td>
<td>434</td>
<td>1089</td>
<td>630</td>
<td>1097</td>
</tr>
<tr>
<td>1905.</td>
<td>916</td>
<td>976</td>
<td>741</td>
<td>2056</td>
<td>632</td>
<td>1868</td>
</tr>
<tr>
<td>1910.</td>
<td>930</td>
<td>918</td>
<td>1046</td>
<td>1844</td>
<td>360</td>
<td>1609</td>
</tr>
<tr>
<td>1911.</td>
<td>629</td>
<td>945</td>
<td>1104</td>
<td>1790</td>
<td>370</td>
<td>1670</td>
</tr>
<tr>
<td>1912.</td>
<td>911</td>
<td>875</td>
<td>1030</td>
<td>1799</td>
<td>343</td>
<td>1660</td>
</tr>
<tr>
<td>1913.</td>
<td>946</td>
<td>914</td>
<td>1130</td>
<td>1965</td>
<td>343</td>
<td>1664</td>
</tr>
<tr>
<td>1914.</td>
<td>1021</td>
<td>936</td>
<td>1180</td>
<td>2037</td>
<td>382</td>
<td>1793</td>
</tr>
<tr>
<td>1915.</td>
<td>965</td>
<td>863</td>
<td>1041</td>
<td>1917</td>
<td>276</td>
<td>1640</td>
</tr>
<tr>
<td>1916.</td>
<td>914</td>
<td>863</td>
<td>1100</td>
<td>1907</td>
<td>264</td>
<td>1522</td>
</tr>
<tr>
<td>1917.</td>
<td>1077</td>
<td>838</td>
<td>1410</td>
<td>2207</td>
<td>334</td>
<td>1761</td>
</tr>
<tr>
<td>1918.</td>
<td>1088</td>
<td>748</td>
<td>1430</td>
<td>2057</td>
<td>418</td>
<td>1791</td>
</tr>
<tr>
<td>1919.</td>
<td>1065</td>
<td>754</td>
<td>1330</td>
<td>2131</td>
<td>357</td>
<td>1841</td>
</tr>
<tr>
<td>1920.</td>
<td>1050</td>
<td>723</td>
<td>1272</td>
<td>1994</td>
<td>341</td>
<td>1714</td>
</tr>
<tr>
<td>1921.</td>
<td>1007</td>
<td>712</td>
<td>1286</td>
<td>2032</td>
<td>408</td>
<td>1780</td>
</tr>
<tr>
<td>1922.</td>
<td>1068</td>
<td>720</td>
<td>1296</td>
<td>2051</td>
<td>403</td>
<td>1606</td>
</tr>
<tr>
<td>1923.</td>
<td>1092</td>
<td>720</td>
<td>1317</td>
<td>2058</td>
<td>391</td>
<td>1602</td>
</tr>
<tr>
<td>1924.</td>
<td>1095</td>
<td>728</td>
<td>1356</td>
<td>2046</td>
<td>409</td>
<td>1707</td>
</tr>
<tr>
<td>Jan.</td>
<td>1039</td>
<td>722</td>
<td>1274</td>
<td>1824</td>
<td>394</td>
<td>1649</td>
</tr>
</tbody>
</table>

does not seem probable that additional building merely to increase school seatings in elementary buildings in these regions will be necessary for a number of years."

Dr. Bobbitt then discussed the need of building for expansion on the junior high school level. He quoted the accepted standard, that a junior high school should serve a territorial area of from two to three square miles. Pupils from the outlying portions of the district should be expected to walk not more than a mile and a quarter, or in quite exceptional cases a mile and a half. Thus, the junior high school should be located in the district bounded by a circle having a radius of about one mile. Since Terre Haute had a territorial area of approximately nine square miles, he concluded that there should be three junior high schools. A considerable portion of the city lay outside the normal reach of the two junior high schools then in operation—McLean and Sarah Scott Junior High Schools. Therefore, on the basis of the accepted standard, it was clear that further junior high school arrangements were needed.

Table V on page 30 was compiled giving the number of pupils of the grammar grades and junior high schools. It shows that pupils of junior high school grades had been steadily increasing in number. In grades seven and eight the increase for 1905 had been from 1140 to 2033. In other words these grades had almost doubled in size. The second column shows that this increase in

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\[\text{\textsuperscript{11}}\text{Ibid.}, \text{p. 76.}\]
<table>
<thead>
<tr>
<th>Year</th>
<th>Numbers</th>
<th>School Census</th>
<th>Numbers in the two Junior High Schools</th>
<th>Pupils in grades 7-9 not in Junior High Schools (Partly est.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>713</td>
<td>6.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1905</td>
<td>1140</td>
<td>8.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910</td>
<td>1213</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911</td>
<td>1252</td>
<td>8.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1912</td>
<td>1228</td>
<td>8.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1913</td>
<td>1339</td>
<td>8.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1914</td>
<td>1398</td>
<td>8.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1915</td>
<td>1226</td>
<td>7.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1916</td>
<td>1458</td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1917</td>
<td>1634</td>
<td>10.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1918</td>
<td>1700</td>
<td>10.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1919</td>
<td>1737</td>
<td>10.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920</td>
<td>1833</td>
<td>11.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1921</td>
<td>1948</td>
<td>11.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1922</td>
<td>2011</td>
<td>12.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1923</td>
<td>1975</td>
<td>11.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1924</td>
<td>2033</td>
<td>11.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>2109</td>
<td>1388</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1926</td>
<td>2030</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

the number of pupils in grades seven and eight had been due mainly not to the growth in population but rather to an increase in the percentage of children remaining in school through these grades. Column three shows the gradual increase in the number of pupils actually attending the two junior high schools. Column four shows the number of students in grades seven and nine who were not accommodated in the junior high schools. These figures were approximate, but Dr. Bobbitt felt they were sufficiently accurate for practical purposes. This column also shows that the remainder of pupils of junior high school grades who were not being cared for in junior high school was but little less than the number of those so cared for.

On the basis of the number belonging in June, 1924, in the three schools--Davis Park, Sandison, and Thompson--there were 423 pupils in seventh and eighth grades who would have been in junior high school had there been one accessible. In such a junior high school, on the basis of the city's experience in the other two junior high schools there would have been about 140 ninth grade pupils. This would have made a junior high school of 560 pupils for this east side region. This would have been a junior high school almost exactly equal to the Sarah Scott School with the latter's 554 pupils. It was clear, therefore, that there were enough pupils in this east side region to warrant an extension of the system of junior high schools through the addition of an east side junior high school. Thus, one of the eighteen recommendations Dr. Bobbitt made was "Erect
the first unit of a junior high school building on the east side site."\textsuperscript{12}

Since the facts and statistical data included in the report of the survey seemed to support and justify Dr. Engleman's own judgment, he recommended to the Board the erection of a junior high school instead of a senior high school as had been planned up to this time. Dr. Engleman, in a letter dated January 23, 1933, said:

"All of my study of the school situation in Terre Haute led to the early conviction that a junior high school was needed out in the section of the city now served by your Woodrow Wilson Junior High School. As Dr. Bobbitt made his survey before your school was started, I think it would be just to assume that his survey was in part responsible for the location and development of the Woodrow Wilson Junior High School. In other words, I think Bobbitt confirmed and strengthened the judgment I had. Indeed, since we brought Dr. Bobbitt to Terre Haute to make the survey upon the strength of his reputation as an expert in that field, had he finally made a recommendation differing radically from those he did make, I probably would not have recommended to the Terre Haute Board such a junior high school development as I did recommend."\textsuperscript{13}

D. Plans for the East Side Junior High School

Now that the building was to be a junior high school instead of a senior high school, the plans had to be revised, for the plans had been made for a senior high school. This cost the

\textsuperscript{12}\textit{Ibid.}, p. 120.

\textsuperscript{13}Letter written on January 23, 1933, by Dr. J. O. Engleman, President of Kent State College, Kent, Ohio.
The plans and specifications for the East Side Junior High School were accepted November 16, 1925, approximately six months after Dr. Bobbitt's survey had been reported. On this same day the Business Director, Mr. F. J. Piepenbrink, was ordered to have published a notice to contractors for sealed bids for the erection of the new building. Notice was given that the School City of Terre Haute would receive sealed bids until 7:30 P.M. on December 18, 1925, at the office of the Board in the Administration Building for erection and completion of a two story fire-proof building composed of school rooms, auditorium and gymnasium, and to be located on the school property at Twenty-Fifth Street and Poplar Street, Terre Haute, Indiana. Separate bids were to be received for general construction, heating, plumbing, and wiring.

E. Bids and Contracts

Bids for the general construction were submitted by eleven companies. The names of the companies and their base bids follow:

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14 Interview with Anita Mattkeper, clerk in the business office of the Administration Building of City Schools, Terre Haute, Indiana.

15 Minutes of the Terre Haute School Board, August 1, 1925 to July 31, 1927, p. 68.

16 Ibid., p. 69.

17 Ibid., p. 97.
The contract for general construction was awarded to William Caton and Son on their base bid of $468,000.00, Alternates one, three, eight, and nine, amounting to $18,116.00, making a total of $486,116.00.  

Bids for wiring were submitted by nine companies. The names of the companies and their base bids follow:

<table>
<thead>
<tr>
<th>Contractors</th>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ainsworth Construction Company</td>
<td>$568,845.00</td>
</tr>
<tr>
<td>Wm. Caton &amp; Son</td>
<td>$468,000.00</td>
</tr>
<tr>
<td>Leslie Colvin</td>
<td>$567,000.00</td>
</tr>
<tr>
<td>Davis-Hunt Construction Company</td>
<td>$577,775.00</td>
</tr>
<tr>
<td>English Bros</td>
<td>$562,998.00</td>
</tr>
<tr>
<td>Great Lakes Construction Company</td>
<td>$541,900.00</td>
</tr>
<tr>
<td>Wm. Jungclaus Construction Company</td>
<td>$629,900.00</td>
</tr>
<tr>
<td>Moran Construction Company</td>
<td>$619,000.00</td>
</tr>
<tr>
<td>Murch Bros. Construction Company</td>
<td>$563,460.00</td>
</tr>
<tr>
<td>North-Raffin Construction Company</td>
<td>$536,813.00</td>
</tr>
<tr>
<td>Strandberg Bros. Company</td>
<td>$599,000.00</td>
</tr>
</tbody>
</table>

The contract for wiring the building was awarded to the Valley Electric Company on their base bid of $18,925.71 with Alternates one, two, and three, amounting to $8,244.49.

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18 See appendix for further details concerning bids for general construction, pp. 120-121.

19 Minutes of the Terre Haute School Board, op. cit., p. 98.
making a total of $27,170.20.20

The heating bids were submitted by the following concerns with base bids21 as follows:

<table>
<thead>
<tr>
<th>Contractors</th>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freitag-Weinhardt Company</td>
<td>$93,379.00</td>
</tr>
<tr>
<td>Freyn Bros.</td>
<td>79,375.00</td>
</tr>
<tr>
<td>Gottman &amp; Webber</td>
<td>88,777.00</td>
</tr>
<tr>
<td>Heating Service Company</td>
<td>101,500.00</td>
</tr>
<tr>
<td>Wm. V. Hoier Company</td>
<td>101,660.00</td>
</tr>
<tr>
<td>W. H. Johnson &amp; Son</td>
<td>96,327.00</td>
</tr>
<tr>
<td>O'Laughlin Bros.</td>
<td>94,759.00</td>
</tr>
<tr>
<td>Peters-Eichler Heat Company</td>
<td>94,472.00</td>
</tr>
<tr>
<td>Prox &amp; Burget Company</td>
<td>93,217.00</td>
</tr>
<tr>
<td>Sodermann Heat &amp; Power Company</td>
<td>97,497.00</td>
</tr>
<tr>
<td>O. A. Toelle</td>
<td>94,755.00</td>
</tr>
<tr>
<td>Vehorn &amp; Osterfeld</td>
<td>85,896.00</td>
</tr>
<tr>
<td>Wissel &amp; Christman</td>
<td>96,000.00</td>
</tr>
</tbody>
</table>

The contract for installing the heating plant was awarded to Freyn Brothers, Indianapolis, Indiana, on their base bid of $79,375.00, with the addition of Alternates one and four, $3,000.00, and the deduction of Alternates two and three, making the net bid $77,625.00.22

Bids for the plumbing were submitted by eight companies. The names of the companies and their base bids23 follow:

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20 See appendix for further details concerning bids for wiring, p. 122.

21 Minutes of the Terre Haute School Board, op. cit., p. 99.

22 See appendix for further details concerning bids for heating, p. 123.

23 Minutes of the Terre Haute School Board, op. cit., p. 100.
The contract for plumbing was awarded to Freitag-Weinhardt Company on their base bid of $39,094.00 with Alternates one, two, three, and four, amounting to $18,924.00, making a total of $58,018.00. 24

Johnson, Miller, Miller, and Yeager, architects, were employed to supervise the construction of the new East Side Junior High School.

When the contract for general construction was presented to Mr. Caton for completion, he refused to complete it, stating that he had made a mistake in compiling his figures for his bid. He had made his bid at $468,000.00, but an item of $67,158.00 was carried into the estimates as $6,715.80, making his bid $60,442.20 less than he had intended to bid. 25

This mistake on the part of Mr. Caton necessitated the rebidding for general construction. February 1, 1926, bids for the general construction of the new building were submitted again. Only four companies were represented this time. The names of the companies and their base bids 26 follow:

---

<table>
<thead>
<tr>
<th>Contractors</th>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freitag-Weinhardt Company</td>
<td>$39,094.00</td>
</tr>
<tr>
<td>Freyn Bros.</td>
<td>40,289.00</td>
</tr>
<tr>
<td>Gottman &amp; Webber</td>
<td>38,797.00</td>
</tr>
<tr>
<td>O’Laughlin Bros</td>
<td>40,034.00</td>
</tr>
<tr>
<td>Prox &amp; Burget Company</td>
<td>42,836.00</td>
</tr>
<tr>
<td>O. A. Toelle</td>
<td>44,335.00</td>
</tr>
<tr>
<td>Vehorn &amp; Usterfeld</td>
<td>46,500.00</td>
</tr>
<tr>
<td>Wissel &amp; Christman</td>
<td>53,289.00</td>
</tr>
</tbody>
</table>

---

24 See appendix for further details concerning bids for plumbing, p. 124.
25 Minutes of the Terre Haute School Board, August 1, 1925 July 31, 1927, p. 105.
26 Ibid., p. 136, 137.
The contract was again awarded to William Caton and Son on their base bid of $514,499.00 with the following additions: Alternate one, $1,760.00; Alternate three, $5,017.00; and Alternate nine, $3,100.00, making a total of $524,376.00. 27

F. The Naming of the New East Side Junior High School

As early as April, 1923, the Woman's Department Club, the Teachers' Federation, and a number of citizens and taxpayers presented a petition to the Board asking that the new East Side High School be named in honor of Marietta Grover. 28

August 11, 1923, Mr. Clay A. Phillips, representing Fort Harrison Post No. 40, the American Legion, presented a resolution adopted by the Post, asking that the new East Side High School be named "The Ewing H. Miller High School."

October 12, 1923, Arthur Easley, O. W. Post, and about one hundred others presented a petition asking that the name of the East Side High School be chosen from the field of literature and suggested three names in the order of their preference as follows: "1. Longfellow, 2. Whittier, and 3. Riley." 29

27 See appendix for further details concerning bids for general construction, pp. 125-126.
28 Minutes of the Terre Haute School Board, August 1, 1923 to July 31, 1925, p. 1.
29 Ibid., p. 49.
All this occurred before the Dr. Bobbitt's survey—before it was decided that the school was to be a junior high school. But February 24, 1926, after the bids had been submitted, the contracts had been let, and it seemed as if the school would actually materialize, Mr. Homer Zenor, a member of the Board, proposed to the Board the name "Woodrow Wilson Junior High School" as the name for the new east side junior high school. Mr. Edward Cowan proposed the name "Theodore Roosevelt Junior High School," and a letter from Mrs. Anna Bowles Wiley and eight others was read proposing the name "Rebecca Torner." A roll call on the names proposed resulted as follows: for "Woodrow Wilson Junior High School," Mrs. Virginia Acher, Mr. H. P. Martin, and Mr. Homer Zenor, and for "Theodore Roosevelt Junior High School," Mr. Cowan and Mr. Mendenhall. After much discussion Mr. Cowan moved that the selection of the name "Woodrow Wilson Junior High School" be made unanimous. 30

G. Equipment

The Board members, the architects, and the superintendent comprised the committee to consider the equipment needed for the Woodrow Wilson Junior High School.

1. Auditorium. The president appointed Mrs. Virginia Acher, Superintendent J. O. Engleman, and the architects as a committee to consider the painting and decorating of the curtain for the auditorium stage. William Caton and Son, the
contractors, were given $506.50 for decorating the asbestos
curtain with a scene of Fort Harrison. 31

Bids for the seats in the auditorium were submitted by:
T. R. Woodburn Company, representing the American Seating
Company, Chicago, Heywood-Wakefield Company, Chicago, Kiger
The contract was awarded to the T. R. Woodburn Company, repre-
senting the American Seating Company. Chairs No. 9152 with
Gothic ends were to be used at their bid price of $4.75 each. 32

Bids for decorating the auditorium were presented by the
following: W. Andrews Company, Chicago, Gustave A. Brand and
Company, Chicago, Circle Decorating Company, Indianapolis,
C. H. Payne and Son, Terre Haute, and John G. Broerse,
Indianapolis. The contract was awarded to Gustave A. Brand
and Company at their bid of $3,985.00. 33

Mr. William F. Mendenhall, chairman of the committee
appointed to look after the stage equipment reported that he
had discussed the matter with the architects and that they had
come to the conclusion that no equipment should be purchased
but that such equipment should be provided as needed. 34

2. Bronze Tablet. There was a general agreement among
the members of the Board that a bronze tablet should be

31 Ibid., p. 257.
32 Ibid., p. 352.
33 Ibid., p. 394.
34 Ibid., p. 421.
appropriately placed in the new school. Superintendent J. O. Engleman recommended that the architects make provisions for such a tablet. The architects submitted a drawing of the tablet to be installed with the following inscription:

Woodrow Wilson
Junior High School
1926
Board of School Trustees:
William F. Mendenhall
Homer T. Zenor
Hubert P. Martin
Edward B. Cowan
Mrs. Virginia Acher
Superintendent of Schools:
James O. Engleman
Architects:
Johnson, Miller, Miller & Yeager
General Contractor:
William Caton & Son

Bids were received as follows: J. H. Matthews Company, Pittsburgh, Pennsylvania, $512.00, The W. S. Tyler Company, Cleveland, Ohio, $502.00, Cincinnati Manufacturing Company, Cincinnati, Ohio, $452.00, Gorham Company, New York City, $416.00, Chicago Architectural Bronze Company, Chicago, Illinois, $395.00, and J. S. Heath Company, Waukegan, Illinois, $365.00.

The contract was awarded to the Gorham Company, New York City, at $416.00.36

35 Ibid., p. 312.
36 Ibid., p. 352.
3. Library. The superintendent submitted the following as equipment for the library:

- 7 tables -- 3' x 5' x 26"
- 1 table -- 3' x 5' x 28"
- 1 small table
- 4 dozen library chairs
- 1 low swivel chair for the librarian
- 1 card catalogue consisting of stand, plus fifteen trays
- 1 information file -- four drawers
- 1 small book truck

This equipment cost the School City $398.55.37


The 680 No. 114 adjustable desk with swivel chair--open box was purchased from the T. R. Woodburn Company at $9.70 each installed.38


Contracts for the equipment were awarded seven different

37 Ibid., p. 434.
38 Ibid., p. 446.
39 Ibid., p. 452.
companies at a total cost of $6,436.14.  


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40 See appendix for detailed report on equipment, pp. 127-128.
41 Minutes of the Terre Haute School Board, op. cit., p. 466.
42 Ibid., p. 507.
43 See appendix for complete list of equipment and costs, pp. 128-129.
44 Minutes of the Terre Haute School Board, op. cit., p. 472.
8. **Window Shades.** Bids for furnishing window shades for Woodrow Wilson Junior High School were submitted by nine companies.\(^{45}\)

The contract was awarded to the Beecher-Keith Supply Company for Forse Shades at a cost of $1,718.35.\(^{46}\)

9. **Pianos.** Mr. H. P. Martin, chairman of the piano committee, recommended the purchase of the following:

   - From Patton-Woodard Music House
     - One Baldwin Grand 6'2".............. $1,180.00
     - One Howard, small.................. 242.00
   - From W. H. Paige & Company
     - One Kimball, upright................ 325.00

The recommendation was accepted and the pianos were purchased from the above mentioned concerns.\(^{47}\)

10. **Rest Rooms.** Two rest rooms were equipped at a cost of $498.29.\(^{48}\)

11. **Landscape.** August 10, 1927, bids for concrete combined curb and gutter and concrete pavement were received from William S. White, Wiley A. Greenleaf, J. Paul Welch, and Greenleaf and Zerveck.

   The contract for curb and gutter was awarded Wiley A. Greenleaf at 53 cents per lineal foot, and the contract for the concrete pavement awarded William S. White at $1.88 per square yard.\(^{49}\)

\(^{45}\)Ibid., p. 506.

\(^{46}\)See appendix for names of companies and amount of bids, p. 129.

\(^{47}\)Minutes of the Terre Haute School Board, op. cit., p. 506.

\(^{48}\)Interview with Anita Nattkemper, clerk in business office of the Administration Building of the City Schools, Terre Haute, Indiana.

\(^{49}\)Minutes of the Terre Haute School Board, August 1, 1927 to July 31, 1930, p. 4.
Bids for landscaping were presented by Haas' Home Nurseries, W. A. Payne, Albert H. Reupke, and the Terre Haute Landscape Company. Each bidder presented a plan of the work.

The plans and bids were taken under advisement to be considered at a later date, but as a result of the economic status of the School City nothing was ever done.50

H. Laying of the Corner Stone

Impressive ritualistic ceremonies by the Indiana Grand Lodge of Masons, music by the Kiwanis Boys' Band, and an address by Superintendent J. O. Engleman marked the laying of the corner stone of the Woodrow Wilson Junior High School, Thursday, August 19, 1926 at three o'clock.

The Grand Officers of the Grand Lodge of Free and Accepted Masons of Indiana who officiated included: Olie J. Smith, of Indianapolis, deputy grand master, who served as grand master, Ivory C. Toile, Lebanon, grand lecturer and instructor, who served as deputy grand master, William H. Surntz, Indianapolis, grand secretary, Stacy O. Harrell, grand marshall, Charles C. La Follette, Thorntown, senior grand warden, Jere West, Crawfordsville, junior grand warden. Other grand offices filled by local men included: Harry R. Harrison, senior grand deacon, Guy W. Rustameir, grand Treasurer, Rev. B. W. Tyler, grand chaplain, and W. F. Gottschalk, grand tyler.

50 ibid., p. 5.
The grand lodge officers, accompanied by the Kiwanis Boys' Band, were escorted from the Masonic Temple to the school site, and the formal program began at three o'clock.

Music by the band was the first feature on the program, and this was followed by the formal ritualistic service of the Grand Lodge. In the copper box which was deposited in the corner stone were included the following: the Holy Bible, a United States Flag, the history of the Woodrow Wilson Junior High School, a Terre Haute school directory, 1925-26, the rules and regulations of the School Board, a Masonic Directory of Terre Haute, current numbers of the Terre Haute newspapers, a copy of "Guide Book of Literature for Junior High Schools," written by Engleman and McTurman, a copy of Superintendent Engleman's address, and a copy of the Masonic ritualistic ceremony with which the corner stone was laid.

Following the formal corner stone laying, the audience joined in the singing of "America," directed by Mr. Chester Fidlar, supervisor of music in the city schools, and led by a cornetist.

Mr. W. F. Mendenhall, president of the school board, then assumed charge of the program. He made a few brief remarks, following which he introduced the members of the school board, including Mrs. Virginia Acher, Mr. Edward Cowan, Mr. H. P. Martin, and Mr. Homer Zenor, as well as Mayor Ora Davis, who was seated on the platform.

He next introduced Mr. William H. Wiley, a pioneer Terre Haute educator, who also addressed the audience, voicing his
personal appreciation of the rapid growth of education in Terre Haute, as manifested by the newest, largest, and most modern school building, the corner stone of which had just been laid. 51

President Mendenhall then introduced Superintendent J. O. Engleman, who made the principal address 52 of the event. His address 53 follows in part:

"There may be those of our fellow-towansmen who think that the expenditure of approximately three quarters of a million dollars upon this building is an extreme waste of public money. Fortunately, however, very few voices of this sort have been raised in protest. Most men and women have only words of praise to offer, and these are certain to express pride as well, when the building shall have been completed and equipped, and with its staff of teachers and hundreds of pupils shall have become a great school. But if there are those who question the wisdom of the expenditure involved, let us remind them that this building represents not a mere expenditure but a safe investment. We are today taking steps to secure all future issues of a Preferred Stock, the payment of whose dividends will be never suspended, but declared semi-annually in the promotion and graduation of better boys and girls. Material wealth is not to be despised, but the substantial riches of a people are to be reckoned in the terms of the intelligence, the integrity, and the skill of its individual and collective citizens. It is to secure these that we build schools. It is because we believe that education is one of the corner-stones of the best and most useful types of citizenship, that we have symbolized our faith in it through laying the corner-stone of this building which is to be dedicated to education in due time."

52 Interview with Miss Blanche Hupp, Secretary of Superintendent, City Schools, Terre Haute, Indiana.
53 See appendix for complete address, pp. 130-133.
I. Dedication

Elaborate plans for the dedicatory exercises of the Woodrow Wilson Junior High School, which were held January 27 and 28, 1928, were made by a committee consisting of Mrs. Virginia Acher, chairman, Mr. George C. Carroll, and Mr. D. H. Vass. A junior high school teacher's conference was held on the first of the two days while the dedication of the school took place the second day.

The program for the afternoon session of the conference, in charge of Mr. W. C. Garretson, principal of McLean Junior High School, contained the following interesting addresses:

"The Articulation of the Junior and Senior High Schools" by Mr. W. S. Forney, principal of Wiley High School.

"The Direct Methods in Modern Language Work" by Miss Eleanor Newton.

"The Technique and Procedure in Setting up a Course of Study" by Dr. Frederick G. Bonser, Teachers College, Columbia University.

"The Constants and Electives in the Junior High School Course of Study" by Mr. E. E. Ramsey, Department of Education, Indiana State Normal School.

About 250 persons from schools surrounding Terre Haute, including Vincennes, Sullivan, Paris and Marshall, Illinois attended this session.

Mr. Lawrence Jones, principal of Sarah Scott Junior High School presided at the evening program. The subjects discussed were:

"The Social Studies in the Junior High School Program" by Dr. I. O. Foster of Indiana University.
"Geography in the Junior High School" by Miss Rose Trueb.

"The Laboratory Methods in History" by Miss Ethel M. Ray.

"Character Building Through Social Science" by Mrs. Kate M. Cox.

"The Standards and Criteria for Evaluating Curricular Material" by Dr. Carl G. F. Franzen, School of Education, Indiana University.

The formal dedicatory exercises were held Saturday, January 28, 1928, at ten o'clock in the school auditorium. The exercises opened with a concert by the Woodrow Wilson Junior High School Band, following which the speakers and honored guests marched to the stage of the auditorium.

Mr. Homer Zenor, president of the Board, presided at the meeting and seated about him on the stage were: Dr. Walter A. Jessup, president of Iowa University, Dr. L. N. Hines, president of the then Indiana State Normal, Dr. Frank Wagner, president of Rose Polytechnic Institute, Mrs. Virginia Acher, school board member and chairman of the dedication committee, Mr. W. F. Mendenhall, treasurer of the Board, Mr. H. J. Deming, secretary of the Board, Rev. A. R. Brown, pastor of the Westminster Presbyterian church, Mr. George C. Carroll, city superintendent of schools, Dr. D. H. Vass, principal of Woodrow Wilson Junior High School, Mr. W. C. Garretson, principal of McLean Junior High School, Mr. Lawrence A. Jones, principal of Sarah Scott Junior High School, Mr. Charles Hyte, principal of Booker T. Washington School, and Mr. Morton A. Lewis, principal of the Lincoln School.
Following the invocation by the Rev. A. R. Brown, President Zenor introduced Mrs. Virginia Acher who spoke on the history and development of the school. The McLean Junior High School Glee Club rendered two selections after which Mrs. B. E. Stahl, president of the Auxiliary Blinn Camp, Sons of Veterans, presented the school a beautiful silk flag. Mr. Vass, in his acceptance of the flag, voiced the appreciation of the school and the intention to carry on the patriotic motives and American standards of which the public schools were an outgrowth.

George C. Carroll, superintendent of the public schools, introduced the principal speaker of the program, Dr. Walter A. Jessup, president of Iowa University, who paid tribute to the presidents of Terre Haute's two colleges, who were present, and stated that one of the greatest aims of American education was public service. He reviewed briefly the establishment of the first schools in America, and their continual growth and contribution to the nation, and the constant problem of keeping them apace with modern developments and changes in living. He dedicated the school to "the newer trends of education, yet keeping the never-changing and ever stable finer qualities of life and to the highest purposes to the end that Terre Haute and Indiana may be better places in which to live, with the firm resolve that concentration and devotion to God be a part of this building forever."

The entire building was open to the public throughout the afternoon and evening of January 28. Lunch was served in the cafeteria immediately after the dedication program.

The department of Physical Education gave an exhibition of drill work in the gymnasium at two o'clock with Mr. Harry Briggs and Miss Dorothea Shickel directing. Throughout the afternoon the Practical Arts Department had boys and girls at work in all the different activities carried on in the school.\[^{55}\]

\[^{55}\text{Ibid., p. 7.}\]
IV. THE ORGANIZATION

A. The Students

Before the building was opened in September, 1927, a preliminary estimate of the initial enrollment that might be expected in the school was made. Following is a tabulation of the figures showing the enrollment in grades 6A to 8A inclusive in the schools that would be the feeders of the new school: 1

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis Park</td>
<td>164</td>
</tr>
<tr>
<td>Sandison</td>
<td>207</td>
</tr>
<tr>
<td>Thompson</td>
<td>99</td>
</tr>
<tr>
<td>Montrose</td>
<td>59</td>
</tr>
<tr>
<td>Fairview</td>
<td>14</td>
</tr>
</tbody>
</table>

This made a total of 543 pupils to enroll in grades 7B to 9B inclusive should they all come. To this number could be added some who might come directly from the eighth grades of parochial schools and some who could come from the Sarah Scott School because of their close proximity to Woodrow Wilson Junior High School. On the other hand some who were included in the Montrose enrollment might go to Sarah Scott Junior High School, and some might elect to go to Gerstmeyer Technical High School to take a vocational or technical course. When the school opened on September 5, 1927, there were 546 pupils enrolled.

1Minutes of the Terre Haute School Board, August 1, 1925 to July 31, 1927, p. 388.
B. The First Principal

June 9, 1927, Superintendent-elect Carroll recommended Mr. D. H. Vass to the Board as principal for the Woodrow Wilson Junior High School. His recommendation read as follows:

"I wish to recommend as principal of the new Woodrow Wilson Junior High School Mr. D. H. Vass, at present a graduate student in the University of Chicago at a salary of $3,000.00 per year. Mr. Vass is a graduate of the Indiana University and in 1924 he received his Master's Degree from the University of Chicago. During the past two years he has been a graduate student in the School of Education of the University of Chicago and will receive his Doctor of Philosophy degree this summer.

"In addition to the unusual training that Mr. Vass has had, he also has seven years experience as principal of junior and senior high schools. Last year Mr. Vass had the opportunity, through the University of Chicago, to become very familiar with one of the largest and best junior high schools in the country. In this institution he became acquainted with some of the best thoughts and practices in curriculum organization in our newest unit of our high school system, the junior high school.

"Mr. Bobbitt of the University of Chicago has stated that 'Mr. Vass ranked in the upper tenth per cent of his class at the university.' He further states, 'In both his general scholarship and his more professional understanding he is well qualified for the work you have in mind.'

"Mr. Reavis of the University of Chicago has rated him very highly in his work in administration and supervision in the university. Dr. Freeman, speaking on behalf of the university, recommends him unqualifiedly for the position for which he has been nominated.

"The Woodrow Wilson School is one of the most modern buildings that can be found anywhere. For that reason in part, we have attempted to recommend as principal one who will be able to build a course of study thoroughly in keeping with the progressive ideas expressed in this building."
At the conclusion of the recommendation Mr. William F. Mendenhall made the motion which was seconded by Mr. H. J. Deming that the recommendation of Mr. Carroll's be concurred in, and that the contract be drawn up and properly executed.

C. The First Faculty

The list of teachers with their credentials and subjects taught follows:

**TABLE VI**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Credentials</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. H. Vass</td>
<td>A.B. &amp; A.M.</td>
<td>Principal</td>
</tr>
<tr>
<td>Paul F. Auscherman</td>
<td>B.S.</td>
<td>Music</td>
</tr>
<tr>
<td>Mary Balch</td>
<td>Life License</td>
<td>Commerce</td>
</tr>
<tr>
<td>James Bowles</td>
<td>B.S.</td>
<td>Practical Arts</td>
</tr>
<tr>
<td>Harry Briggs</td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>Norma L. Buchanan</td>
<td>Life License</td>
<td>Practical Arts</td>
</tr>
<tr>
<td>Alice Dempsey</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>Aenith Denhie</td>
<td>A.B.</td>
<td>Practical Arts</td>
</tr>
<tr>
<td>Mary Derby</td>
<td>Life License</td>
<td>English</td>
</tr>
<tr>
<td>Grace DeVaney</td>
<td>Life License</td>
<td>English</td>
</tr>
<tr>
<td>Norman Dunlap</td>
<td>B.S.</td>
<td>Practical Arts</td>
</tr>
<tr>
<td>Catheryn M. Farr</td>
<td>B.S.</td>
<td>Social Science</td>
</tr>
<tr>
<td>Frances M. Fisher</td>
<td>Life License</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Ruby Fuhr</td>
<td>A.B.</td>
<td>English</td>
</tr>
<tr>
<td>Bertha Harris</td>
<td>Life License</td>
<td>Art</td>
</tr>
<tr>
<td>Mary E. Harvey</td>
<td>Life License</td>
<td>English</td>
</tr>
<tr>
<td>Albert I. Heath</td>
<td>B.S.</td>
<td>Social Science</td>
</tr>
<tr>
<td>Vernah Jarvis</td>
<td>A.B.</td>
<td>English</td>
</tr>
<tr>
<td>Louise Love</td>
<td>A.B.</td>
<td>General Science</td>
</tr>
<tr>
<td>Gretchen McFarland</td>
<td>A.B.</td>
<td>Social Science</td>
</tr>
<tr>
<td>Alice B. McGuirk</td>
<td>B.S.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Edith K. Price</td>
<td>B.S.</td>
<td>Social Science</td>
</tr>
<tr>
<td>Dorothea Rose Shickel</td>
<td>B.S.</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Rose F. Trueb</td>
<td>B.S.</td>
<td>Social Science</td>
</tr>
<tr>
<td>Helen M. Unison</td>
<td>A.B.</td>
<td>Latin, French</td>
</tr>
</tbody>
</table>
TABLE VI (Continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louise J. Van Cleave</td>
<td>Life License</td>
<td>General Science</td>
</tr>
<tr>
<td>Alka L. Van Ulzen</td>
<td>A.B.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mary V. Walsh</td>
<td>Life License</td>
<td>English</td>
</tr>
<tr>
<td>Nola E. Williams</td>
<td>B.S.</td>
<td>Mechanical Drawing</td>
</tr>
<tr>
<td>Elizabeth L. Wolff</td>
<td>A.B.</td>
<td>General Science</td>
</tr>
</tbody>
</table>

*Teachers' Directory, 1927-28, Public Schools of Terre Haute, Indiana.*

D. Definition

Before a true junior high school could be established at the Woodrow Wilson Junior High School, it was necessary to make an extensive study of the junior high school as to definition of terms, aims, assumptions, program of studies, extracurricular activities, ability grouping and all other items that deal with the junior high school. This was accomplished to a great extent through faculty meetings under the direction of the principal.

Although the term "Junior High School" had been in use for several years, there was evidence to show that confusion existed in the minds of many school administrators and educational theorists as to just what a junior high school was. The North Central Association of Colleges and Secondary Schools probably did more to define the term than any other agency in the United States. In 1918 this association unanimously approved the following declaration of principle: "Resolved, That the term

Junior High School, as used by this Association, shall be understood to apply only to schools including the ninth grade combined with eighth grade, or with the eighth and seventh grades, in an organization distinct from the grades above and the grades below." In formulating the above resolution, the Association tentatively defined a junior high school, as far as external organization was concerned.

Many definitions were formulated after 1918. None, perhaps, was wholly satisfactory. The following are among the best that could be found at the time the Woodrow Wilson Junior High School was organized:

Dr. Charles H. Johnston said:

"The Junior High School is the name we have come to associate with new ideas of promotion, new methods of preventing elimination, new devices for moving selected groups through subject matter at different rates, higher compulsory school age, new and thorough analysis of pupil populations, enriched courses, varied and partially differentiated curriculum offerings, scientifically directed study practice, new schools for all sorts of educational guidance, new psychological characterizations in approaching the paramount school problems of individual differences, new school year, new school day, new kind of class exercise, new kind of laboratory and library equipment and utilization, and new kinds of ultimate community service."

The North Central Association Commission on Secondary Schools said, under date of March, 1919:

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"A junior high school is a school in which the seventh, eighth, and ninth grades are segregated in a building (or portion of a building) by themselves, possess an organization and administration of their own that is distinct from the grades above and the grades below, and are taught by a separate corps of teachers. Such schools, to fall within the classification of junior high schools, must likewise be characterized by the following:

1. A program of studies decidedly greater in scope and richness of content than that of the traditional elementary school.
2. Some pupil choice of studies, elected under supervision.
3. Departmental teaching.
4. Promotion by subject.
5. Provision for testing out individual aptitudes in academic, pre-vocational, and vocational work.
6. Some recognition of the peculiar needs of the retarded pupil of adolescent age, as well as special consideration of the super-normal.
7. Some recognition of the plan of supervised study.

Reading and studying these definitions, and accepting and rejecting parts of each gave the faculty a foundation upon which to build.

E. Major Purposes

The major purposes established by such authorities as Calvin Davis, F. F. Bunker, Charles Hughes Johnston, Philip Cox, Guy B. Bennett, David Snedden, Alexander Inglis, Charles H. Judd, Thomas H. Briggs, and Leonard Koos were then studied.

As one of the most vigorous and farsighted champions of the junior high school movement, Judd expressed himself repeatedly in no uncertain terms regarding the functions and
purposes of the new institution. He placed particular emphasis upon the following: 6

"1. To democratize the school system by bridging the gap between the elementary and high school.
"2. To provide a suitable educational environment for the early adolescent.
"3. To provide for individual difference.
"4. To effect genuine economy in education."

Inglis viewed the junior high school movement as at base an attempt to correct the defects of the eight-four plan. He stressed the following as the outstanding purposes of the new institution:

"1. To provide for a better coordination and articulation between elementary and secondary education and for a gradual transition from earlier to later grades in the school system.
"2. To provide for individual differences, both psychological and social.
"3. To do away as far as possible with retardation and elimination.
"4. To reorganize teaching materials and teaching methods."

In a chapter on "Curriculum and Courses of Study" 8 Briggs stressed the following purposes of a junior high school:

"1. To continue, in so far as it may seem wise and possible, and in a gradually decreasing degree, common integrating education.
"2. To ascertain and reasonably to satisfy pupils' important, immediate, and assured future needs.

"3. To explore by means of materials in themselves worth while the interests, aptitudes, and capacities of pupils.

"4. To reveal to pupils, by materials otherwise justifiable, the possibilities in the major fields of learning.

"5. To start each pupil on the career which, as a result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and to the state."

Since the aims as stated by Briggs were generally accepted at the time as the best standards for organization, and since they were stated with such force and clearness, the teaching staff agreed to accept them as the peculiar functions of the Woodrow Wilson Junior High School.

F. Assumptions and General Principles for the Organization of the Program of Activities

Assumptions and general principles could not be formulated until a study had been made of the significant trends in the leading junior high schools of the country. A canvass of the programs of study in operation in a large number of junior high schools revealed that they tended to group into three main forms:

1. The single-curriculum type.

2. The multiple-curriculum type.

3. The constants-with-variables types.

Illustrations of these three major types are shown in tables VII, VIII, and IX.
TABLE VII
A TWO YEAR SINGLE-CURRICULUM TYPE*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7th Grade</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>U. S. History and Civics</td>
<td>5</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>5</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>Physiology and Hygiene</td>
<td>-</td>
</tr>
<tr>
<td>Manual Training, Sewing, and Cooking.</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>( \frac{1}{2} )</td>
</tr>
<tr>
<td>Penmanship and Spelling</td>
<td>( \frac{1}{2} )</td>
</tr>
<tr>
<td>Drawing</td>
<td>1</td>
</tr>
<tr>
<td>Physical Training</td>
<td>-</td>
</tr>
</tbody>
</table>


According to this type, all pupils take identical work, except that the boys have manual training while the girls take sewing or cooking.
TABLE VIII
A MULTIPLE-CURRICULUM TYPE*
(Detroit, Michigan)

<table>
<thead>
<tr>
<th>Subject</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Social Science</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>General Science</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Auditorium</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Art and Design</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Cooking (Girls)</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Household Science (Girls)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Shops (Boys)</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mechanical Drawing (Boys)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE VIII (Continued)

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Business Practice</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Typewriting</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Penmanship</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sewing (Girls)</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

The multiple-curriculum type provides two or more curricula to be pursued by as many groups of pupils.

**TABLE IX**  
A CONSTANTS-WITH-VARIABLES CURRICULUM TYPE*

<table>
<thead>
<tr>
<th>Subject</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>V</td>
<td>C</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Music and Graphic Art</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Industrial or Home Arts</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Modern Foreign Language</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Domestic Arts</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Commercial Work</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Agriculture</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Music</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Algebra or General Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plane Geometry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the plan of organization of this type of program, there are certain constant subjects pursued by each pupil enrolled in a grade and certain variable subjects from which he, with the cooperation of those guiding him, selects enough work to make for him a full curriculum. It is like the multiple-curriculum type in its requirements of constants. It is different in that, instead of adding fixed subjects peculiar to each curriculum in the program, it allows for much greater variety of curricular make-up, permitting the pupil to come in contact with a wider range of variable subjects.

The faculty then made a study of the length of the school day, the core curriculum, and the number of minutes a week allotted to each in the following fourteen schools: Atlanta, Kansas City, Los Angeles, Okmulgee, Pittsburgh, Rochester, St. Louis, and Somerville.

In conclusion, a series of assumptions and principles was formulated. That these assumptions would and could be changed in the light of fuller experimentation was accepted. Therefore, the following statements were made with the understanding that the junior high school was still in the making and that on many of its problems there was much and serious confusion:

1. The junior high is neither a sub-secondary school nor a trade school nor a vocational school. It is essentially an exploratory, try-out, information school.

9See appendix for faculty circulars, pp. 133-137.
2. Exploratory courses are broad in scope, non-technical, and informal. They have been called "Broadening and Finding Courses."

3. Each introductory course, that is, each course offered somewhere in the first three semesters, should both explore the pupil's aptitude for that course and reveal the possibilities for profitable further work in that subject for a particular pupil.

4. Each introductory course should deal with the simpler aspects—or those of more direct application—and defer the "refinements" for later years when they can be better appreciated.

5. An over-view should be presented in the introductory course. To survey the subject field rather than give a specialized course of the type that prevails in the senior high school is the purpose of the general introductory course.

6. Through a systematic and transitional process, the junior high school will furnish necessary preparation for the senior high school.

7. The type of study-course most generally approved is the constant-with-variable type. There is a definite core of required subjects with advised electives.
8. Electives should follow pre-view courses and be chosen in definitely determined directions. Below the A-8 level they are considered ill-advised.

9. Electives may be offered for one of two reasons: First, to take care of the superior pupil and provide the school with a device to increase the work of superior students. This principle of election is applicable only in the senior high school. The junior high school should handle the problem of individual differences by ability-grouping with courses worked out for each group. Second, electives should provide further exploration for a limited amount of early specialization. During the period prior to initial electives, the pupils have demonstrated ability and discovered the line of work adaptable to their interests in the required exploratory courses. The elective is a further "broadening and finding" course. But an elective, following an exploratory, pre-view course, should be in definitely determined directions. The school should know the child's abilities and dispositions to settle down to continuous work of the type to be followed before the election is encouraged or even permitted.
10. Electives are not administrative devices.

The junior high school must assume the responsibility for proper guidance in the matter of electives. Much of the confusion about electives can be settled when each department has opportunity to encourage the student to continued study along lines of proved adaptability and success in exploration; when each department has the right to discourage, and even refuse permission to any student to continue work in a subject field in which the exploration has found him to be wanting in aptitude, ability, and the disposition to go on profitably with that subject; and finally when the administration permits an easy and ready transition from one subject to another without failure to pass.

11. The curriculum will provide for extra-curricular activity and a favorable opportunity to practice the qualities of good citizenship and enjoy that practice.

12. For probable drop-outs, assured values in the units of instruction will be the ideal, but deferred value through continued training should be a part of the program.
13. The administration must permit ability-grouping and the curriculum will adapt itself to ability-groups.

G. The Program of Studies

With the assumptions and principles as a background and the knowledge of the trends in the leading cities of the United States clearly established, the next step was to set up the program of studies of the Woodrow Wilson Junior High School. This program of subjects was intended to develop abilities in the following ten spheres of human life:

1. Healthful living.
2. Responsibility for establishing and the disposition to maintain desirable civic ideals.
3. Knowledge of how to use the fundamental processes in the type of thinking most needed in everyday life.
4. Discovery of interests, aptitudes, capacities.
5. Ability and disposition to enjoy participation in a variety of socially desirable, esthetic, and recreational activities.
6. Information necessary for an appreciation of the past and some evaluation of the present.
7. Information and sufficient "over-view" for a wise selection of a vocation.
6. Information necessary for an elementary interpretation of social and economic contacts in the light of group relations and interdependence in social progress.

9. Ability and disposition to establish and maintain high standards of conduct in personal and social group life.

10. Appreciation of the meaning and importance of worthy home membership.

The program for the school year 1927-2810 included the following subjects: English, general mathematics, social science, health, art, music, practical arts, geography, citizenship, club, general science, social civics, junior business training, typewriting, Latin, and French.

The core curriculum included English, general mathematics, health instruction, social science, and general science. Attention should be called to the finding opportunities of this program. It gave the pupil a chance to find his abilities and interests by introducing a variety of courses in general mathematics, general science, general social science, general courses in commercial subjects, an outlook over the different vocations, and a pre-view of the languages. Conspicuous among the features of the program was the absence of any abrupt change in the subjects of study for the student who passed from.

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10See appendix for 1927-28 program, p. 138.
the eighth to the ninth year. It was believed that this sort of a core curriculum did at least three things; Namely: (1) it continued the common and integrating function of the elementary school, (2) it discovered interests, capacities, and dispositions, and this furnished to both teacher and pupil the information needed for an intelligent choice of electives, and (3) if it were worthwhile for everybody, it was a differentiated subject-content and therefore provided for individual differences. Such a core curriculum rested on the assumption that it could be organized and differentiated so that it would be worthwhile for everybody and have an integrating and finding value.

Electives did not begin until the A-8 level. Electives prior to that time were considered ill-advised. The required, worthwhile course for everybody with both an integrating and a finding value seemed on the whole to be a better way than the unrestricted and unguided elective.

Social science in the seventh grade meant European background of American history and American history, in the eighth grade American history and social civics, and in the ninth grade world history with emphasis upon its social and economic phase.

Practical arts included all shop and domestic art courses. The rotation-try-out-plan was used.

Each teacher had a class in citizenship twice a week for the study of such citizenship problems as outlined in Conduct and Citizenship by Broome and Adams and Citizenship Through Problems by Edmonson and Dondineau. This subject was considered
important enough not to be the concern of any particular
department and most valuable when the entire teaching staff
accepted responsibility for the correlation of good citizen-
ship with the rest of the school work.

The clubs met twice a week but since there was no activity
hour in this first program they rotated with some other subject
on Monday and Wednesday.

The day was divided into six fifty-minute periods with an
additional forty minute home-room period. The time allotment
was:

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25 - 9:15</td>
<td>First Hour</td>
</tr>
<tr>
<td>9:20 - 10:10</td>
<td>Second Hour</td>
</tr>
<tr>
<td>10:15 - 11:05</td>
<td>Third Hour</td>
</tr>
<tr>
<td>11:10 - 12:00</td>
<td>Fourth Hour</td>
</tr>
<tr>
<td>1:00 - 1:40</td>
<td>Home Room Period</td>
</tr>
<tr>
<td>1:45 - 2:35</td>
<td>Fifth Hour</td>
</tr>
<tr>
<td>2:40 - 3:30</td>
<td>Sixth Hour</td>
</tr>
</tbody>
</table>

There were several noticeable changes made in the program
for the year 1928-29. The most outstanding was the install-
ation of an activity hour. This social activity hour was from
11:10 A.M. until noon each day. On Monday the entire student
body assembled in the auditorium for visual education, on
Tuesday and Thursday each student was in a club, on Wednesday
an auditorium program was arranged by the social director, Miss
Nola Williams, and on Friday each student returned to his home
room and the home-room teacher taught hygiene to the class. The
work in hygiene had been previously outlined by the physical
directors.

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11 See appendix for 1928-29 program, pp. 139-140.
Language work began on the A-8 level, but instead of being an elective course it was required of all students. This was a general course about language, which provided a try-out for Latin or French in the ninth year.

Mathematics received three hours a week and in some instances only two hours.

The finding courses in practical arts were completed on the B-8 level.

Music was offered on the B-8 level, and art on the A-8 level.

Junior business training began on the B-8 level.

Students did not elect until the B-9 level. Elections assumed adaptability and disposition to continue with profit the course already taken as a try-out.

In 1930 there were no radical changes made in the program. Health received two hours a week instead of three as in 1928-29, music received more time, and the one hour devoted to hygiene was in this year given over to directed study. Junior business training continued to be offered on the B-8 and A-8 levels, and general language on the A-8 level.

H. Extra Curricular Activities

It was believed that opportunities for participating in and practicing good citizenship in the total-group life of the school should be given the same importance as the finding and

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12 See appendix for 1929-30 program, pp. 141-142.
integrating opportunities in the curriculum. Therefore, such activities as the home room, the school club, the student council, the school paper, the social functions, and the auditorium program became an important part of the course of study. The teacher had complete control of all these activities, and yet remained in the background. The program provided for development of self-expression, appreciation, self-control, cooperation, personal responsibility, leadership, and other qualities necessary to right living in group life. The pupils had the opportunity to live in a democratic organization and to practice with satisfaction the life of a good citizen.

The following objectives were established: (1) to enjoy living life in school as ultimately as it must be lived out of school, (2) to learn the duties of a school citizen and to carry some responsibility for doing them, (3) to find a number of wholesome and healthful recreational interests, (4) to learn how to use leisure time, and (5) to point out the value of play as a moral necessity.

I. The Home Room

The home room served as the unit for the development of the school's program, extra-curricular work, and other items of general school interest. It consisted of students with common interests and similar goals. Being small, the unit offered an effective way to carry out administrative policies and became an agency for student leadership in advancing anything along
the best lines of ideal and types.

A place where intimate contacts and associations were made and used for social and individual growth, the home room presented an opportunity to create and mould mass opinion and action. Under supervision and guidance the home room cultivated social habits of the best school type and made desirable school patterns. Personal responsibility, standards of conduct, group loyalty, obedience and followership, and many other social characteristics were developed.

The administrative purposes of the home room as established by the faculty were: (1) to provide an effective agency to handle routine business in the school, (2) to establish a means for educational and social direction, (3) to learn the history of each student.

The social and integrating purposes were: (1) to practice cooperation, loyalty, and obedience, (2) to develop initiative and responsibility, (3) to guide general school attitudes and to inspire a desirable school spirit, (4) to participate and share in the affairs of a small group, (5) to promote the large-group consciousness and unify the various functions of the school, (6) to inspire pride and respect for school property, the standards of conduct and conversation, health, thrift, and good citizenship in general, (7) to give personal attention to play and work habits, (8) to transact group business through proper parliamentary procedure, and (9) to encourage law-abiding and law-making as a rule of action.
The home-room teacher was the representative of the school for her group of students. It was her task to enroll, advise, counsel, keep the record of, and become well acquainted with the students and their home environment. The home-room group was the basic unit of the entire student body. It occupied a position in the school corresponding to that of a state in the United States. The home-room group had its set of officers and committees to care for its government, and it also had a representative in the student council. This member attended the council meetings and brought back for discussion the recommendations of that group. In turn he attended the student council meeting instructed in the wishes of his room. Thus the home-room organization was the most representative group of the school and the one in which all students were represented and had a voice in school affairs.13

The faculty was organized into committees and worked out home-room programs for the seventh, eighth, and ninth grades on such subjects as "Civic Improvement," "Citizenship Through Character Development," and "Ideal Homes."14

Some of the activities carried on in the home room included election of home-room officers, reading of bulletins, reports of committees, collection of contributions to various funds, and discussions on the school creed.15

13 A more detailed discussion of the home room work can be found in The Advisory System in the Woodrow Wilson Junior High School by James C. Bowles, a contribution of the Graduate School of the Indiana State Teachers College in 1931.
14 See appendix for more complete list of topics, p. 143.
15 See appendix for a more detailed list of home room activities, pp. 144-146.
J. Clubs

An intelligent study of the adolescent did much to convince the teachers that the desire to participate in organized group activities represented a perfectly natural and wholesome reaction on the part of the adolescent, and that it harbored wonderful educational possibilities when properly encouraged and directed. They came to realize that this desire when directed into right channels would result in the development of personality and character and that it would contribute greatly to genuine socialization. This being the case, it was considered a very definite function of the school to prepare the future citizens for effective and wholesome participation by means of the school club. The club program was a collateral activity which did not cheapen the importance of lessons but emphasized wise and sympathetic contact of teacher and pupil. It would be difficult to exaggerate the importance of mutual understanding between teacher and student and the opportunities for guidance which the club set up. It broke down the more or less rigid formality of lesson hearing and gave the child a chance to know some teacher's personality intimately and well.

Each teacher handed in a club outline on which she stated the name, objectives, suggested activities, and references for her club.\[16\] From these outlines the principal compiled a list of the clubs for the school. Each student was then given a list

\[16\] See appendix for a list of clubs, pp. 147-153.
of the clubs, and on this he stated his first, second, and third choice. In so far as it was possible the student was placed in his first choice. Every student was placed in a club.

K. Student Council

The student council of the Woodrow Wilson Junior High School was founded on the following assumptions and principles:

1. Student participation does not mean self-government. The school must recognize that student life is immature, and complete student government will, for this reason, always be a failure.

2. A despotic faculty government is unwise and should have no place in a school system.

3. Student participation and cooperation are in keeping with the democratic movement in other institutions. (The Standard Oil and the Ford Motor Corporation are examples.)

4. Student participation is a process and a device for furthering the aims of education. It is not a panacea for all school ills, and it will not solve the problem of school discipline. That is not its purpose.

5. Student participation is training in citizenship by the invisible teacher, who has the ability to keep control of things and yet remain in the background.
6. Too much should not be expected at first. Look at your own country's process of growth.

The objectives set up were:

1. To substitute participation as a form of social control in the place of teacher domination.

2. To acquaint the student with duties and the responsibilities of the individual in social life.

3. To develop a respect for the group and group-made regulations whether they are the best regulations or not.

4. To promote a spirit of willing cooperation between student and teacher.

5. To promote leadership and followership.

6. To secure, through teacher guidance, the elimination of undesirable practices in school life through a process of participation and growing student responsibility.

7. To provide an opportunity to live in a school as ultimately as the student must live life out of school.

After the faculty had made a thorough study of student participation, the home-room teacher slowly developed favorable sentiment among the students to the student council. The students had to understand the plan and had to be educated to
the responsibility they were to assume. About three months were taken to sell the idea to the students before the council was organized.

Before a student could be elected to the council, he had to measure up to the following requirements:

1. In grades:
   a. An average of C and no F's.

2. In habits:
   a. No use of tobacco.
   b. No use of liquors.

3. In sportsmanship:
   a. Fairness.
   b. The ability to act as a good loser.
   c. Control of one's self.

4. In personal appearance:
   a. Neatness.
   b. Cleanliness and modesty in dress.

5. In attendance:
   a. No unexcused absences.
   b. No unexcused tardies.
   c. No cases of truancy.

The first student council of the Woodrow Wilson Junior High School was organized February 10, 1928. The meeting was held in room 101 and was called to order by Miss Nola Williams, the extra-curricular director. Its members consisted of one representative elected by each home room, one student marshal recommended by the home-room teacher for appointment, the faculty treasurer, the extra-curricular director, and the principal ex-officio. The first two accomplishments were the drafting of a constitution and the formation of a school

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17See appendix for constitution, pp. 153-155.
Meetings were held once each week to carry on the work of the council.

L. School Paper

The first issue of the "Woodrow Wilson World" made its appearance Friday, February 22, 1929. A sketch of the Woodrow Wilson building on a globe of the world topped the front page and stood as an emblem of the publication.

Miss Mina Rappaport, a member of the English department, was the able and efficient advisor. The staff consisted of the editor-in-chief, the managing editor, the assistant editor, the sports editor, society editor, assistant society editor, assistant sports editor, the weatherman, the feature and humor editor, six reporters, business manager, and sixteen advertising assistants.

The function of the paper was to publish school news while it was news, and through its editorial page to aid in forming and guiding public opinion. Here was an opportunity to capitalize the achievements of the school and of its individual members, pupils, and faculty.

The paper was financed by advertisements and a per cent of an activities fee that was charged each student. Thus, each student received a paper each month, and the advisor was relieved of the added responsibility of distribution.

The paper was winner of first place in the all-state newspaper contest conducted by the Indiana High School Press

See appendix for school creed, p. 155.
Association in 1929, 1930, 1931, and 1932. Each year the school received a silver loving cup in recognition of its position as winner of first place. The paper was judged on the basis of a scale involving the style of the paper, structure, quality of reporting school news and general news, quality of reporting sport news, editorials, features, copy editing, headline writing, make-up, printing originality and quality of advertisements.

M. Social Functions

Ample opportunity was provided for purely social recreation by arranging social affairs at frequent intervals. The following rules and regulations formulated by a committee of teachers, the deans, and social director, summarize the nature of the activities:

"1. Any group desiring to hold a social function shall present to Miss Grace DeVaney at least one week before the date of such function, the form entitled 'Social Activity Record.' This form may be secured from her.

"2. Each home room is allowed one social function a semester.

"3. Each club is allowed one social function a semester to be held during a club period.

"4. All 1J, 2J, and 3J and 4J social functions shall be held between the hours of 3:30 and 6:00 o'clock.

"5. If the social function is held in the evening, the hours shall be from 7:30 to 10:00 P.M.

"6. All guests must be members of the student body, members of the faculty, and patrons.

"7. By a ruling of the School Board at their meeting there shall be no dancing in the school building."
N. Assemblies

The school assemblies were held once each week during the activities hour. A committee appointed by the principal carefully planned the programs for the year. Each home room and club was responsible for a program. These programs were both educational and inspirational. The students presided at the assemblies; consequently, announcements by the principal were omitted. The programs included musical numbers, short plays, physical education exhibitions, educational motion pictures, songs and plays by the foreign language classes, elections, assembly "sings", and outside talent.

O. Ability Grouping

The faculty began its study of ability grouping April 5, 1928. Actual classification did not take place until the beginning of the second term in 1929. On April 5, 1928, the faculty received a bulletin from the principal stating that the time had arrived for the classification of the students on the basis of ability or general maturity.

A series of faculty meetings was held and the subject discussed under three general heads: (1) An overview of the data as a basis for grouping; (2) Graphic representation of the data and the procedure in the formation of groups; (3) After grouping--What?

\[19\] See appendix for the assembly program of 1928-29, pp. 156-158.
An overview of the available material on ability grouping brought about several conclusions. Ability grouping could never be absolute and perfect; at best it would always remain relative and approximate. The only perfect grouping of a class of twenty-four would be twenty-four groups. The school's estimate of a student's ability must be a synthetic one, and teachers, supervisors, principals and superintendents must get two types of information, (1) information as to the stage of development which the child has reached, and (2) information as to the child's capacity for development in the future. Attention was directed to the fact that scientific grouping could not be done in a short space of time but that would take time and hard work.

Investigation revealed sectioning in the junior high schools according to the following methods:

1. Chronological Age....Under-age children in fast-moving (x) groups, at-age in average-moving (y) groups, over-age in slow-moving (z) groups.

2. Mental Age..........According to I. Q's.

3. Achievement Age......According to the single subject score, like the reading score.

4. Physiological Age....According to pubescence, pre-pubescence, post-pubescence.

5. Subjective Opinion...According to teacher and counsellor judgment, or the combined judgment of teachers.
As a result of these conclusions a member of the faculty, Miss Edith Price, was appointed to conduct the work of grouping the students. The first test given was the "Terman Group Test of Mental Ability" form B, and this gave the student's Intelligence Quotient. This was followed by the "Stanford Achievement Test" form A, to obtain the reading comprehensive and authentic fundamentals. The "Sargren-Woody Reading Test," form A, and the "Schorling-Clark-Potter Arithmetic Test," form A (Revised) were given to only some of the students as diagnostic tests. In addition the boys were given the "Stenquist Mechanical Aptitude Tests." The Baldwin-Woody Tables, \(^{20}\) were used to obtain the average weight and height of the girls and boys at different ages.

Thus by the beginning of the second term of 1929 the students were classified according to the combination way of determining ability groups. The diagnosis chart \(^{21}\) included chronological age, mental age, intelligence quotient, height age, weight age, arithmetic age, reading rate, reading comprehensive, and mechanical aptitude for boys only.

The left section of the chart was for the raw scores and ages, and the right section was for a graphic representative of the data at the left.


\(^{21}\) See appendix for diagnosis chart, p. 159.
The sections were designated as the 1J\textsuperscript{1}, 1J\textsuperscript{2}, 1J\textsuperscript{3}, 2J\textsuperscript{1}, 2J\textsuperscript{2}, 2J\textsuperscript{3}, 3J\textsuperscript{1}, 3J\textsuperscript{2}, 3J\textsuperscript{3}, 4J\textsuperscript{1}, 4J\textsuperscript{2}, 4J\textsuperscript{3}, 5J\textsuperscript{1}, 5J\textsuperscript{2}, 5J\textsuperscript{3}, 6J\textsuperscript{1}, 6J\textsuperscript{2}, 6J\textsuperscript{3}, etc. The first number meant the semester in the school, as the first semester, second semester, third semester, etc. The "J" stood for junior high school, and the one, two, three, etc., stood for the ability of the group, the one meaning the upper fifth, the two the middle two-fifths, and the three the lower two-fifths.

This did not mean that some students were A students, others B, and still others C. It meant that some (the upper fifth) had a certain capacity for doing school work, while others had less, or rather a different kind of capacity for school work. The point was that one, two, and three groups of students did different types of work in different ways.

P. The School Commission

The school received its formal certificate granting it the rating of a first-class commissioned junior high school February 1, 1929. Rating was based on course of study, activities program, equipment for study as laboratories, libraries, gymnasium, on buildings and grounds, and on professional qualifications of teachers.
V. THE CURRICULUM

Curriculum revision began as early as October 5, 1927. On this date a bulletin was issued by the principal addressed to the chairmen of the departments giving them the general instructions to be followed in working on a course of study. It read as follows:

"In the study and research which your department undertakes in the matter of curriculum revision it is suggested that you call the attention of the teachers to the following points:

"1. A major project in the investigation is to determine the objectives of secondary education. Before any progress can be made in curriculum construction, it is necessary for the workers to have definitely in mind the results which are to be reached. These results are objectives. They should be stated in terms of human abilities, habits, skills, powers, judgments, attitudes, and appreciations. Subject-matter objectives, which specialists are prone to over-emphasize should be put in the background, and your department should focus attention on objectives dictated by human needs.

"2. When the general objectives are tabulated, the task of making a list of objectives for your department should be assigned. What goals are to be aimed at in your department? Please arrange departmental objectives somewhat in the order of their importance, or in the order in which emphasis should be given to them.

"3. That each department draw up a statement of general principles and assumptions--an educational platform--upon which it stands is another important project of this investigation. In making a course of study any department should be guided by general assumptions and principles. So far as the junior high school is concerned, these principles should be in agreement with good junior high school theory and practice. In a later circular a bibliography for each department will be presented."
"4. The next step is to draw up the experiences which pupils will have in attaining the objectives. Under each objective, the teachers of each department may well make a series of numbered statements, stating definitely what the student will do by way of achieving each objective. A pupil-experience is what the pupils do, and you should constantly be on guard against the tendency to make pupil-experiences really become "teacher activities."

"5. Having once laid a definite ground work consisting of objectives, general principles, pupil-experiences, you may then proceed to select the instruction materials which are needed in carrying out the pupil-experiences. This work will consist of largely of an examination of textbooks."

On October 27, 1927, a circular entitled "Instructions to Committees on Revision of Curriculum" was issued. It outlined the steps to be followed in each department which included the setting up of the aims of the department, the working out of the platform of principles and the stating of the educational assumptions on which the department stood, the selecting of the units of instruction, the stating of the objectives under each unit, the stating of the problems under each unit, the working out of a list of reference material under each problem to be used in the supervised study and recitation in mastering the problem, and the making of a suggested list of pupil activities for each problem and a list of desirable outcomes for each unit. This plan was followed rather closely in each course.

A. Social Science

There were so many opinions about the social sciences that the committee members experienced some difficulty in formulating their objectives.
In the following statement of objectives, the committee kept in mind the necessity for training children to act in living situations, to appreciate interdependence in progress, and to assume responsibility for the problems of living together well in the large group whole and the more specialized agencies of society. It was the opinion of the committee that the general scope of the social science course should include a survey of the forces that had made and were making our modern life, the study of our own country as a type case of those forces, and finally, give a picture of that aspect of our living together which was more particularly called social organization. Such material, collected from civics, history, and geography and outlined under a list of units or large problems, as would contribute to problems of living together well made up the social science course.

The objectives were: (1) to understand and appreciate the meaning of cooperation and interdependence in man's progress, (2) to prepare for effective participation in total-group living and to cultivate the disposition to establish and maintain high ideals in the social, economic, and industrial contacts of that participation, (3) to interpret, challenge, evaluate, and contribute to useful action in the several specialized agencies and differentiated groups of American community life.

After these objectives were worked out by the social science department, they were brought before the faculty and discussed. The assignment was:
1. Do you agree with Bobbitt's first statement? (A survey of some attempts to particularize the characteristics of a good citizen will be made, particularly those attempts by Plato, Aristotle, Kant, and John Stuart Mill.)

2. Note how the conditions of early man forced two standards of conduct upon him, the intra-group and the extra-group attitudes and virtues. Have these conditions carried over into our modern situation?

3. What is functional differentiation? Does functional differentiation carry with it extra-group attitudes? How far will the interdependence of specialized groups go in eliminating the extra-group attitude?

4. In our present society is there any way to avoid a differentiation into special groups? If not, how then solve the problem of undesirable extra-group attitudes?

5. Is Bobbitt correct: 'It is not that men are vicious. It is the state of industry-in-division that is vicious'? and 'Our social problem is not a member of dealing with malefactors of great wealth, but rather with the maleficient results of a society-in-division. The dividedness is the malefactor'?

6. What does Bobbit mean by 'the large-group consciousness'? Do you agree with his way of getting it? (See pp. 136, 160-63.)

7. Note the chapter on Moral and Religious Education. Is the thesis of the chapter a good one? Does it offer any argument for or against courses in guidance? for school opportunities to practice good citizenship? for the school club as an informal agency for moral and religious instruction?"

For the seventh grade an overview of man's progress and the factors contributing to it seemed on the whole to be a good plan. The following units stressing four factors that have made modern living were suggested: (1) The Beginnings of Science, cooperation, and Social Organization; (2) How Science Has Multiplied Man's Powers to Live Well in Society; (3) How Language and Communication Have Made It Possible For Man To Be a Time-Binder
and Increased His Powers To Live Well; (4) How Science, Communication, and Cooperation, Have Aided in the Industrial Development of the United States; (5) How Specialization and Cooperation Have Added To Man's Powers To Live Well in Social Life; (6) How Ideals and Aspirations Have Served As Guides For Living Together Well; (7) How Science and Cooperation Have Helped Our Schools Go Forward; (8) How Ideals in Manners and Conduct Serve As Guides For Living Together Well in School; (9) How The School Helps the Student To Find His Proper Place in the Social Organization.

For the eighth grade the Committee suggested a course in American History with the European background, and for the ninth grade a more generalized course dealing with the problems of our present social organization.

The Committee recommended that, as soon as possible, the unit idea of organization be accepted by the junior high school. The trend in the social studies seemed to be a course consisting of series of units in which geography, history, and civics can be related without unnecessary subject distinctions. The point was not that history, geography, and civics as such should be kept on the program, but rather what the child got out of a unit of work. The committee, therefore, recommended the term "fusion" as against "correlation" because a "fused" course looked forward to the child as a citizen while "correlation" usually kept the subject-matter. The ultimate product of the social science course of study was that the various elements from history, civics, and geography were so welded and so fused that distinctive lines disappeared.
B. Health

The committee on health set up the following objectives:
(1) Build bodily vigor and functional strength through "big muscle" activity; (2) Provide fundamental skills in recreational activities that will "carry over" into adulthood; (3) Develop citizenship qualities such as courtesy, self-control, unselfishness, and others usually covered by the term "sportsmanship"; (4) Detect and when possible correct physical defects and wrong health habits of all kinds.

The suggested program in the light of the above objectives included the recent trend from formal toward informal type of activities, vigorous out-of-doors games of team type, and after-school seasonal sports in which practically all participated.

C. Practical Arts

The objectives of the practical arts were as follows:
(1) to offer a fertile field for the expression of the creative impulses of youth, (2) to develop habits of concrete and specific thinking, thoroughness, honesty, and responsibility in solving a variety of life problem-situations, (3) to develop mechanical insight and manual skill, (4) to furnish a prevocational background, (5) to discover abilities, capacities, interests, (6) to understand and appreciate the world of productive industry, the specialized occupational groups which compose it, and the tools, materials, products, and processes in it, (7) to develop the habit of performing one's own practical labors and keeping
that performance at a relatively high standard, (6) to cultivate the disposition to be active and positive in one's home life and affairs in general, and not passive and dependent upon others, (9) to acquire a limited degree of skill in handling a few typical industrial tools, machines, and materials, and (10) to develop an understanding, appreciation, and interest in industrial life.

The committee decided that in industrial arts emphasis should be placed on general education values as opposed to specialized training. The work gave special consideration to vocational and educational adjustment and acquainted the pupils with the advantages and disadvantages offered in the various activities.

The courses should be administered as a part of the junior high school scheme and designed to meet the general needs of the community for intelligent citizenship.

One important distinction was kept in mind that education in the industrial arts in the junior high school was quite different from training given in an industrial occupation in a trade or vocational school. In a vocational school the course should be organized about a single trade or a group of trades. In the junior high school the ideal seemed to be an organization about types of work with emphasis on the general and educational value as opposed to specific training.

For work in the practical arts for girls the course of study organized itself around the following units of instruction: (1) Foods and the Nutritional Phases of Health, (2) Materials
and Styles of Clothing as Related to Health, (3) Home Problems (Home sanitation, marketing and shopping, budgeting, house planning, house decoration and furnishings, higher life in the home, and the wise use of leisure time in the home.)

D. Commercial

In the best junior high schools it was found that a new department was making its appearance. There was a distinct trend toward a fusion or unified course of the commercial subjects. "A Course of Study in Junior Business Training for Junior High Schools," adopted and published by the Philadelphia Board of Education, presented the new point of view for this type of work in the junior high school.

It was too early to say that a "fusion" or the "general" course in commercial work for the junior high school would be practical, or even adaptable, was quite clear; but this trend was certainly in line with the progress already made in the other departments of mathematics, science, and the social studies.

James M. Glass, Director of Junior High Schools for the Pennsylvania State Department of Public Instruction, commented on the importance of this work in the junior high school. He said, "A third unit of instruction, which is not wholly new in the past year or two but which in that time has increasingly been incorporated among the required constants of the program of studies is junior business training or the elements of business."
This constant is also the response made by curriculum builders to society's request that secondary education conform to present day social needs. ¹

The program of subjects recommended by the committee included a course in Junior Business Training as an elective on the A-8 level for two periods a week. The course was continued in the ninth year where it alternated with typewriting throughout the whole year.

This course was carefully considered, and it was recommended for two reasons; namely (1) it was probably the best exploring subject of all the general courses, and (2) it had an immediate assured value and gave an educational return because its content was decidedly worthwhile.

As reports from senior high schools indicated that shorthand and bookkeeping were not suitable for the junior high school, these subjects were not included in the course on Junior Business Training.

E. Junior Business Training

It was the opinion of the committee that in keeping with Junior High School ideas, the objects to be attained by the course in Junior Business Training should be to give the student a knowledge of fundamental business ideas and practices such

¹James M. Glass, "Recent Developments in the Junior High School Field," a paper read by Mr. Glass before the National Association of Secondary School Principals at Cincinnati, February 26, 1925.
that, no matter what career he may later choose to follow, it will be of use to him in conducting the business connected with it correctly and wisely; to give the student a preview of business and its requirements so that when it comes to choosing a career, he may have something definite to base his decision on; to give definite training along such business lines as the student is most likely to find useful to him at the age he will be forced to leave school before entering Senior High School; and to give the student sufficient foundation to enable him to carry second year high school work satisfactory.

F. Typewriting

Typewriting was not considered vocational. The course was to be made of value to those who wished to continue this work in the senior high school by helping the student to establish good habits and give information as to its commercial value.

For those who would not continue the course in the senior high school, this course was intended to help to establish and develop such qualities as accuracy, concentration, neatness, responsibility and control. The study of typewriting also aided the student in spelling and syllabication.

For those who would be forced to leave school before entering the senior high, this course gave the student sufficient and careful training in typewriting to enable him to meet opportunities for receiving better positions at better pay.
G. Mathematics

The mathematics committee submitted the following objectives: (1) to recognize and provide for the individual differences of pupils, (2) to provide for exploration in the field of mathematics, (3) to develop a feeling of responsibility for mathematical accuracy, (4) to meet the practical needs of the pupil by enabling him to solve problems arising out of his immediate experiences, or out of experiences to be encountered in the relatively near future, (5) to develop the pupil's appreciation of the influence of mathematics on the progress of civilization, (6) to secure a progressive understanding of the nature of the fundamental processes and their definite relation to each other, (7) to enable the pupil to acquire those ideas and concepts in terms of which the quantitative thinking of the world is done, (8) to develop an appreciation of truth and power through the laws of mathematics, (9) to enable the pupil to generalize arithmetical processes by the use of algebra, (10) to develop an inquiring attitude of mind, (11) to cultivate an appreciation of the beauty of geometric form as it is expressed in nature, art, and industry, (12) to develop the ability to recognize and determine relationships between magnitudes, (13) to develop an understanding and appreciation of the need for further mathematical equipment to meet the individual pupil's actual and prospective needs, (14) to acquaint the pupil with some of the important historical aspects of mathematics, (15) to develop ideals of power, accuracy, and speed in solving problems, (16) to present mathematical material in harmony with the way children
learn, and (17) to develop the ability to analyze the more complex mathematical situations into their simpler parts.

The committee found very little objective evidence indicating the best order of topics for the accomplishment of the aims and objectives in the mathematical field. No one seemed to know what was the best order of topics nor how much time should be devoted to each in an ideal course. The material represented a more or less detailed statement of the topics by half-years.

It was the opinion of the committee that the work included in grades seven and eight should be required of all pupils. No differentiation due to special needs should be made before the beginning of the ninth grade. In the ninth year the pupil might continue with his study of general mathematics or he might elect algebra instead.

The materials selected were intended to give the pupil as broad an outlook over the various fields of mathematics as was consistent with sound scholarship. If properly presented, they would enable the pupil to find himself, to test his abilities and aptitudes, and to secure information and experiences which will help him choose wisely his later course and ultimately his life work.

H. General Language

Since the principal of the Woodrow Wilson Junior High School was earnestly in agreement with the idea that a general language course was in keeping with the best junior high school practice,
a course in general language was placed in the program of studies in the A-8 level at the beginning of the second year of the school, September, 1928. Miss Ruby Fuhr, a member of the language department, worked untiringly the year previous to 1928, preparing the work for the students. Material was organized on the basis of certain assumptions concerning the functions of the junior high school.

The first assumption was that the approach to new fields should be by way of general introductory courses. An outlook and overview of new subjects was thought to be desirable for young adolescents rather than mastery of specialized parts of the subjects. Thus, studies about language in general, including such matters as man's development of the tool of language and the relationship of the Indo-European languages should be included.

The second assumption taken into consideration in this course was that pupils should have revealed to them the possibilities in the major fields of learning by means of studies that were otherwise justifiable. On this basis simple philology, simple etymology, roots, prefixes, and suffixes were included.

The third assumption was that junior high schools should be an agency for testing pupils' tastes, interests, and capacities. Not all pupils were believed to be capable of making a success of foreign language work. Some are predestined by nature and society to failure in such endeavors, something that should be found out before a pupil embarked upon that kind of specialized study. Some find in the field of foreign language the most delightful agency for developing their particular individuality.
To meet this situation propaedeutic lessons each in Latin, French, German, and Spanish were provided whereby a pupil could get an idea of the profits and the pains to be expected, as well as his possibility of success.

Fourth, while furnishing certain pupils an opportunity to test their reach in foreign language, the course was designed to have much common integrating material of social, historical, and cultural value to all pupils, whether or not they found themselves with any aptitude for further specialized study. In case they did, they had the proper emotional attitude set up with which to approach foreign languages. Therefore, the course was organized in the hope of its serving four functions:

1. A common integrating function.
3. A selective function.

The objectives were of three general types: (1) appreciation, (2) academic, and (3) orientation guidance. The appreciation type was concerned with developing an appreciation of the significance of language as a social force and an appreciation of the richness of English. The academic phase served to increase knowledge of English and the orientation guidance objectives had to do with furnishing enough propaedeutic lessons in at least two languages besides English to give individuals an opportunity to discover whether they had any aptitude to pursue such work further. The three types of objectives did not signify three different lines of work presented one after...
In planning a science course for the Woodrow Wilson Junior High School, the committee kept in mind the type of science instruction that would best serve the student and the community.

The general objectives formulated were: (1) To gain a knowledge of subject-matter contained in the units; (2) To give opportunity for acquaintance with simpler application of science in their everyday life; (3) To correct practices resulting from ignorance; (4) To provide the pupil with the opportunity for the manipulation of such implements as he will use later in life so as to bring him as closely as possible to the reality of after-school life.

An outline of the work follows:

Natural Science--B-7

UNIT I: OUR DEPENDENCE UPON OUR SURROUNDINGS

Problem 1: What materials does nature furnish?
Problem 2: What are the important forces of nature?
Problem 3: How does man make use of the materials and forces of nature to improve his surroundings?

UNIT II: OUR FOOD SUPPLY

Problem 1: What are the sources of your food?
Problem 2: Why do you eat food?
Problem 3: Why should you select your food?
Problem 4: Why are foods cooked?
Problem 5: How and why are foods kept from spoiling?
UNIT III: OUR WATER SUPPLY
Problem 1: What are the important sources of water?
Problem 2: How do pumps work?
Problem 3: Why do cities construct reservoirs and standpipes?
Problem 4: How is water controlled in our homes?
Problem 5: How is water purified?
Problem 6: How is water kept pure?

UNIT IV: KEEPING IN GOOD PHYSICAL CONDITION
Problem 1: How is the body like a machine?
Problem 2: What becomes of the food you eat?
Problem 3: How is air used by the body?
Problem 4: Why should we keep our bodies clean?
Problem 5: Why do you need exercise and rest?
Problem 6: How can you take care of your eyes?
Problem 7: How can you give first aid to the injured?

UNIT V: SELECTION AND CARE OF CLOTHING
Problem 1: How does clothing protect the body?
Problem 2: How can you know the kind of fibers in your clothes?
Problem 3: How is clothing kept clean and sanitary?
Problem 4: How are spots and stains removed?

UNIT VI: SAFEGUARDING OUR HEALTH
Problem 1: How do germs make you sick?
Problem 2: How are germs spread?
Problem 3: How does the body protect itself against germs?
Problem 4: How can you prevent the spread of germs?
Problem 5: How can you help the body protect itself?

UNIT VII: OUR USE AND CONTROL OF FIRE
Problem 1: What is fire?
Problem 2: How are fire materials obtained?
Problem 3: How can you prevent destructive fires?
Problem 4: How are fires put out?
UNIT VIII: THE USE OF FIRE IN THE HOME
Problem 1: Why does a stove heat a room better than a fireplace?
Problem 2: How does a hot air furnace heat and ventilate a building?
Problem 3: How does a hot water heating plant operate?
Problem 4: How does a steam heating plant operate?
Problem 5: How does a cook-stove work?
Problem 6: How are gas burners regulated?
Problem 7: How does the fireless cooker work?
Problem 8: How does a thermos bottle keep things hot or cold?

UNIT I: THE EARTH ON WHICH YOU LIVE
Problem 1: How can you locate the stars?
Problem 2: What is the nature of the principle bodies in the solar system?
Problem 3: How did the earth come to be as it is today?
Problem 4: Why do the days and nights differ in length?
Problem 5: Why do the seasons change?
Problem 6: How do we get correct time?

UNIT II: CLIMATE AND WEATHER
Problem 1: Why does the temperature of the air vary?
Problem 2: What causes changes in rainfall?
Problem 3: Why does the wind blow?
Problem 4: Why do weather changes usually come from the west in many parts of the United States?
Problem 5: Of what value is the knowledge of weather and climate?

UNIT III: CONSTRUCTION MATERIALS
Problem 1: How is wood prepared for building purposes?
Problem 2: What are the characteristics of the principal building stones?
Problem 3: How is clay used for building?
Problem 4: How is cement made and used?
Problem 5: How is lime used for building purposes?
Problem 6: How is glass manufactured?
Problem 7: How are metals obtained and used?
UNIT IV: HOW SIMPLE MACHINES ARE USED
Problem 1: What is a machine?
Problem 2: Do machines save work?
Problem 3: How are machines made more efficient?
Problem 4: How can one kind of energy be changed to another?
Problem 5: How can air be put to work?
Problem 6: How is water power harnessed?

UNIT V: USING THE FORCE OF STEAM AND EXPLODING GAS
Problem 1: How is steam generated for power purposes?
Problem 2: How does steam run an engine?
Problem 3: How does the gasoline engine work?
Problem 4: How does the gasoline engine run an automobile?

UNIT VI: ELECTRIC CELLS
Problem 1: How do electric cells work?
Problem 2: How can you measure electricity?
Problem 3: How should cells be connected?
Problem 4: How does a storage cell work?

UNIT VII: ELECTRICITY PUT TO WORK
Problem 1: How does a dynamo generate electricity?
Problem 2: How is electricity transmitted?
Problem 3: How does an electric motor work?
Problem 4: How is electro-plating done?
Problem 5: How is electric heat used?

UNIT VIII: LIGHTING OUR HOMES
Problem 1: How is sunlight used?
Problem 2: How does gas furnish light?
Problem 3: How are buildings lighted with electricity?
Problem 4: How is proper lighting obtained?

UNIT IX: COMMUNICATING WITH OUR NEIGHBORS
Problem 1: How are sound and light used for communication?
Problem 2: How are messages sent by telegraph?
Problem 3: How do the electric bell and buzzer send messages?
Problem 4: How does the telephone work?
UNIT X: TRANSPORTATION

Problem 1: Of what importance is transportation to you?
Problem 2: How do boats and ships float?
Problem 3: How do sailboats work?
Problem 4: How are ships propelled and steered?
Problem 5: How do air going vehicles move?

The course of the ninth year was an organized study of environment with emphasis upon biology. It was a continuation of the course in the seventh and eighth years where emphasis was placed upon the social and civic significance of scientific problems. In the ninth year the work placed emphasis upon life in its biological meaning. In addition to the objectives already stated, the work for ninth grade science aimed (1) to develop powers of observation for the purpose of training in the process of inductive thinking, and (2) to open to the student the possibilities of the field of science and give birth to an "overpowering curiosity to know the truth."

J. English

The English committee submitted the following objectives: (1) to guide pupils in gaining a rich, varied literary experience, which will develop in them a greater appreciation and understanding of life; (2) to develop permanent interests and abilities to be used in securing information in the worthy use of leisure time; (3) to enrich and humanize the individual, through guidance in good reading; (4) to lead the pupils into effective habits of reading good books; (5) to become acquainted inductively with a reasonable number of pieces of
good literature, thereby assimilating standards of taste and judgment; and (6) to develop habits of reasonable effectiveness, and accuracy in the expression of their own experiences and their own thinking about topics within the levels of their maturity.

It was believed that these objectives of the English curriculum could best be realized in the junior high school by teaching the functional values of literature rather than teaching the intrinsic, artistic values, or the historical development. The purely literary approach should be reserved for the senior high school. To carry out this idea, the English curriculum should have a definite organization centering around interpretative cores of thought. These centers should present a related and progressive survey of the chief elements of joyful, successful daily living. These centers of life activities, interpreting life relations are to be placed before the children through abundant class and library reading of good literature.

Since we hold that life is the greatest thing after all, the life of the child at its time and in its measure, no less than the life of the adult, then the ever guiding principle in the making of a curriculum must be: "What constitutes a life rich in present and permanent values at every stage of existence?"

With this principle constantly in mind the committee to outline the part of the curriculum in composition and rhetoric
for the junior high school tried to make it:

1. The under-lying basis of the subject matter.

2. The under-lying basis for the selection and organization of the subject matter.

3. The under-lying basis of the methods of procedure.

4. The under-lying basis of the outcomes.

In formulating the objectives for the course in composition the committee kept in mind that the aim of education was to enrich life at its various levels and that life would be made more abundant in proportion as its changes were in accord with the general aims of education: health, command of the fundamental processes, worthy home membership, worthy leisure, and ethical character.

The general aim of oral composition was to teach the child to use his mother-tongue as a means to an end--that is, to express clearly and adequately a thought that he had in mind in such simple and forceful language that his hearers would understand what he wished them to know.

The general aim of written composition was to give the child an effective instrument of social communication so that he would secure freedom in writing through the wise selection of material and through the knowledge of correct form.

The general aim of grammar was to give that knowledge of the subject necessary to correct and effective usage of the English language.
The specific objectives of these three briefly stated from each grade of the junior high school were:

1. Seventh grade--clearness of expression.

2. Eighth grade--interest in English expression.

3. Ninth grade--ability to make an appeal through correct and effective English.

In order that pupils may be able to fill those places in life best for them and best for society, they must be equipped with adequate information, useful habits and skills, worthy attitudes, lofty ideals, and discriminating appreciations in health, in family, in industry, in citizenship, in recreation, in religion. To accomplish this, one must know the pupil activities that require a use of English composition. From information secured through questionnaires filled out by junior high school pupils, these activities resolve themselves into six types: (1) social; (2) civic; (3) business; (4) religious; (5) domestic; (6) leisure.

A series of school activities that will help meet these needs are: making reports, giving directions, debate, story telling, conversation, making speeches, and salesmanship talks. In written composition are included letter writing, original composition, writing formal and informal notes, talking and organizing notes, and written reports.

The aims of spelling were: (1) to strengthen the desire to spell correctly, (2) to teach the careful study of words to insure correct spelling, (3) to teach the correct spelling of
words the student will probably use during school as well as in after life, (4) to develop the meaning and use of words used in spelling exercises.
VI. APPENDIX

A. Bibliography

1. Primary Sources


Minutes of the Terre Haute School Board, August 1, 1917 to July 31, 1919. P. 569.


Minutes of the Terre Haute School Board, August 1, 1921 to July 31, 1923. Pp. 151, 291, 472.


Minutes of the Terre Haute School Board, August 1, 1927 to July 31, 1930. Pp. 4-5.


2. Secondary Sources


Department of Superintendence. The Fifth Yearbook, The Junior High School Curriculum. Published by the National Education Association of the United States, February, 1927.

Company, 1932.


Lyman, Rollo La Verne, and Cox, Philip W. S. Junior High School Practices. Chicago: Laidlaw Brothers, 1925.


Report of Committee of Fifteen on Elementary Education.


Report of the Committee on College Entrance Requirements.


B. "Real Estate Option"

"For and in consideration of the sum of one dollar ($1.00), receipt of which is hereby acknowledged, the undersigned Deming Land Company, a corporation organized under the laws of the State of Indiana, hereinafter designated as party of the first part, agrees to give and does give to the Board of Schools Trustees of the City of Terre Haute, hereinafter designated as party of the second part, for a term of one month, from February 18, 1921, to March 18, 1921, and for no longer term, the exclusive right and option to purchase the following described real estate situated in the City of Terre Haute, Vigo County, Indiana, to-wit:-

"All of the land lying East of the East line of Barton Avenue and West of the West line of Twenty-Third Street, North of the North line of Poplar Street and South of the South line of South line of an alley running East and West South of Ohio Boulevard;

"All of the land lying East of the East line of Twenty-Third Street and West of the West line of Twenty-Fourth Street, North of the North line of Poplar Street South of the South line of an alley running East and West South of Ohio Boulevard;

"All of the land lying East of the East line of Twenty-Fourth Street and West of the West line of Twenty-Fifth Street, North of the North line of Poplar Street and South of the South line of an alley running East and West South of Ohio Boulevard;

"The three tracts of land above described are as shown on the plat of Deming, a subdivision of a part of the West One-half of Section 23, Township 12, North, Range Nine (9) West, lying South of Vabash Avenue, in the City of Terre Haute, recorded in the office of the County Records of Vigo County, Indiana.

"The terms and conditions of this option Contract are as follows, to-wit:-

"Twenty-eight Thousand Five Hundred Dollars ($28,500.00) to be paid in cash, or promissory note payable on or before five years after date at the First National Bank, Terre Haute, Indiana, bearing interest after two years from date at the rate of five per cent (5%) per annum to party of the first part, by party of the second part, upon delivery by party of the second part of a good and sufficient Warranty Deed from party of the first part accompanied by a complete and properly prepared abstract of title to said real estate, showing the title to be good and merchantable.

"It is agreed and understood that this Option Contract shall not be assigned by said party of the second part to any party other than the School City of Terre Haute, that the land mentioned herein and option to purchase which is given hereby shall be used as a site for a high school building and
other school and public purposes, such provision for use to be included in the deed of conveyance. It is also to be provided in the deed of conveyance that the grantee shall pay all taxes for the year 1921 payable in 1922.

"A written acceptance served upon the party of the first part by party of the second part by mailing said acceptance, or a written or verbal notice delivered personally on or before the date of the maturity of this Option to the party of the first part, shall be sufficient notice of the determination of said party of the second part to exercise said Option. In the event that said Option is exercised, the transaction is to be completed as quickly as can reasonably be done, taking into consideration any legal processes necessary for the completion of said transaction.

"IN WITNESS WHEREOF Deming Land Company has caused this instrument to be executed by its President, attested by its Secretary this 18th day of February, 1921.

Deming Land Company
By Demas Deming
President

Attest:

L. E. Waterman    Secretary\(^1\)

\(^1\)Minutes of the Terre Haute School Board, August 1, 1919 to July 31, 1921, p. 405.
C. "Resolution

"BE IT RESOLVED, that the following buildings be erected and constructed, and that the following repairs be made:

"(a) A High School Building or buildings, having a present school capacity of approximately five hundred pupils, and so designed that this capacity may in the future be doubled; said High School to be built on a tract of ground approximately 700 feet by 900 feet square.

"(b) A Grade School Building of approximately the same student capacity as the present Booker T. Washington building; said Grade School Building to be built on a tract of ground approximately 300 feet square.

"(c) A Gymnasium, Auditorium, and Class Room Building; also a separate heating plant to be built on the tract of ground now owned by said School City, and adjoining the Wiley High School on the south.

"(d) Repairs to Wiley High School Building, which, with the improvements mentioned in item "c" above, will be sufficient to make it a modern school building and,

"BE IT FURTHER RESOLVED, the Johnson, Miller, and Miller, architects of the city of Terre Haute, Indiana, be employed as the architects to prepare the plans and specifications for, and to superintend the erection and construction of said buildings and repairs and,

"BE IT FURTHER RESOLVED, that the following form of contract between the School City of Terre Haute, Indiana, and said Johnson, Miller and Miller be approved as to form, and that the President and Secretary of the Board be, and they hereby are authorized and directed to enter into said contract for and on behalf of the School City of Terre Haute, Indiana,

"Agreement

"This Agreement, made by and between the Board of Trustees of the School City of Terre Haute, Indiana, acting for and on behalf of the School City of Terre Haute, Indiana, hereinafter known as the "School City" and McMillan H. Johnson, Jr., Warren D. Miller and Ewing H. Miller, a partnership, doing business under the firm name of Johnson, Miller and Miller, hereinafter known as the "Architects."
"Witneseth: First. That said School City hereby employs said Architects to prepare plans and specifications and superintend the erection and construction of the following school buildings to be erected on property belonging to said School City, and of repairs to be made on buildings now belonging to said School City, to wit:

(a)
(b)
(c)
(d)

"Second. Said Architects agree at their own cost and expense to prepare in a modern and workmanlike manner, complete plans and specifications and superintend the erection and construction of said buildings and repairs.

"Third. Said School City agrees to pay said Architects as the full consideration therefor, a commission of five per cent (5%) of the contract price of said buildings and repairs, to be paid as follows, and subject to the following conditions:

Said Architects shall immediately prepare tentatively plans and specification for all of said work, and shall furnish estimates of the cost to the said School City, of each of the four above-mentioned items designated "a", "b", "c", and "d" separately and upon approval by said School City of the plans and specifications on any item, said School City shall pay said Architects one-fourth (1/4) of one per cent (1%) of the estimated price of said item. Upon the completion of the tentative plans and specifications and estimates of cost by said Architects, and the approval thereof by said School City of all said items, then said School City shall, as soon as practical thereafter, file the petition in the Office of the State Board of Tax Commissioners, asking the approval of said State Board of Tax Commissioners of an issue of bonds to defray the cost of all of said buildings and repairs. If said State Board of Tax Commissioners shall fail or refuse to approve said proposed bond issue, then and in that case said School City shall have the right to abandon all further work under this contract, and this contract shall be considered terminated, and the one-fourth (1/4) of one per cent (1%) of the estimated cost of said buildings and repairs theretofore paid to said Architects, shall be considered full compensation for their work, and a complete satisfaction, as far as the said School City is concerned, of this contract.

If however, said State Board of Tax Commissioners shall approve this proposed bond issue, or shall approve a bond issue to cover the cost of any one or more of said above described items, then said Architects shall proceed to prepare complete working plans and specifications upon such items as bonds for the erection or repair of which have been approved by said State Board of Tax Commissioners.
"Upon the completion of said working plans and specifications, and the approval thereof by said School City, said School City shall advertise for bids for the erection and construction of said buildings or repairs according to said plans and specifications.

"Upon any responsible bidder agreeing to erect and construct said buildings or repairs, or any one or more of said items for a price that does not exceed the estimated cost made by said Architects, then and in that case said School City agrees to pay said Architects upon such items as the bid is within the estimate, a sufficient amount to make the total amount paid, including the payment of one-fourth (\(\frac{1}{4}\)) of one per cent (1\%) of the estimated price, equal to two per-cent (2\%) of the construction price of such items. Said School City may also, at its option, accept a bid or bids on such buildings or repairs, which bids are in excess of the estimated cost, in which case said School City agrees to pay said Architects on the same basis as herein-above agreed to be paid in the event the bid is within the estimated cost.

"Upon the items wherein the construction price is within the estimated price, and upon such other items as said School City shall accept bids which are above said estimates, said School City agrees to enter into a contract or contracts with said bidder or bidders, for the erection and construction of said item or items, and thereafter the remainder of said commission to said Architects, said remainder being three per cent (3\%) of said construction price, shall be paid to said Architects upon the same basis and at the same times, and in the same manner that estimates are allowed to the contractors under their building contracts.

"Fourth. The said Architects shall not deviate from the plans and specifications finally accepted by said School City, except upon the written consent of said School City.

"Fifth. Said Architects agree to employ at their own cost and expense a superintendent for each building, who shall be acceptable to said School City, said superintendents shall remain on their said respective jobs during the entire construction thereof. Said superintendents, or any of them, shall be subject to removal by said School City at any time, and in case of such removal, said Architects agree to so employ another superintendent, who shall be subject to the approval of said School City and with the same right of removal.

"Sixth. Said Architects agree to give bond, payable to said School City, in the sum of 'Ten Thousand' (\$10,000.00) Dollars, subject to the approval of said School City, for the faithful performance of the Architects' part of this contract.
"Seventh. The plans and specifications for said buildings and repairs shall comply and be in strict accordance with the laws of the State of Indiana, the Ordinances of the City of Terre Haute, Indiana, and all rules and regulations made therefor by the State Board of Health, the State Board of Education, or any other governmental agency.

"IN WITNESS WHEREOF, the parties have hereunto affixed their signatures, this 31st day of October, 1919.

School City of Terre Haute, Indiana.

By________________________President.

Attest:

________________________Secretary.

________________________Architects"

"Motion by Mr. O'Mara, second by Mr. Greenleaf, that resolution be adopted. Carried by the following vote:
Ayes - Messrs. Gerstmeyer, Greenleaf, Haupt, and O'Mara, Noes - none."
### D. Bids for "General Construction"

<table>
<thead>
<tr>
<th>Contractors</th>
<th>Base Bid</th>
<th>Stage Curtain &amp; Rigging Installed</th>
<th>Alt. #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moran Construction Company</td>
<td>$619,000.00</td>
<td>$1,850.00</td>
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<td>Strandberg Bros. Company</td>
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<td>Murch Bros. Construction Company</td>
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<td>Davis-Hunt Construction Company</td>
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<tr>
<td>English Bros.</td>
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<tr>
<td>Leslie Colvin</td>
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<td>Wm. Jungclaus Construction Company</td>
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<tr>
<td>Great Lakes Construction Company</td>
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<td></td>
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<tr>
<td>Ainsworth Construction Company</td>
<td>$563,845.00</td>
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<td>Wm. Caton &amp; Son</td>
<td>$468,000.00</td>
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<td>North-Raffin Construction Company</td>
<td>$536,813.00</td>
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<table>
<thead>
<tr>
<th>Art, Stone Installed</th>
<th>Walks and Drives Installed</th>
<th>Gum Int. Trim Used</th>
<th>Main Ent. Tower, Faced Brick, Place Stone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt. #2</td>
<td>Alt. #3</td>
<td>Alt. #4</td>
<td>Alt. #5</td>
</tr>
<tr>
<td>-$12,000.00</td>
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<tr>
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The contract for general construction was awarded to William Caton and Son on their base bid of $468,000.00, Alternates Nos. 1, 3, 8, and 9, amounting to $18,116.00, making a total of $486,116.00."
### E. Bids for "Wiring"

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<tr>
<th>Contractors</th>
<th>Base Bid</th>
<th>Tower Clock Furnished &amp; Installed Alt. #1</th>
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<tbody>
<tr>
<td>Drieman Bros. Electric Company</td>
<td>$19,730.00</td>
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<td>Indiana Electric Company</td>
<td>$18,925.71</td>
<td>1,185.00</td>
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<tr>
<td>Valley Electric Company</td>
<td></td>
<td>+ 1,000.00 + 1,000.00</td>
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<tr>
<td>Miller Electric Company</td>
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<tr>
<td>Sandborn Electric Company</td>
<td>19,950.00</td>
<td>+ 3,530.00</td>
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<tr>
<td>C. S. Smith Electric Company</td>
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<td>Hatfield Electric Company</td>
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<td>Freitag-Weinhardt Company</td>
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<tr>
<td>T. M. Best</td>
<td>25,000.00</td>
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<table>
<thead>
<tr>
<th>Automatic Telephone Installed</th>
<th>Electric Fixtures Lighting</th>
<th>Stage &amp; Auditorium Wiring Omitted Alt. #2</th>
<th>Alt. #3</th>
<th>Alt. #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>+$3,696.00</td>
<td>+$4,488.00</td>
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<tr>
<td>+ $3,180.90</td>
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<td>+ 4,716.00</td>
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<td>+ 5,120.00</td>
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</table>

The contract for wiring the building was awarded to the Valley Electric Company on their base bid of $18,925.71 with Alternates Nos. 1, 2, and 3, amounting to $8,244.49, making a total of $27,170.20."
F. Bids for "Heating

<table>
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<tr>
<th>Contractors</th>
<th>Base Bid</th>
<th>Dual Control System Installed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freitag-Teinhardt Co.</td>
<td>$ 93,379.00</td>
<td>+$2,000.00</td>
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<tr>
<td>Wm. V. Hoier Company</td>
<td>101,660.00</td>
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<tr>
<td>Prox &amp; Burget</td>
<td>95,217.00</td>
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<tr>
<td>O'Laughlin Bros.</td>
<td>94,759.00</td>
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<tr>
<td>Wissel &amp; Christman</td>
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<td>+ 2,100.00</td>
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<tr>
<td>O. A. Toelle</td>
<td>94,755.00</td>
<td>+ 2,100.00</td>
</tr>
<tr>
<td>Sodemann Heat &amp; Power Co</td>
<td>97,497.00</td>
<td>+ 1,000.00</td>
</tr>
<tr>
<td>Freyn Bros.</td>
<td>75,975.00</td>
<td>+ 2,450.00</td>
</tr>
<tr>
<td>Vehorn &amp; Osterfeld</td>
<td>85,896.00</td>
<td>+ 1,200.00</td>
</tr>
<tr>
<td>W. H. Johnson &amp; Son</td>
<td>96,327.00</td>
<td>+ 2,338.00</td>
</tr>
<tr>
<td>Gottman &amp; Webber</td>
<td>88,777.00</td>
<td>+ 1,088.75</td>
</tr>
<tr>
<td>Peters-Eichler Heat Company</td>
<td>94,472.00</td>
<td>+ 2,700.00</td>
</tr>
<tr>
<td>Heating Service Company</td>
<td>101,500.00</td>
<td>+ 1,850.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Air Washers Omitted</th>
<th>O Zone Machines Omitted</th>
<th>Electrical Vacuum Pump</th>
<th>Stokers Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt. #2</td>
<td>Alt. #3</td>
<td>Alt. #4</td>
<td>Alt. #5</td>
</tr>
<tr>
<td>-$4,457.00</td>
<td>-$1,234.00</td>
<td>+$711.00</td>
<td>-$4,100.00</td>
</tr>
<tr>
<td>- 7,000.00</td>
<td>- 3,000.00</td>
<td>+ 1,100.00</td>
<td>- 3,000.00</td>
</tr>
<tr>
<td>- 4,489.00</td>
<td>- 1,228.00</td>
<td>+ 653.00</td>
<td>- 4,089.00</td>
</tr>
<tr>
<td>- 4,669.00</td>
<td>- 1,225.00</td>
<td>+ 655.00</td>
<td>- 4,127.00</td>
</tr>
<tr>
<td>- 4,323.00</td>
<td>- 1,148.00</td>
<td>+ 718.00</td>
<td>- 4,576.00</td>
</tr>
<tr>
<td>- 4,510.00</td>
<td>- 1,148.00</td>
<td>+ 745.00</td>
<td>- 4,120.00</td>
</tr>
<tr>
<td>- 4,620.00</td>
<td>- 1,043.00</td>
<td>+ 600.00</td>
<td>- 2,982.00</td>
</tr>
<tr>
<td>- 3,750.00</td>
<td>- 1,000.00</td>
<td>+ 550.00</td>
<td>- 2,875.00</td>
</tr>
<tr>
<td>- 4,290.00</td>
<td>- 1,361.00</td>
<td>+ 742.00</td>
<td>- 2,835.00</td>
</tr>
<tr>
<td>- 4,531.00</td>
<td>- 1,237.00</td>
<td>+ 646.00</td>
<td>- 3,428.00</td>
</tr>
<tr>
<td>- 5,153.00</td>
<td>- 1,403.00</td>
<td>+ 672.00</td>
<td>- 3,765.00</td>
</tr>
<tr>
<td>- 5,200.00</td>
<td>- 1,260.00</td>
<td>+ 600.00</td>
<td>- 2,760.00</td>
</tr>
<tr>
<td>- 4,200.00</td>
<td>- 3,100.00</td>
<td>+ 100.00</td>
<td>- 3,200.00</td>
</tr>
</tbody>
</table>

The contract for installing the heating plant was awarded to Freyn Brothers, Indianapolis, Indiana, on their base bid of
$79,375.00, with the addition of Alternates Nos. 1 and 4, $3,000.00, and the deduction of Alternates Nos. 2 and 3, making the net bid $77,625.00."

G. Bids for "Plumbing"

<table>
<thead>
<tr>
<th>Contractors</th>
<th>Base Bid</th>
<th>Alt. #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freitag-Weinhardt</td>
<td>$39,094.00</td>
<td>+$612.00</td>
</tr>
<tr>
<td>Prox &amp; Burget</td>
<td>42,856.00</td>
<td>+595.00</td>
</tr>
<tr>
<td>O'Laughlin Bros</td>
<td>40,034.00</td>
<td>+641.00</td>
</tr>
<tr>
<td>Wissel &amp; Christman</td>
<td>53,289.00</td>
<td>+595.00</td>
</tr>
<tr>
<td>O. A. Toelle</td>
<td>44,335.00</td>
<td>+594.00</td>
</tr>
<tr>
<td>Freyn Bros</td>
<td>40,289.00</td>
<td>+375.00</td>
</tr>
<tr>
<td>Vehorn &amp; Usterfeld</td>
<td>48,500.00</td>
<td>+1,500.00</td>
</tr>
<tr>
<td>Gottman &amp; Webber</td>
<td>38,797.00</td>
<td>+1,529.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alt. #2</th>
<th>Alt. #3</th>
<th>Alt. #4</th>
<th>Alt. #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,465.00</td>
<td>$11,023.00</td>
<td>$5,824.00</td>
<td>-$1,720.00</td>
</tr>
<tr>
<td>+1,465.00</td>
<td>+10,915.00</td>
<td>+5,917.00</td>
<td>-1,912.00</td>
</tr>
<tr>
<td>+1,516.00</td>
<td>+10,737.00</td>
<td>+5,911.00</td>
<td>-1,808.00</td>
</tr>
<tr>
<td>+1,399.00</td>
<td>+10,978.00</td>
<td>+4,312.00</td>
<td>-3,100.00</td>
</tr>
<tr>
<td>+1,561.00</td>
<td>+10,972.00</td>
<td>+5,906.00</td>
<td>-1,811.00</td>
</tr>
<tr>
<td>+1,350.00</td>
<td>+11,388.00</td>
<td>+1,925.00</td>
<td>-1,410.00</td>
</tr>
<tr>
<td>+</td>
<td>+10,444.00</td>
<td>+5,550.00</td>
<td>-1,350.00</td>
</tr>
<tr>
<td>+</td>
<td>+10,296.00</td>
<td>+5,570.00</td>
<td>-1,444.00</td>
</tr>
</tbody>
</table>

The contract for plumbing was awarded to Freitag-Weinhardt and Company on their base bid of $39,094.00 with Alternates Nos. 1, 2, 3, and 4, amounting to $18,924.00, making a total of $58,018.00."
The contract was again awarded to William Caton and Son on their base bid of $514,499.00 with the following additions:

<table>
<thead>
<tr>
<th>Contractors</th>
<th>Base Bid</th>
<th>Stage Curtain &amp; Rigging Installed</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Lakes Construction Co.</td>
<td>$517,300.00</td>
<td>+$1,800.00</td>
</tr>
<tr>
<td>E. A. Carson</td>
<td>540,743.00</td>
<td>+ $1,750.00</td>
</tr>
<tr>
<td>Wm. Caton &amp; Son</td>
<td>514,499.00</td>
<td>+ $1,760.00</td>
</tr>
<tr>
<td>North-Raffin Construction Co.</td>
<td>514,880.00</td>
<td>+ $1,793.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stone Installed</th>
<th>Walks and Drives Installed</th>
<th>Gum, Int. Trim Used, Place Birch</th>
<th>Main Ent. Tower, Faced Brick, Place Stone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt. #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- $8,500.00</td>
<td>+ $5,500.00</td>
<td>- $2,800.00</td>
<td>- $3,800.00</td>
</tr>
<tr>
<td>- 7,610.00</td>
<td>+ 7,715.00</td>
<td>- 1,750.00</td>
<td>- 3,375.00</td>
</tr>
<tr>
<td>- 16,500.00</td>
<td>+ 5,017.00</td>
<td>- 3,000.00</td>
<td>- 3,000.00</td>
</tr>
<tr>
<td>- 16,255.00</td>
<td>+ 4,686.00</td>
<td>- 2,500.00</td>
<td>- 3,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opera Chairs Provided</th>
<th>Terra Cotta Used Place Stone</th>
<th>Dec. Plaster is Done</th>
<th>Gym Seats are Installed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt. #6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ $9,000.00</td>
<td>+ $13,270.00</td>
<td>+ $6,450.00</td>
<td>+ $23,900.00</td>
</tr>
<tr>
<td>+ 7,121.00</td>
<td>+ 12,133.00</td>
<td>+ 9,125.00</td>
<td>+ 2,995.00</td>
</tr>
<tr>
<td>+ 6,945.00</td>
<td>+ 7,800.00</td>
<td>+ 8,000.00</td>
<td>+ 3,100.00</td>
</tr>
<tr>
<td>+ 6,860.00</td>
<td>+ 2,500.00</td>
<td>+ 7,215.00</td>
<td>+ 3,527.00</td>
</tr>
</tbody>
</table>
Alternate No. 1, $1,760.00; Alternate No. 3, $5,017.00; and Alternate No. 9, $3,100.00, making a total of $524,376.00.

I. "Construction Data"

Date bids received. ........................................... February 1, 1926
Date contract awarded. ........................................ February 1, 1926
Date construction started. ................................... February 8, 1926
Date building occupied. ..................................... September 1, 1927

Dimensions ..................................................................... 640 by 932 ft.

Use ................................................................................. Junior High School

Number of rooms:
Classrooms ........................................................................ 20
Commercial Department ................................................. 2
Number of laboratory rooms (including manual training and domestic science) .................................................. 14
Library reading room ..................................................... 1
Librarian's workroom .................................................... 1
Librarian's office .......................................................... 1
Study rooms ................................................................. 4
Commercial-art room .................................................... 1
Music room .................................................................... 1
Fine-arts room ............................................................ 1
Offices .......................................................................... 2
Nurse's room .................................................................. 1
Clinic ............................................................................ 1
Girls' rest room .......................................................... 1
Teachers' rooms .......................................................... 2

Size of large rooms:
Auditorium: Size ......................................................... 94 by 100 ft.
Seating capacity ......................................................... 2,000
Gymnasium: Size ......................................................... 100 by 137 ft.
Seating capacity ......................................................... 1,500

Design and Construction Materials
Exterior design: ......................................................... Collegiate gothic
Exterior facing: ......................................................... Brick
Exterior trim: ............................................................. Stone
Construction material: .............................................. Brick, hollow tile, and reinforced concrete
Corridor and stair finish: ......................................... Terrazzo floor, brick wainscot, and plaster walls
Classroom finish: .................................................... Maple floor, plaster walls and ceiling, and birch trim
Design and Construction Materials (Continued)

Auditorium finish: cement floor, plaster walls and ceiling, and oak trim

Gymnasium finish: maple floor, face-brick walls, birch wainscot, and birch trim

Finish of toilet rooms: cement floors, face-brick walls, and birch trim

Mechanical Equipment

Type of heating and ventilation: Vacuum and blast
Temperature control: Dual thermostatic
Electrical equipment: Stage complete theatrical, program clock, lighting and power
Plumbing and sanitary equipment: Showers, toilets, cafeteria, and kitchen

Cost and Pupil Capacity

Pupil capacity of building: 1,500
Number of pupil stations: 4
Cost of building: $685,000.00
Cost of equipment: 30,000.00
Total cost: $715,000.00
Cost per cubic foot, in cents: 25.8
Construction cost per pupil: $456.66
Total cost per pupil: $478.66

J. Contracts for "Manual Training Equipment"

4 Ball Bearing Manual Training Lathes and Back rests, Floor stand, Face plates, from J. A. Fay & Egan Company, Cincinnati, Ohio.......................... $1,477.50

1 No. 117-D "Oliver" Motor-on-shaft 30" Band sawing Machine from the Oliver Machinery Company, Grand Rapids, Michigan.......................... 501.00

1 No. 144-D "Oliver" 6" Hand Planer and Jointer from Oliver Machinery Company, Grand Rapids, Michigan.......................... 254.00

1 Wallace Electric Glue Pot, from J. D. Wallace and Company, Chicago, Illinois....................... 27.50

16 Manual Training Benches, No. 638, from E. H. Sheldon & Company, Muskegon, Michigan............. 615.20

20 Drawing Tables, No. 736, from E. H. Sheldon & Company, Muskegon, Michigan.......................... 979.00

1 Drawing Instructor's Table, No. 775, from E. H. Sheldon & Company, Muskegon, Michigan..... 88.80
Contracts for "Manual Training Equipment" (Continued)

1 Mummert-Dixon No. 475 Oil Stone Tool Grinder, from J. A. Fay & Egan Company, Cincinnati, Ohio.. $ 177.72

Printing Plant Equipment from Barnhart Brothers & Spindler, Chicago, Illinois.................. 1,500.32

Pease Junior Printer, Pease Junior Sheet Washer and small tray and brush from the C. F. Pease Company, Chicago, Illinois.................. 216.00

Equipment for Metal Shop from Terre Haute Heavy Hardware Company, Terre Haute, Indiana........... 599.10

K. Contracts for "Furniture"

For Principal's Office:
1 Flat Top Desk, size 34"x60'........................................... $ 28.50
1 Swivel Arm Chair.......................................................... 11.15
2 Arm Chairs @ $7.75....................................................... 15.50

For General Office:
1 Settee 7/239-6............................................................. 43.75

For Music Room:
13 Music Racks.............................................................. 10.20

For Auditorium:
6 Arm Chairs................................................................. 46.50
1 Table, ................................................................. 13.25
From J. J. Dupies Typewriter Rebuilder & Sales Company, Terre Haute, Indiana.

For General Office:
1 Swivel Chair............................................................... 13.00

For Class Rooms:
24 Chairs for Teachers' Desks............................................ 117.60
From E. S. McCabe & Son, Terre Haute, Indiana.
Contracts for "Furniture" (Continued)

For General Office:
1 File Cabinet--Steel #19144.......................... $ 20.00

For Music Room:
25 Folding Chairs for Orchestra #44................... 31.97
35 Tablet Arm Chairs--Master @ $4.90.................. 171.50

For Auditorium:
48 Bent Wood Chairs #1311 @ $3.25.................... 156.00

For Class Rooms:
24 Teachers' Desks #32 @ $26.00....................... 624.00

For General Office:
1 Teacher's Desk #32.................................. 26.00
From T. R. Woodburn Company, Terre Haute, Indiana

A. Herz.......................... $1,450.13
A. Z. Foster Company.................. 1,029.55
Root Dry Goods Company........... 1,827.00
Kleeman Dry Goods Company........ 1,059.16
T. R. Woodburn Company...(wood rollers)... 1,309.00
T. R. Woodburn Company...(metal rollers)... 1,419.00
Beecher-Keith Supply Company
(Forse shade).......................... 1,718.35
Beecher-Keith Supply Company
(Forse shade-shorter).................. 1,648.55
B. & H. Shade Company,
Edwardsville, Illinois............... 1,523.36
Address Made by Superintendent J. O. Engleman,
at the Laying of the Corner Stone

"There may be those of our fellow-townsmen who think that the expenditure of approximately three quarters of a million dollars upon this building is an extravagant waste of public money. Fortunately, however, very few voices of this sort have been raised in protest. Most men and women have only words of praise to offer, and these are certain to express pride as well, when the building shall have been completed and equipped, and with its staff of teachers and hundreds of pupils shall have become a great school. But if there are those who question the wisdom of the expenditure involved, let us remind them that this building represents not a mere expenditure but a safe investment. We are today taking steps to secure all future issues of a Preferred Stock, the payment of whose dividends will be never suspended, but declared semiannually in the promotion and graduation of better trained boys and girls. Material wealth is not to be despised, but the substantial riches of a people are to be reckoned in terms of the intelligence, the integrity, and the skill of its individual and collective citizens. It is to secure these that we build schools. It is because we believe that education is one of the corner-stones of the best and most useful type of citizenship, that we have symbolized our faith in it through laying the corner-stone of this building which is to be dedicated to education in due time.

"This country of ours has magnified schools from its earliest pioneer beginnings. The history of the United States cannot be known apart from the history of education here. Harvard College was founded almost as soon as Plymouth and Boston were settled. George Washington was not only the first President, but the first great advocate of a national university. Thomas Jefferson wrote the Declaration of Independence but wished to be remembered no less as the Founder of the University of Virginia. The Ordinance of 1787 for the government of the Northwest Territory, of which Indiana was a part, stipulated that "schools and the means of education shall be forever encouraged." The great idealist whose name we try to honor in naming this school achieved an international reputation as scholar, teacher, and college president before he became governor of the commonwealth of New Jersey and later President of the United States.

"Education is fundamental. It is essential to the spirit and to the practical workings of democracy. The vote of a man who is ignorant of every principle of good government, is a dangerous vote. The right of franchise in the hands of a man who cares nothing for the public good is a dangerous right."
"It will surely teach a vital civics and ethics and thus influence the actual conduct of boys and girls who study it. Memorized lists of questions and answers do not move men to act, but the ideal of service can be so presented to them as to change their actual practices and conduct. A recent social study, Marshall's Story of Human Progress, illustrates and points the way which we may expect this school to take in its teaching. In parallel columns it gives examples of how one acts when ruled primarily by the gain spirit, and how one acts when ruled primarily by the professional spirit.

"In the first group is the lawyer who will do "anything to win a case." He is always ready to defend a crook and a grafter, however harmful to society, if paid well for so doing. In the other class is the lawyer who expects to make a good living, but only by serving society. He is as anxious to see justice done as to win a case. He will not help crooks and grafters in their plans.

"Physicians fall in these two classes. There is the occasional unethical one who will advise or prescribe anything for a sufficient fee. An illegal operation is not beneath him. Harmful drugs he's ready to give. Preventive medicine he is not much interested in for he fattens most when his patients are both ignorant and ill. On the other hand is to be found the rank and file of physicians who expect to make a good living through clean honest service. They aid in the prevention of all the sickness they can. They serve the unfortunate who are not able to pay. Their prosperity is not based upon quackery, and they feel the moral obligation to serve society by scientific practice only.

"There are still two classes of merchants. Junior high school classes in vocational guidance need to study them both. Merchants in the first will do or say anything to make money. They will trick a customer if they think they will not get caught. They are unfair in competition with other merchants. They are essentially selfish. Merchants in the other class realize that their job is important in society. They will not stoop to unfair competition. They will not take advantage of the ignorance or inexperience of a customer. They expect to make money, but to make it while rendering honest service and by methods not open to question.

"The illustrations need not be multiplied. The problem of the school is already apparent. It grows out of the weakness of society. Since we must live in highly complex groups with individuals mutually dependent upon each other for many of the factors that enter into their happiness and well-being, and the ideal of service must be exalted. Its practice must be popularized. The golden rule of doing unto others what you would have them do unto you must be translated through the medium of the schools from rhetoric to reality."
Don Mellett's vote at the polls in Canton, Ohio, is no more influential than is the vote of the cowardly assassin who slew him. Magnus Johnson, with vision to see an education to understand little beyond his dairy herd, had a vote in the senate no less potent than that of the ripened scholar, Henry Cabot Lodge. The best men in Terre Haute exert no more influence in the polling booth than do the same number of bootleggers and hijackers.

"But, you ask, what has all this to do with the junior high school whose cornerstone has just been laid? The answer is—Terre Haute is subscribing today to her faith in a better state of government. We are pledging a part of our wealth to the important duty of educating our children and our neighbors' children in the privileges and the obligations of good citizenship. We are pausing to lift the veil of the future and see boys and girls, grown into manhood and womanhood, recipients of the best this school could give them, already become fathers and mothers, intelligently interested in clean politics and good government, leaders and workers in industry. We may see them taking our places in the several professions, voting, filling positions of trust, making and interpreting laws, carrying on the work of the church, untangling skeins that have been too puzzling for us in matters of labor, law enforcement, national and international relations.

"No teacher can do her best work unless she sees in the boy or girl she teaches the man or woman she is trying to make of him. Such a man must be social, and must be trained to have the social viewpoint. More and more are we becoming members of one body. We cannot live unto ourselves. Education to be helpful must emphasize mutual and reciprocal obligations. Every child must be taught with respect for his individuality, but without making him an extreme individualist. We do well when we keep in mind as teachers, and even as parents and citizens the words of the Constitution of the United States naming some of its purposes: to establish justice, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity.

"My hope is that this school may do its work as its cornerstone has been laid in the spirit of altruism and unselfishness. It will deal with the problems of health and teach that the individual cannot be safe while the community suffers from disease, filth and conditions which jeopardize health all around us. It will deal with the subject of citizenship and lead young people to think more of what they should give and less of the spoils they may get. It will, I hope, keep alive the teachings of that dynamic exponent of the strenuous individual life, Theodore Roosevelt, who did so much to shift the center of gravity in our thinking from the privileges to the obligations of citizenship.
"In closing may I voice the gratitude of members of the School Board and my own to the Grand Lodge Officers who have officiated at the laying of this corner-stone. We appreciate, too, the willing service rendered by some of our local brothers, and by the boys and leader of the Kiwanis band who have contributed their part to these memorable exercises. To all, indeed, whose ready cooperation was so freely given, we extend our thanks at this time."

N. Faculty Circulars

"Faculty Circular No. 4
October 6, 1927

"The program for the faculty meeting next Tuesday is outlined below. The faculty studies will be definite and assignments for each meeting will be made in advance. The work will proceed along the line of the university class, and each member of the teaching staff is responsible for an intelligent discussion on the assigned topics, if it should be requested.

"THE CORE CURRICULUM

1. "Three Types of Curricula—Koos, The Junior High School, Ch. IV.

2. "The Program of Studies—Davis, Junior High School Education, Ch. VII.


5. "Integration—(Any good text on secondary education, particularly Inglis)


"The following tables show the length of the school day, the core curriculum, and the number of minutes a week allotted to each in the following fourteen schools: Atlanta, Berkley, Birmingham, Cleveland, Decatur, Denver, Detroit, Kansas City, Los Angeles, Okmulgee, Pittsburgh, Rochester, St. Louis, and Somerville."
"LENGTH OF SCHOOL DAY

<table>
<thead>
<tr>
<th>City</th>
<th>Grades</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Atlanta</td>
<td>330</td>
<td>x&lt;sup&gt;a&lt;/sup&gt;</td>
<td>330</td>
<td>330</td>
</tr>
<tr>
<td>Berkeley</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td></td>
</tr>
<tr>
<td>Birmingham</td>
<td>300</td>
<td>x&lt;sup&gt;a&lt;/sup&gt;</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td>360</td>
<td>360</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>Decatur</td>
<td>285</td>
<td>340</td>
<td>340</td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>336</td>
<td>350</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>Detroit</td>
<td>360</td>
<td>360</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>Kansas City</td>
<td>250&lt;sup&gt;a&lt;/sup&gt;</td>
<td>x&lt;sup&gt;a&lt;/sup&gt;</td>
<td>250&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>270</td>
<td>270</td>
<td>270</td>
<td></td>
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"X<sup>a</sup> means the school city is organized on the 7-4 plan and does not include the eighth grade.

"On account of congestion in Kansas City schools, the junior high schools have a single session, 12:50 to 5:00 P.M. Because of this fact Kansas City is not included in the shortest day figures of this table."
"NUMBER OF MINUTES PER WEEK GIVEN TO THE
CONSTANTS IN FOURTEEN SCHOOLS

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... indicates no data.
E indicates electives are offered
x indicates the school system is organized on the 7-4 plan.
"Faculty Circular No. 6

October 11, 1927

The work for next Tuesday's assignment will be a discussion which will center about an interpretation of the table on junior high school practices. The following points may provide profitable discussion:

(1) "Interpret the figures presented in the table by selecting a good junior high school. Be able to state reasons for your choice.

(2) "Has junior high school practice become standardized? Note what might be considered tendencies rather than established practices.

(3) "Is there any evidence that present junior high school practices give continuity of training? Variety of experience? Can it be said the principle of continuity dominates present practice?

(4) "Upon what unit of instruction is thrown the burden of integrating the core curriculum of the ninth year with the core curriculum of the seventh and eighth year?

(5) "Is there any evidence of "Abrupt change" in required subjects of study for students passing from the eighth to the ninth year?

(6) "Make a table (from the big table) showing the number of centers which include each constant in the curriculum of each year. (Your attention is called to this point because it presents the junior high school struggle to reconstruct the ninth year in accordance with the reconstruction of the seventh and eighth years, and thus make the junior high school a self-contained, integrated unit in our public school system.)

(7) "How do you explain the fact that all of these schools have not yet included each constant in the curriculum of each year?

(8) "The relation of the 6-3-3 plan and our present college-accrediting system. Is it possible to construct a continuous and well articulated core curriculum if the ninth year cannot continue the work of the seventh and eighth years?

"A careful study of the table with these points in mind will furnish an interpretation of the practices in our best junior high schools."
### O. Programs of Activities

**PROGRAM OF ACTIVITIES FOR 1927-28**

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"PROGRAM OF ACTIVITIES FOR 1928-29
(Continued)

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PROGRAM OF ACTIVITIES FOR 1929-30

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<td>Practical Arts</td>
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<tr>
<td>Science</td>
<td>General Science</td>
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"PROGRAM OF ACTIVITIES FOR 1929-30
(Continued)

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| Social Activity   | Club, Auditorium, Visual | 5 5 0 0 5 5 | 0 0 | 5 5 | 0 0 | 0 0 |
|                   | Education, Hygiene     |             |       |     |     |     |
P. List of Topics for Home Room Programs

New Friends
School Loyalty
How to Study
Thrift
Manners and Courtesy
Art in Our Everyday Life
Your Inheritance in Nature
Special Days
Birds
Citizenship through Character Development
Our Possibilities
Safety Instruction
Civic Improvement
Health
Ideal Homes
Work Common to All
Q. List of Home Room Activities

I. Routine Business in Organization.

1. Discussion of the purposes and ideals of the home room plan.

2. Adoption of the various programs for the semester's work.

3. Election of home-room officers.

4. Weekly program:
   Monday--(majority vote).
   Tuesday--Current events, games, songs, yells.
   Wednesday--Study of Americanism and talks on good books.
   Thursday--Under direction of the students.
   Friday--Varied programs to suit the needs as they arise, but paying attention to social, civic, business, cultural, and general needs of the school.

5. Daily schedule:
   Roll call
   Reading bulletin
   Special announcements by the teacher or representative
   Reports of committees
Collection of contributions to various funds, purchasing tickets for extracurricular activities, etc.

II. School Spirit and Organization.

1. The Woodrow Wilson School Creed.
2. Attendance and punctuality.
3. Discussion of courses offered.
4. History of the Woodrow Wilson Junior High School, significant facts about it, outlook and needs.
5. Relation of the school to Wiley, Gerstmeyer and Garfield.
6. Informal talks about what is needed to better school work and school life, respect and protection of the school property, respect for group made regulations, about what is needed to live the fullest student life and win the respect of fellow students, and "pep" talks.
7. Reports of visiting students to other rooms on how to improve the activities of the student's own home room.

III. Entertainment.

1. Mixed or general programs given in rooms.
2. Discussion of the requirements of a good program.
3. Preparation of programs to be given in the auditorium.

4. Discussion of outside entertainments that visit the city from time to time.

5. Reading of poems, stories, or appropriate selections by the members of the class.

6. One night party each semester.

IV. General.

1. Discussion of The American's Creed.

2. Biographies of great Americans who have exemplified good citizenship.

3. Getting acquainted with Terre Haute by investigating (1) industries, (2) city government, (3) the water and gas situation, (4) reasons why the city will or will not continue to develop, (5) institutions such as the church and school.
R. List of "Clubs"

"1. Boys' Cooking

Objectives: (1) To learn the fundamentals of cooking
(2) To appreciate balanced menus for health
(3) To study and chart values of various types of food

Activities: (1) Study different methods of cooking
(2) Preparing and serving meals
(3) Learning fundamentals of camp cooking
(4) Promoting a drive for proper school lunch

References: (1) Benton, B. C., The Fun of Cooking.
(2) Carpenter, F. G., How the World is Fed.
(3) McKnown, H. C., School Clubs, pp. 351-4.

"2. Personal Culture Club

Objectives: (1) To cultivate pleasant and agreeable social contact
(2) To find right standards and hold them
(3) To cultivate personal responsibility for becomingness

Activities: (1) Analysis of charm
(2) Reports and talks of people who possess social grace, attractiveness, and individual charm
(3) Study of "the just right" in the several activities of everyday living

References: (1) Starret, H. H., The Charm of Fine Manners.
(2) Bennet, A., How To Live on Twenty-Four Hours a Day.
(3) Pickgen, M. B., Secrets of Distinctive Dress.
(4) McKnown, H. C., School Clubs, pp. 442-5.

"3. Betsy Ross

Objectives: (1) To promote healthy, happy, and democratic girlhood
(2) To interest girls in home-making
(3) To cultivate pleasurable cooperation in creating

Activities: (1) Practice in making artistic and useful needlework articles
(2) Study the methods and materials of the needle-woman

References: (1) Woolman, M. S., Clothing; Choice, Care, Cost.
(2) Day, S. F., Art in Needlework.
4. Readers' Club

Objectives: (1) To introduce children to the recreational and educational value of good magazines
(2) To study and discuss what the public reads

Activities: (1) Study the history and formation of different magazines
(2) Classification and discussion of the interest types of magazines, as current events, scientific, historical, etc.
(3) Readings, reports, resumes, for widening interests and range of vision in exploratory study

References: (1) Holliday, R. C., Peeps at People.
(2) Putman, G. H., Authors and Their Publications in Ancient Times.
(3) McKown, H. C., Schools Clubs, pp. 402-4.

5. Nature Study Club

Objectives: (1) To see the beauty of nature about us
(2) To cultivate an interest, understanding, and love for life in tree, plant, flower, bird, and animal
(3) To practice care and conservation of nature's beauties

Activities: (1) Observing the various kinds of natural life
(2) Study of seasonal variations
(3) Discussion of protective laws, practices, and customs of conserving principal natural resources

References: (1) Bramford, M. E., Up and Down the Brooks.
(2) Downing, E. W., Our Living World.
(3) Burgess, T. W., The Bird Book.
(4) Rogers, J., Trees Every Child Should Know.
(5) Stack, F. W., Wild Flowers Every Child Should Know.
(6) Gregory, M. H., Checking the Waste.
(7) Burroughs, J., Ways of Nature.
(8) McKnown, H. C., School Clubs, pp. 221-51.

6. Junior Red Cross

Objectives: (1) To learn the history and development of Junior Red Cross
(2) To participate in community service
(3) To practice earning, saving, and giving wisely
Activities: (1) Reading and study of the Junior Red Cross News and the High School Service (magazines published by the Junior Red Cross) (2) Service Work


7. Archery Club Objectives: (1) To acquire a knowledge of the history of archery (2) To develop ability to shoot, using correct form

Activities: (1) Discussion of the archery of ancient Egyptians, Babylonians, and Assyrians; archery in the battles of Hastings, Poitiers, Agincourt, Flodden Field, Halidon Hill, and Shrewsbury; and methods of making, bending, and testing the bow. (2) Shooting in correct position

References: (1) Pope, Dr. S. P., The Archer's Handbook. (2) Elmer, R. P., Archery. (3) Gilbert, H., Robin Hood. (4) Archery instructions were obtained from the Supply Department, Boy Scouts of America, Chicago; Archers Company, Pinehurst, North Carolina; and A. F. Knight Archery Company, Rome, New York. (5) McKown, H. C., School Clubs, pp. 402-4. NOTE: These books had some place in this club: Sir Walter Scott's Ivanhoe; Sir Arthur Conan Doyle's Sir Nigel and The White Company; Howard Phyle's Robin Hood; and Robert Louis Stevenson's The Black Arrow.

6. Red and Gray Warblers Objectives: (1) To understand and intelligently enjoy music (2) To learn something of famous composers and compositions (3) To appreciate the cultural value of music (4) To practice group singing (in three part glee club music) as a way to spend leisure time

Activities: (1) Telling the stories of operas (2) Singing programs, as Operatic music: "Soldiers Chorus" and "Waltz" from Faust; "Home to Our Mountains" from Il Trovatore
Nature music: "Hark, Hark, the Lark" (Schubert); "The Rain Drop" (Chopin); "I Hear a Thrush at Eve" (Cadman); "The Mountain Stream" (Beethoven); "The Fountain" (Bohm)


Stephen Foster program, Home Music, Scotch Music, Irish Music, Negro Spirituals, National Songs, Famous Poems Set to Music, etc.

References: (1) Bacon, D., Operas Every Child Should Know and Songs Every Child Should Know.
(2) Cross, D., Music Stories for Boys and Girls.
(3) Flag, M., Stories of Great Music Masters for Children.
(4) McKnight, H. C., School Clubs, pp. 183-99.

9. The Historical Story Club

Objectives: (1) To appreciate the importance of the story in biography
(2) To read the historical novel
(3) To understand the place of humor in great relationships and in large historical movements

Activities: (1) Reading and discussing the following:
Hanshew, H. P., My Book of Best Stories from History.
Holland, R. S., Historic Boyhoods.
Steinbecher, A., Dramatic Scenes from American History.
Becquer, G. A., Romantic Legends of Spain.
Pitman, L. W., Stories of Old France.
Olcott, F. J., Good Stories for Great Holidays.
Smith and Major, The Southwest in Literature.
Judson, K. B., Myths of California and the Old Southwest; Myths and Legends of the Great Plains; Myths and Legends of the Pacific Northwest.
McMurray, C., Pioneers of the Mississippi Valley.

10. Painted Glass

Objectives: (1) To make pictures for the home or for gifts
(2) To appreciate the place of art in the home

Activities: (1) Making pictures
(2) Mounting and framing pictures
"11. Leathercraft
Objectives: (1) To practice craftsmanship in designing and tooling leather
(2) To understand the different kinds of leather and the several processes of tanning and handling hides.

Activities: (1) Study of leather, its source and many uses
(2) How leather is dyed
(3) Possible objects from leather
(4) Design and decorate in any one of the four methods, stamp, cut, tool and stamp, burn in.

"12. Courtesy Club
Objectives: (1) To teach the proper form of manners and courtesy
(2) To aid the pupil in cultivating grace and ease
(3) To make habits of courtesy and ideal manners function in social situations
(4) To help in the prevention of social crudities

Activities: (1) Discussion of courtesies and discourtesies
(2) Preparation of a "DO" and "DO NOT" list
(3) Collecting quotations about courtesy
(4) Making courtesy slogans for home rooms and school drives
(5) Finding examples of courtesy in history and literature
(6) Courteous treatment of visitors at school

References: (1) Clark and Quigley, Equitie Jr.
(2) Dodd, E. E., Fiber and Finish.
(3) Everyday Manners.
(4) Learned, L. G., Good Manners for Boys and Girls.
(6) Manners and Conduct in School and Out.
(7) Dewey, J. M., How To Teach Manners to Children.
(8) McKown, H. C., School Clubs, pp. 439-42.

"13. Once Upon a Time Club
Objectives: (1) To enjoy the story
(2) To learn the principles of story-telling

Activities: (1) Stories with geographical background; mountains, nations, peoples, animals, boys and girls
(2) Stories about famous couples, Darby and Joan, Jack and Jill, Dante and Beatrice, Romeo and Juliet, Ivanhoe and Rowena, Rip Van Winkle, Dame Gretchen, etc.

(4) Bible stories such as the Prodigal Son, Joseph, David, Samson; stories about Florence Nightingale, Aesop's Fables, Anderson's Fairy Tales, The Vision of Sir Launfal, The Ancient Mariner


"14. Girl Reserves
For Activities, program, and references see McKnown's School Clubs, pp. 460 ff.

"15. Woodrow Wilson Little Theatre
Objectives: (1) To cultivate a love and appreciation for the drama
(2) To develop dramatic talent in the child
Activities: (1) Play production
(2) Study of stage technique: action, business, direction, lighting, setting, and scenery, make-up
(3) Presenting plays for the club, school, and community
(4) Reading of plays: criticism and evaluation
(5) Dramatic expression: gesture, pantomime, voice

References: (1) McKnown, H. C., School Clubs, pp. 109-117

"16. Marionette Dramatic

"17. Marionette Manufacturing
This club makes and dresses marionettes, and makes scenery to be used in the plays presented by the Marionette Dramatic Club.

"18. Reporters' Club
This club learns the beginning principles of journalism and business management by publishing the Woodrow Wilson World. Registration is limited to the approval of the advisers.
"19. Mechanic Arts Club

Objectives: (1) To learn the materials, methods, and procedures in the mechanical arts
(2) To develop proper technique and skill, self-expression and creativeness in mechanical arts
(3) To appreciate the importance of the mechanical art activity in life around us
(4) To suggest the mechanical art activity as a major possibility for vocational work

Activities:
The activities of this club may vary over the entire field of the Industrial Arts, depending upon the student's interest and the adviser's approval.

References: (1) McKown, H. C., School Clubs, pp. 294-322.

S. Constitution

"Preamble

"We, the students of the Woodrow Wilson Junior High School, in order to foster a closer relationship of student with student and student with teacher, establish high standards of and responsibility for good school citizenship, encourage loyal support to a greater school, promote and maintain desirable school standards, and secure the blessings of cooperation for ourselves and our school posterity, do ordain and establish this constitution for cooperative participation in the government of the Woodrow Wilson Junior High School.

"Article I

"Section 1. The name of this organization shall be the Student Council of the Woodrow Wilson Junior High School.

"Article II

"Section 1. The Student Council shall consist of one representative elected by each Home Room, one Student Marshall from each Home Room, the Faculty Treasurer, the Extra-Curricular Director, and the Principal ex-officio.

"Section 2. The Home Room Teacher shall conduct the election of the Home Room Representative in such a manner as may seem wise and just."
"Section 3. The Home Room Teacher shall recommend to the Principal one student for appointment as the Home Room's Student Marshal, and such recommendation shall be made on the basis of the student record in good citizenship.

"Section 4. Home Room representative and student marshals are eligible for re-election.

"Article IV

"Section 1. The Student Council shall meet once each week under the direction of the faculty advisor.

"Article V

"Section 1. The faculty advisor shall not vote on questions in the Student Council, but he shall have veto power. He shall advise the Council in matters requiring advice.

"Article VI

"Section 1. The officers of the Student Council shall be a President, a Vice-President, and a Secretary elected by a majority vote of the Council. The President shall preside at the meetings of the Council, the Vice-President shall preside in the absence of the President and assist the President in the discharge of all matters beneficial to the Woodrow Wilson Junior High School. The Secretary shall keep a record of attendance and the minutes of the Council meetings.

"Article VII

"Section 1. The duties of the Council shall be to carry out the intent and purpose of the organization as expressed in the Preamble.

"Section 2. The Home Room may introduce any matter pertaining to the best interests of the school through its representative.

"Section 3. The action of the Council shall be announced in the Home Room by the Home Room representative, but the announcement must be approved by the Extra-Curricular Director and made under the supervision of the Home Room Teacher.

"Article VIII

"Section 1. This constitution may be amended upon recommendation of the Council, confirmed by two-thirds majority of the Student Body.
"Article IX.

"Section 1. Committees may be appointed by the President with the approval of the Council and Director.

"Section 2. The executive committee shall consist of the President, Vice-President, Secretary, Captain of Student Police, and Director."

T. "School Creed

"We believe in the Woodrow Wilson Junior High School as a school founded on the basis of self-government, whose just laws are derived from the combined efforts of the students through the Student Council and the faculty.

"We believe that as students of the Woodrow Wilson Junior High School we should strive to uphold a high standard of citizenship in our school and cooperate with our student officers who are directly responsible for maintaining good citizenship.

"We believe that in doing this we shall be able to gain greater freedom by cooperating than by acting independently.

"We will strive earnestly to do our part in the building of high details for our schools as Woodrow Wilson did in the building of this nation.

"We believe that as students of this school we should be loyal and true, that we should uphold our school in all her undertakings and by our clean living influence others to do the same.

"We will cooperate both individually and collectively in all activities making our school "a school where courtesy abounds, good citizenship prevails and responsibility is the watchword."
U. Assembly Program for 1928-29

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<td>Thrift program</td>
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<td>School song (votes for songs to be cast the previous week)</td>
<td>Home-Room Teachers and Music Department</td>
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<td>Travelogues</td>
<td>Students who have traveled during the summer</td>
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<td>Safety Week</td>
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<td>7</td>
<td>Riley day</td>
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<td>Columbus day</td>
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Pep session
Debate
Stunts

Oct. 27
Navy day (Roosevelt's birthday)  Home Rooms
Folk dances  Home Rooms
Plans for Hallowe'en parties  Home Room and Club sponsors

Nov. 7
American Education week  Library and entire school
Better speech week  English department and Home Rooms

11
Armistice day  Outside speaker

14-20
American Library Association (Book Week)  Librarian

29
Thanksgiving day parties and programs  Home Room and Club sponsors
Health exhibits  Health teachers

Dec.
Correct manners program  Household Arts and English department
Admission day (Indiana)  Social science department
Christmas pageant  Committee of Home Room and Club teachers
Entire school participating

Jan.
Club demonstrations and exhibits  Club sponsors
Class parties  Home Room teachers

Close of semester

Feb. 11
Thomas Edison  Science department
12
Lincoln program  Entire school
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>14</td>
<td>St. Valentine's day</td>
<td>Home Rooms</td>
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<td>22</td>
<td>Washington's birthday</td>
<td>Entire school</td>
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<tr>
<td>27</td>
<td>Longfellow's birthday (Poetry Assembly)</td>
<td>English department and Clubs</td>
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<td>Mar.</td>
<td>St. Patrick's festival</td>
<td>Club sponsors</td>
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<td>Easter festivities</td>
<td>Home Rooms</td>
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<td>Apr.</td>
<td>Arbor day</td>
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<tr>
<td>May</td>
<td>Musical festival</td>
<td>Music Clubs</td>
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<td>Track meet</td>
<td>Physical Education department</td>
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<td>Mother's day program</td>
<td>Dean of girls and Social Activities director</td>
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<tr>
<td>16</td>
<td>Peace day</td>
<td>Red Cross sponsor and Council</td>
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<td>30</td>
<td>Memorial day</td>
<td>Entire school</td>
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<tr>
<td>June</td>
<td>Physical Education Demonstration</td>
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<td>Picnics</td>
<td>Club sponsors and Home Room teachers</td>
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<td>Club sponsors</td>
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End of the year
V. DIAGNOSIS CHART

Student.................................. Sex........ Advertiser.........................

I.Q........ Test...... Health....... Rank-in-class.........................

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