Toledo Public High Schools

Programs of Studies

Toledo, Ohio
Programs of Studies

BOARD OF EDUCATION, TOLEDO, OHIO

Public High Schools
Toledo

Toledo, Ohio
1940
TO THE PUPIL

Approximately thirty-five hundred eighth graders will graduate from the elementary schools of Toledo and enter the high schools this year. Probably for the first time you are faced with the proposition of giving serious consideration to your own educational future. Your immediate concern will be to select those high school offerings which will be of most benefit to you both now and in future years. We have some very fine high schools in Toledo where excellent opportunities are afforded the boys and girls. A wide variety of extra-curricular activities and classroom subjects are offered the students. When you enter high school you will not have the same privilege of close contact with some one teacher that you have had during your experience in the elementary schools. Although there will be many teachers and advisers whom you may consult, you will in a large measure be responsible for making many choices.

It is therefore essential that you begin to think about what you hope to do in the future, and in light of your own desires and plans, to make an intelligent selection of those courses and various activities which you wish to pursue in high school.

This booklet has been prepared to assist you in making such choices. It is hoped that it will help you, your parents, and advisers in making a wise selection of subjects to be followed during your four years in high school. Much time and effort have been devoted to its preparation for your use. Do not lose it. You will wish to refer to it many times throughout your four years of high school.

E. W. Brazil
Superintendent of Schools
DIRECTORY OF TOLEDO PUBLIC HIGH SCHOOL

Superintendent of Schools.................................Mr. E. L. Bowsher
Assistant Superintendent of Schools....................Mr. David H. Patton
Board of Education Building, Linwood and Southard Avenues.

SENIOR HIGH SCHOOLS

Thomas A. DeVilbiss High School Mr. Merritt C. Nauts, Principal
Upton Avenue near Marne Avenue. Grades 9, 10, 11, and 12.
Edward Drummond Libbey High School
Western Avenue between Hiett and Daniels Streets.
Grades 9, 10, 11, and 12.
Irving B. Macomber Vocational High School
Mr. F. M. Dannenfelser, Principal
Monroe at 15th Street. For Boys. Grades 10, 11, and 12.
Jessup W. Scott High School Mr. Ralph H. Demorest, Principal
Collingwood Boulevard and Machen Street.
Grades 9, 10, 11, and 12.
Vocational High School for Girls Miss Ethel Wooden, Principal
Morrison R. Waite High School Mr. Philip C. Conser, Principal
Kelsey and Mott Avenues. Grades 9, 10, 11, and 12.
Woodward High School Mr. Charles C. LaRue, Principal
Otto and Streicher Streets. Grades 9, 10, 11, and 12.

JUNIOR HIGH SCHOOLS

Samuel M. Jones Junior High School Mr. Harold A. Conklin, Principal
Broadway and Walbridge Avenue. Grades 6, 7, 8 and 9.
Point Place Junior High School Mr. David R. Pugh, Principal
2901 131st Street. Grades 7, 8 and 9.
J. D. Robinson Junior High School
Mr. Morrison R. Van Cleve, Principal
Grand and Waite Avenues. Grades 7, 8 and 9.
GENERAL INFORMATION

TOLEDO PUBLIC HIGH SCHOOLS

TIME SCHEDULES

The general high schools are in session from 8:30 A. M. to 2:30 P. M., Macomber Vocational High School, from 8:15 A. M. to 2:40 P. M. and Vocational High School for Girls, from 8:30 A. M. to 2:50 P. M.

Macomber Vocational High School operates on the basis of four double periods per day.

Vocational High School for Girls operates on the basis of six sixty-minute periods per day.

Libbey, Scott, Waite and Woodward High Schools have six class periods each day. In these schools certain subjects, such as Industrial Arts and Shorthand and Typewriting, have, in general, two periods per day. The laboratory sciences have one double period per week.

DeVilbiss High School has a day of five class periods of greater length. In this school all subjects have but one class period per day.

ABSENCE AND TARDINESS

When a student has been absent for even part of a day, he must, immediately upon returning to school, present to the proper school authority an explanation of his absence, signed by his parent or guardian. From this school authority he will receive an official admittance blank properly signed, which must be taken to all classes from which he was absent, signed by each teacher in charge, and returned to the person who issued it. Without this official admittance slip, signed by the proper authority, the student will not be permitted to re-enter classes.

If a student reports at school later than the specified opening time, he will be considered tardy, and must report immediately to the proper authority to explain why he has been tardy.

Any student not in his classroom or studyroom when the tardy bell rings is counted tardy and must secure an excuse for his tardiness.

REPORTS TO PARENTS

Reports of achievement will be issued to pupils and parents four times per year, at the middle and at the close of each semester. Mid-semester reports must, after examination, be signed by the parent or guardian and returned next day to the homeroom teacher. Any grade below "D" indicates the need for a conference between parent and teacher. Many colleges admit only those students who are in the upper third of their class.

On all reports to the office, and on all grade cards sent to parents, letters only are used.
A—Excellent or superior work
B—Good or above average work
C—Fair or average work
D—Below average work—poor work
E—Very poor work
F—Failure

Beginning with the ninth grade class of the school year 1938-1939, the "E" grade will be discontinued. The grade system will then consist of "A," "B," "C," "D," and "F." The meaning of each of these grades will not be changed. The "E" grade will continue to be used for the classes completing their high school work in 1939, 1940 and 1941.

An "E" grade received when cards are issued for the first time each semester indicates that there is grave danger of failure.

In addition to the grades sent out at stated periods, schools often notify parents when a student is doing either failing work or unsatisfactory work in any subject. However, failure to receive such a notice is no guarantee that the student will receive credit in a subject.

LOCKERS

Lockers are furnished to all pupils. As far as possible each pupil shares his locker with some one of his own choice. Locks are sold to the pupil by the school office. Only the standard lock sold by the school may be used on the lockers. Pupils are responsible for keeping their lockers locked at all times.

SCHOOL ACTIVITIES

Since education is primarily training, it is well in the long run for a student to participate in the many-sided activities of school life. A well-rounded education calls for membership in student organizations.

In addition to the various athletic teams, every high school has clubs composed of students whose special interests lie in such fields as art, music, business, science, religion, vocations, literary pursuits, languages, or hobbies.

The school paper and the annual afford special opportunities to a limited number of students interested in work of this type.

All student activities, while under the supervision of members of the faculty, are conducted by officers elected by students from among their own members.

Each school endeavors to prevent over-participation on the part of a few students, while at the same time it encourages every student to find some field of special interest.

FRATERNITIES AND SORORITIES

High school fraternities and sororities are made illegal by State Law: "Section 12906. Whoever being a pupil in the public schools, organizes, joins or belongs to a fraternity, sorority, or other like society composed of or made up of pupils of the public schools, shall
be fined not less than ten dollars nor more than twenty-five dollars for each offense."

An opinion of the Attorney General has defined a fraternity or sorority to be, "An organization which uses Greek letters in the designation of its name, which has initiation ceremonies, which pledges students to membership and which holds secret meetings."

THE CAFETERIA

Every high school maintains a well-equipped cafeteria, which provides warm lunches at very little above cost. Pupils may bring their own lunches but, in general, only those who live within walking distance of the school and who bring a written request from their parents will be allowed outside of the school building at lunch time.

THE LIBRARY

The libraries in all of the Toledo high schools contain a collection of reference books and books to be read for pleasure, some newspapers, and many of the leading current magazines.

SUMMER SCHOOL

For several years a summer high school has been operated in the Scott High School building. It is designed for pupils who wish to make up credits which are needed for graduation, and for pupils who wish extra credits. The summer term lasts for eight weeks. The school is entirely supported by tuition paid directly by the pupils attending.
THE TOLEDO GENERAL HIGH SCHOOLS

REQUIREMENTS FOR GRADUATION

Each pupil regularly carries four studies, which, if successfully completed, entitle him to four units of credit each year. A unit is a full year’s work (two semesters, or a minimum of one hundred and twenty clock hours of actual classroom work) in a subject. A total of sixteen units is required for graduation.

The sixteen units must include three majors and one minor. A major consists of three units of work in one subject field. A minor consists of two units of work in one subject field. As indicated on page 9, there are ten subject fields in which majors and minors may be taken.

A major in English, a minor in social studies, and one unit of General Science are required.

The social studies major or minor must include American History and Civics and a year’s work in one of the social studies listed for seniors in the basic program of subjects printed on page 12.

All pupils are required by law to take Physical Education two periods a week for four years in schools which are equipped with adequate gymnasium facilities.

All Toledo high schools are accredited by the North Central Association of Colleges and Secondary Schools. This means that pupils with satisfactory personality ratings who have completed college entrance requirements with a rating which is satisfactory to the college, will be admitted to any college that permits pupils to enter without examination.

SUBJECTS OFFERED IN THE TOLEDO GENERAL HIGH SCHOOLS

The sixteen units required for graduation from the Toledo General High Schools must include three majors (three units of a subject field) and one minor (two units of a subject field).

In the table printed below, courses are classified into their respective subject fields. In counting subjects for majors and minors, refer to this page.

For offerings of the Vocational High Schools turn to page 35.

The number of consecutive units or years of work offered in any one of these subjects will be indicated by the schedule of classes in the respective high schools.

The number (1) indicates one unit of credit granted for that subject when successfully followed for one year; (½) indicates that the subject is given for one semester and carries one-half unit of credit, or that one-half unit of credit is given for the subject which is carried for the entire year but requires no preparation outside the classroom.

Some of the subjects are offered only occasionally and not in all schools. See the schedule of classes of the respective high schools for specific offerings for a particular semester.
<table>
<thead>
<tr>
<th>SUBJECT FIELD</th>
<th>SUBJECTS</th>
</tr>
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</table>
| ART          | Art Service (1)  
              | Commercial Art (1)  
              | Crafts (1)  
              | General Arts (1)  
              | Graphic Arts (1) |
|              | Advertising (½)  
              | Bookkeeping (1)  
              | Business Arithmetic (1)  
              | Business English (1)  
              | Business Law (½)  
              | Business Principles (1) |
|              | Business Psychology (½)  
              | Commercial Geography (1)  
              | General Typewriting  
              | Junior Business Training (1)  
              | Salesmanship (½)  
              | Shorthand and Typewriting |
| ENGLISH      | Creative Expression (1)  
              | Drama (1)  
              | English (1)  
              | Journalism (1)  
              | Remedial Reading (½)  
              | Speech (1)  
              | World Literature (1) |
| FOREIGN LANGUAGE | French (1)  
              | German (1)  
              | Latin (1)  
              | Polish (1)  
              | Spanish (1) |
|              | (For a major take the same language for three years or two languages for two years each.)  
              | (For a minor take the same language for two years.) |
| HOME ECONOMICS | Art in Home and Clothing (½)  
              | Clothing (1)  
              | Consumers' Problems (½)  
              | Foods (1)  
              | General Home Economics (1)  
              | Home Economics for Boys (1)  
              | Home Nursing and Hygiene (1)  
              | Personal Development (½) |
| INDUSTRIAL ARTS | Aeronautics (1)  
              | Architectural Drawing (1)  
              | Auto Mechanics (1)  
              | Electricity (1)  
              | Foundry (1)  
              | General Shop (1)  
              | Industrial Survey (1)  
              | Machine Shop (1)  
              | Mechanical Drawing (1)  
              | Pattern Making (1)  
              | Printing (1)  
              | Radio (1)  
              | Wood Shop (1) |
| MATHEMATICS | Algebra (1)  
              | General Mathematics (1)  
              | Plane Geometry (1)  
              | Solid Geometry (½)  
              | Trigonometry (½) |
| MUSIC | Applied Music (1)  
              | Practical Music  
              | Band (½)  
              | Chorus (½)  
              | Chorus (½)  
              | Theory and Practice  
              | Band (1)  
              | Chorus (1)  
              | Orchestra (1) |
| SCIENCE | Astronomy (½)  
              | Biology (1) (Laboratory)  
              | Botany (½)  
              | Chemistry (1) (Laboratory)  
              | Descriptive Chemistry (½)  
              | Descriptive Physics (½)  
              | General Science (1)  
              | Geology (½)  
              | Human Biology (1)  
              | Physics (1) (Laboratory)  
              | Physiology (½)  
              | Zoology (½) |
| SOCIAL STUDIES | American History-Civics (1)  
              | Ancient and Medieval History (1)  
              | Biblical History (½)  
              | Community Life (1)  
              | Contemporary History (½)  
              | Economics (½)  
              | Geography (½)  
              | International Relations (½)  
              | Latin American History (½)  
              | Modern European History (1)  
              | Psychology (1)  
              | Sociology (½)  
              | World History (1) |
SEQUENCE OF SUBJECTS IN SPECIAL INTEREST FIELDS

ART—Pupils who wish a major in Art must elect General Arts in both freshman and sophomore years. Pupils who are not Art majors, but who wish practical art training, must elect General Arts I and II in their freshman year before taking any particular art courses to complete their minor. (See page 24.)

COMMERCIAL—Pupils wishing a special Commercial Training will be expected to complete two majors in commercial subjects. They will elect Business Arithmetic and Junior Business Training in their freshman year. To complete the six units (two majors), pupils will elect at least four units of other commercial subjects, substituting Business English for English VII and VIII. If Shorthand and Typewriting should be elected, two years are recommended for practical use. Business Principles is required of all pupils electing two majors in commercial work, except those taking Shorthand and Typewriting. (See page 26.)

HOME ECONOMICS—Pupils who wish a major or minor in Home Economics must take General Home Economics I and II before taking any other home economics work except the following: (1) Art in Home and Clothing, which may be elected by any junior or senior; and (2) Personal Development, which is intended for juniors and seniors who have not had previous home economics. (See page 28.)

INDUSTRIAL ARTS—Boys who wish a major or minor in any branch of Industrial Arts wherever possible will elect Industrial Survey in the freshman year. (See page 30.)

MUSIC—Credit in Music of not to exceed four units will be counted toward graduation. This includes instruction in Orchestra, Band, Chorus, and Applied Music. In the case of Applied Music, credit not to exceed two units will be given for work done under private instruction, if the pupil and teacher comply with the high school regulations concerning examinations. (See page 32.)

PHYSICAL EDUCATION—All pupils are required by law to take Physical Education two periods a week for four years in schools which are equipped with adequate gymnasium facilities. (See page 34.)
TO THE PUPILS FOR WHOM THIS BOOKLET HAS BEEN PREPARED

The following pages will show you many ways in which you may arrange your high school program:

1. They will show you how to select and arrange subjects so that your high school work will lead toward a particular occupation or vocation. (See pages 35-55.)

2. They will show you how to obtain educational experience in non-academic work, such as, art, commercial work, industrial arts, home economics, and music, or they will guide you to intensive study in one of these fields in which you may be especially interested. (See pages 24-33.)

3. They will help you to select courses which will prepare you for college entrance in general or for entrance into some particular college. (See pages 17-28.)

HOW TO MAKE USE OF THE MATERIAL CONTAINED ON THE FOLLOWING PAGES

1. Become acquainted with all that the high schools have to offer you before you attempt to make particular selections. Read all of the descriptive material, not just the section in which you think that you are interested. You may discover some new interest.

2. Try to determine what you wish to have the high schools help to prepare you to do. This is not easy, but the nearer you come to such a decision, the better you can select your high school program.

Don't take a college preparatory program or any other program merely because someone else does. Have a reason of your own for your selections.

3. With the aid of your advisers arrange the four year high school program which seems to satisfy your needs. Of course, your experience during the first and second years of high school may cause you to make some changes in your program, but the selection of a four-year program will give you a better sense of direction.

For your own record, write your program on page 63 of this handbook.

Then fill out the program card which will be given to you, have it signed by your parents indicating their approval, and give it to your eighth grade teacher. It will be sent to the high school to be used by your home-room teacher in arranging your schedule for each semester during which you are in high school.
BASIC PROGRAM OF SUBJECTS

The program of subjects for pupils entering the Toledo General High Schools has been made sufficiently flexible to provide for the needs and interests of all pupils who enter high school in so far as this may be done within the limits of the offerings in the various subject fields.

The following program contains all of the required subjects. These required subjects must be taken by everyone. This program of studies, plus the electives listed below and those listed only in the special subject fields, printed on page 9 of this handbook, are the materials out of which all the programs suggested later in the handbook have been arranged.

With the aid of an adviser, any pupil may build from this basic program and the accompanying electives any combination of subjects which he may wish, so long as he fulfills the requirements of three majors and one minor.

However, a large number of advisory programs have been prepared to aid pupils in determining how subjects may be put together for certain purposes. These will be found on later pages of the handbook. Pupils should understand that these programs are merely suggestive and that they may be changed within limits of the requirements of majors and minors and the basic program.

BASIC PROGRAM

Subjects listed below must be taken by all pupils unless preceded by the word elective.

Electives should be so chosen that each pupil shall have completed three majors and one minor in the sixteen units required for graduation.

Pupils should read the handbook carefully before attempting to arrange their own programs of subjects. This is especially necessary for pupils wishing college preparatory work.

FRESHMAN

English I and II
General Science I and II
Elective
Elective

ELECTIVES

Choose electives from the following list.

The electives listed below are offered in two or more of the general high schools. See schedule of classes of each high school for special electives not included in the general list. Electives are to be taken in the year in which they are listed.

Choose majors and minors within the subject fields listed on pages 8-9.

FRESHMAN

General Arts
Business Arithmetic
Junior Business Training
French
General Language
German
Latin
Spanish

General Home Economics
Industrial Survey
Algebra
General Mathematics
Band
Chorus
Orchestra
Community Life

SOPHOMORE

Commercial Art
General Arts
Bookkeeping
Commercial Geography
Foreign Language
Clothing
Home Economics

Industrial Arts
Algebra
Plane Geometry
Band
Chorus
Orchestra
Biology
Ancient and Medieval History
World History
JUNIOR

English V and VI—To be taken in preference to English VII and VIII by all non-college preparatory pupils taking only 3 years of English.

American History and Civics I and II

Elective

Elective

SENIOR

English VII and VIII—To be taken in preference to English V and VI by all college preparatory pupils who are taking only 3 years of English.

Modern European History I and II or Sociology (½) and Economics (½)

Elective

Elective

JUNIOR AND SENIOR

Art Service

Commercial Art

General Arts

Advertising

Business English

Business Principles

Commercial Law

General Typewriting

Salesmanship

Shorthand and Typewriting

Creative Expression

Journalism

Speech

Foreign Language

Clothing

Foods

General Home Economics

Home Economics for Boys

Home Nursing and Hygiene

Personal Development

Industrial Arts

Algebra

Algebra, Advanced

Plane Geometry

Solid Geometry

Trigonometry

Band

Chorus

Orchestra

Biology, (Laboratory)

Botany (½)

Chemistry, (Laboratory)

Descriptive Chemistry (½)

Descriptive Physics (½)

Physics, (Laboratory)

Physiology (½)

Zoology (½)

Ancient and Medieval History

Latin American History

Modern European History

Sociology

Economics
OPINIONS OF COLLEGES AND UNIVERSITIES

The material contained in this section giving advice to pupils about college entrance was submitted to the deans of administration of all of the colleges and universities listed in the back of this booklet. Their replies so emphasize the importance of this section that it has seemed desirable to print parts of a number of them in the handbook.

“We have examined the copy of your program of study and find it to be one of the best handbooks of that nature which has come to our attention. The general information for students and their parents is well selected and the college preparatory programs outlined seem to cover that field thoroughly.”

“May I say in the first place that we wish to congratulate you on this excellent publication. We found it possible to discontinue required patterns of high school elections, partly because the high schools themselves were doing so good a job of educational guidance. This booklet of yours is a sample of the very best that is being done in that field.”

“Your advice to high school students on page 16 is very well written and should be exceedingly helpful to students in the high schools of Toledo. Let me compliment you and congratulate you on your splendid piece of work.”

“I have examined rather carefully your pamphlet descriptive of the courses of studies offered in the Toledo Public High Schools and find it very satisfactory. I do hope that it will be used for the purpose for which it is intended. It will save much difficulty later if high school students can be persuaded to follow a definite plan in their high school career, especially if they can be persuaded to study the entrance requirements of the various colleges early enough to enable them to meet these specifications.”

“I have read with interest the pamphlet, ‘Programs of Studies’, which accompanied your letter of November 25th, and feel sure it is bound to be extremely helpful to your students who contemplate going to college. Your programs for students preparing for engineering college satisfy our requirements for admission in every particular.”
"I have examined your 'Program of Studies' and wish to commend you on this very fine piece of work. It should be of great value to the parents who have children in the high schools as well as to the students themselves."

"I have your letter of November 25, as well as the Program of Study which you include. I think this is a very splendid idea. I wish all high schools would give this information to their students. We would then have less trouble with prospective students who do not have entrance requirements."

"We wish to thank you for sending us a copy of your recently published 'Program of Studies' for the public high schools of Toledo, and we want to congratulate you on it. It is a fine thing to have something tangible to refer to when certain points come up in planning a student's course."

"Let me congratulate you most heartily for the guidance manual which you had the kindness to send me a few days ago.

It is a real pleasure to see a school system such as yours pay such splendid and adequate attention to such an important matter as educational guidance."

"May I say that I like very much your advice to your pupils to plan their courses of study carefully, to choose their colleges as early as possible, and to secure a list of entrance requirements. Each year I meet a great many boys and girls who wish to enter ................. but have postponed the necessary planning until it is too late in their school careers for them to arrange to include the necessary courses. I am glad, too, that you stress the necessity of maintaining a high standard of scholarship."
PREPARATION FOR GENERAL COLLEGE ENTRANCE

If a pupil wishes to prepare for college entrance, he should select the college which he will probably attend and obtain a statement of the entrance requirements of that college. This may be obtained from the high school adviser, or preferably directly from the college concerned. A pupil sometimes thinks that he will probably attend college, but does not know which one. Such a pupil should select a college with moderately rigid entrance requirements and follow those, even though he may finally decide to attend some other school.

Although many colleges have reduced the high school subject requirements which must be completed before a pupil will be allowed to enter, most colleges still set up specific credits or strongly recommend that specific high school subjects be taken. A list of requirements of a number of colleges which Toledo graduates are likely to attend has been prepared and printed on pages 56-62 of this handbook. Pupils should note that although most colleges specify three units of English, many of them require four years of work, for which only three units of credit are given.

As will be noted in this chart, some colleges, instead of naming definite subjects, are asking for a number of majors (three years of high school work in the same subject field) and minors (two years of high school work in the same subject field). Many colleges also ask that a pupil should have received a grade average among the highest half or third of his class. Reasonably high grades are especially helpful to the pupil who will wish to enter college. An increasing number of colleges require also a "personality report" giving facts about the pupil apart from his ability in the classroom. This information includes his ability to get along with people, his qualifications for leadership, and his special interests.

Any pupil can secure in any of the general high schools of Toledo adequate preparation for entrance to any college in the United States, and his credits, if properly selected, will be accepted wherever pupils are permitted to enter without examination. However, it is essential that each pupil plan his course of study carefully.

Every pupil preparing for college should:

1. Choose his college as early as possible.
2. Secure a list of entrance requirements.
3. Maintain a high standard of scholarship.
4. Consult his homeroom teacher and the following programs of studies which have been prepared to aid in guiding pupils into courses desirable for college entrance.
GENERAL COLLEGE PREPARATORY PROGRAMS

The principal differences in requirements for entrance into most colleges (other than engineering and technical schools) are in the field of foreign languages. The following programs of studies are arranged to meet these differences. The programs suggested here are distinctively academic and cultural and more restrictive than some colleges demand. They do not provide for the following of special interests outside of the academic fields. Pupils should know, however, that in practice the statement that “you can take anything in high school and still be admitted to college” applies to a few graduates with unusually outstanding high school records and that, although the colleges may admit some with unsatisfactory high school records, they soon drop many such people.

Admittance to law schools, medical schools, dental schools, or schools of nursing for training in these special fields, almost invariably presupposes a year or more of work in a liberal arts college. Only in rare cases are the requirements of high school credits for entrance into these fields different from such credits demanded or recommended for general college entrance. Pupils who expect to enter a medical or dental school, or a school of pharmacy, should elect Latin for their foreign language, but, in general, pupils who anticipate entering one of these fields will find that preparation for general college entrance will be most satisfactory.

However, since there are pupils who will be permitted to enter nurses’ training directly from high school, a suggested program of subjects which fulfills the preliminary education requirements set up by the Entrance Examiner of the State Medical Board, and in addition contain subjects which are generally regarded as highly desirable for girls interested in nurses’ training or similar fields, has been prepared and printed on page 19.

Other programs of studies which will prepare for admittance to many colleges and at the same time permit a pupil to follow some special interest outside of the academic field, will be found immediately following the academic programs. See Art, page 20; Commercial Subjects, page 20; Home Economics, page 21; Industrial Arts, page 21; Music, page 32.

All of the programs of subjects in this handbook meet the high school major and minor requirements. If substitutions are made where electives are suggested, pupils must be sure that major and minor requirements are fulfilled.
COLLEGE PREPARATORY PROGRAMS

**With no Foreign Language.**

This program of subjects is suggested for those pupils who expect to enter any non-technical college which requires or recommends no foreign language.

Adaptations of this program, with or without foreign language, to provide adequate preparation for entrance to many colleges, and at the same time to provide for special interests, have been made on the following pages: Art 20; Commercial Subjects, 20; Home Economics, 21; Industrial Arts, 21; Music 32.

**FRESHMAN**

English I and II  
General Science I and II  
Algebra I and II  
Elective

**SOPHOMORE**

English III and IV  
Plane Geometry I and II  
Elective—Preferably Ancient and Medieval History I and II  
Elective—Preferably Biology I and II

**JUNIOR**

English V and VI  
American History and Civics I and II  
Elective—Preferably Laboratory Science  
Elective

**SENIOR**

English VII and VIII  
Modern European History I and II  
Elective  
Elective

**Freshman**

English I and II  
General Science I and II  
Algebra I and II  
Foreign Language I and II

**SOPHOMORE**

English III and IV  
Plane Geometry I and II  
Foreign Language III and IV  
Elective—Preferably Biology I and II or Ancient and Medieval History I and II

**JUNIOR**

English V and VI  
American History and Civics I and II  
Laboratory Science I and II  
Elective—Preferably from academic subjects

**SENIOR**

English VII and VIII  
Modern European History I and II  
Elective—Preferably from academic subjects  
Elective

**With two to four years of Foreign Language.**

This program of subjects is suggested for those pupils who expect to enter any non-technical college which requires or recommends two years of foreign language. This program can be expanded easily to include a three or four year foreign language requirement by electing additional language in the junior and senior years.
COLLEGE PREPARATORY PROGRAMS

*With six years of Foreign Language.*

This program of subjects is suggested for those who wish six years of foreign language.

Colleges specifying six years of language allow few or no electives. This program should be followed in detail with the possible substitution of Ancient and Medieval History for General Science. If the college demands a particular foreign language, this should be taken.

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**FRESHMAN**

- English I and II
- General Science I and II
- Foreign Language I and II
- Algebra I and II

**SOPHOMORE**

- English III and IV
- Foreign Language III and IV
- Plane Geometry I and II
- Second Foreign Language I and II

**JUNIOR**

- English V and VI
- Foreign Language V and VI
- American History and Civics I and II
- Second Foreign Language III and IV

**SENIOR**

- English VII and VIII
- Foreign Language VII and VIII or Second Foreign Language V and VI
- Modern European History I and II
- Laboratory Science—Chemistry or Physics

*With special interest in Nurses’ Training.*

This program of subjects is regarded as highly desirable for girls who expect to enter nurses’ training at the completion of their high school work.

Pupils interested in nursing should note that, in general, schools of nursing require that pupils have a college preparatory high school course in order to qualify for admittance. The following program provides such preparation.

Girls having an apparent interest in nursing as a career should take Home Nursing and Hygiene. In every high school this work is taught by a trained nurse, who is in a position to give valuable advice concerning the field. Girls interested should arrange a conference with the school nurse very soon after entering high school.

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**FRESHMAN**

- English I and II
- General Science I and II
- Foreign Language I and II
- Algebra I and II

**SOPHOMORE**

- English III and IV
- Foreign Language III and IV
- Plane Geometry I and II
- Biology I and II

**JUNIOR**

- English V and VI
- Chemistry I and II
- American History and Civics I and II

*Elective—Preferably chosen from the list (*) below

**SENIOR**

- English VII and VIII
- Modern European History I and II
- Elective—Preferably Home Nursing and Hygiene

*Elective—Preferably chosen from the list (*) below

- *Foods I and II
- Physiology (½)
- Zoology (½)
- Botany (½)
- Foreign Language
- Ancient and Medieval History I and II
COLLEGE PREPARATORY PROGRAMS

*With ART as a major or minor.*

This program of subjects is planned with a major or minor in Art for pupils who wish to prepare for college entrance.

Pupils should not elect more work in Art than the college will accept for entrance.

For electives from other fields turn to page 9.

**FRESHMAN**

English I and II  
General Science I and II  
Algebra I and II  
General Arts I and II

**SOPHOMORE**

English III and IV  
Plane Geometry I and II  
Elective—Preferably Ancient and Medieval History I and II  
Elective—Preferably General Arts III and IV or Crafts I and II

**JUNIOR**

English V and VI  
American History and Civics I and II  
Laboratory Science I and II  
Elective—Preferably Foreign Language I and II

**SENIOR**

English VII and VIII  
Modern European History I and II  
Elective—Preferably Foreign Language III and IV  
Elective—Preferably Art Service I and II or General Arts VIII (½) and free elective (½)

*With COMMERCIAL WORK as a major or minor.*

This program of subjects is suggested for those pupils who expect to enroll in the College of Business Administration of any university or college.

Pupils should not elect more commercial subjects than the college will accept.

For electives from other fields turn to page 9.

**FRESHMAN**

English I and II  
General Science I and II  
Algebra I and II  
Foreign Language—Preferably Spanish I and II

**SOPHOMORE**

English III and IV  
Plane Geometry I and II  
Ancient and Medieval History I and II  
Foreign Language III and IV

**JUNIOR**

Shorthand-Typewriting I and II  
American History and Civics I and II  
Laboratory Science I and II  
Elective—Preferably Foreign Language V and VI

**SENIOR**

English VII and VIII  
Modern European History I and II  
Shorthand-Typewriting III and IV  
Commercial Law (½)  
Economics (½)
COLLEGE PREPARATORY PROGRAMS

*With HOME ECONOMICS as a major or minor.*

This program of subjects is planned with a Home Economics major or minor, for pupils who wish to prepare for college entrance.

Pupils should not elect more work in Home Economics than the college will accept for entrance.

For specific Home Economics electives turn to page 28.

For electives from other fields turn to page 9.

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*With INDUSTRIAL ARTS as a major or minor.*

This program of subjects is planned with an Industrial Arts major or minor for pupils who wish to prepare for college entrance. *This is not for pupils who expect to enter engineering schools. Turn to page 22 for engineering programs.*

Pupils should not elect more Industrial Arts work than the college will accept for entrance.

For specific Industrial Arts electives turn to page 9.

For electives from other fields turn to page 9.

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**FRESHMAN**

English I and II  
General Science I and II  
Algebra I and II  
General Home Economics I and II

**SOPHOMORE**

English III and IV  
Plane Geometry I and II  
Elective—Preferably Biology I and II  
Home Economics

**JUNIOR**

English V and VI  
American History and Civics I and II  
Laboratory Science—Preferably Chemistry I and II  
Elective—Preferably Foreign Language I and II

**SENIOR**

English VII and VIII  
Modern European History I and II  
Elective—Preferably Foreign Language III and IV  
Elective—Preferably Home Economics

**FRESHMAN**

English I and II  
General Science I and II  
Algebra I and II  
Industrial Arts I and II

**SOPHOMORE**

English III and IV  
Plane Geometry I and II  
Elective—Preferably Ancient and Medieval History I and II or Biology I and II  
Elective—Preferably Industrial Arts

**JUNIOR**

American History and Civics I and II  
Chemistry I and II  
Elective—Preferably Foreign Language  
Elective

**SENIOR**

English VII and VIII  
Modern European History I and II  
Physics I and II  
Elective—Preferably Foreign Language III and IV
ENGINEERING COLLEGE PREPARATORY PROGRAMS

Most engineering colleges and technical schools set up or strongly recommend specific high school subjects which must be taken preparatory to entrance into such colleges. Mathematics in varying amounts is essential for admission in all technical schools, but the prospective technical student should be sure to provide for a course in solid geometry in high school, since all schools of engineering require it for entrance. The principal differences in these requirements are in the field of foreign languages. The following four programs of studies are arranged to meet these differences and they also provide for the course in solid geometry. Study the table of requirements for engineering schools on pages 57-59 before selecting one of these programs.

All of the programs of subjects in this hand book meet the high school major and minor requirements. If substitutions are made where electives are suggested, pupils should be sure that the major and minor requirements are fulfilled.

**With no Foreign Language**

This program of subjects is suggested for those pupils who expect to enter a technical college which requires no foreign language.

**FRESHMAN**

English I and II
General Science I and II
Algebra I and II
Elective—Preferably Mechanical Drawing I and II

**SOPHOMORE**

English III and IV
Plane Geometry I and II
Elective—Preferably Mechanical Drawing III and IV
Elective—Preferably Ancient and Medieval History I and II

**JUNIOR**

English V and VI
Algebra III (½)
Solid Geometry (½)
American History and Civics I and II
Chemistry I and II

**SENIOR**

English VII and VIII
Modern European History I and II
Physics I and II
Trigonometry (½)
Elective (½)—Preferably Economics

**With two years of Foreign Language.**

This program of subjects is suggested for pupils who wish to enter a technical college which requires or recommends two years of foreign language.

**FRESHMAN**

English I and II
General Science I and II
Algebra I and II
Foreign Language I and II—Preferably German or French

**SOPHOMORE**

English III and IV
Plane Geometry I and II
Foreign Language III and IV
Elective—Preferably Mechanical Drawing I and II

**JUNIOR**

English V and VI
Algebra III (½)
Solid Geometry (½)
American History and Civics I and II
Chemistry I and II

**SENIOR**

English VII and VIII
Modern European History I and II
Physics I and II
Trigonometry (½)
Elective (½)—Preferably Economics
ENGINEERING COLLEGE PREPARATORY PROGRAMS

With three years of Foreign Language.

This program of subjects is suggested for pupils who wish to enter a technical school which requires or recommends three years of foreign language.

FRESHMAN

English I and II
General Science I and II
Algebra I and II
Foreign Language I and II—Preferably German or French

SOPHOMORE

English III and IV
Plane Geometry I and II
Foreign Language III and IV
Elective—Preferably Mechanical Drawing I and II

JUNIOR

Algebra III (½)
Solid Geometry (½)
American History and Civics I and II
Chemistry I and II
Foreign Language V and VI

SENIOR

English VII and VIII
Modern European History I and II
Physics I and II
Trigonometry (½)
Elective (½)—Preferably Economics

With four years of Foreign Language.

This program of subjects is suggested for pupils who wish to take four years of foreign language and also prepare for entrance into a technical college.

FRESHMAN

English I and II
General Science I and II
Algebra I and II
Foreign Language I and II—Preferably German or French

SOPHOMORE

English III and IV
Plane Geometry I and II
Foreign Language III and IV
American History and Civics I and II

JUNIOR

Algebra III (½)
Solid Geometry (½)
Modern European History I and II
Chemistry I and II
Foreign Language V and VI or Second Foreign Language I and II

SENIOR

English VII and VIII
Physics I and II
Foreign Language VII and VIII or Second Foreign Language III and IV
Trigonometry (½)
Elective (½)—Preferably Economics
FIELDS OF SPECIAL INTEREST

ART

Art can best serve the needs of high school pupils by being fitted into a large number of programs of studies as an elective.

Many pupils who may not wish a major in Art will find that certain art courses will be of value to them. This is especially true of pupils working in the following fields:

Industrial Arts—Boys interested in architectural drawing and industrial design, will find valuable training in General Arts I and II and Crafts I and II. (See description below).

Printing and Commercial Work—Boys in the printing shops and commercial pupils will find valuable training for a business career in Commercial Art I and II (outlined below). They are required to take General Arts I and II before electing Commercial Art I and II.

Home Economics—Home Economics pupils may elect any art course after they have taken General Arts I and II. (Description of all art courses given below). Suggested electives in Home Economics courses are outlined on page 28.

DESCRIPTION OF ART COURSES

ART MAJORS—Pupils who wish special art training must elect General Arts I and II in their freshman year, and General Arts III and IV in their sophomore year; in addition they must elect other suggested art courses in their junior or senior year. Survey of Contemporary Art (General Arts VIII) is highly desirable for all Art majors in their senior year.

ART MINORS—Pupils who are not Art majors but who wish practical art training, must elect General Arts I and II in their freshman year before taking any particular art courses to complete their minor.

GENERAL ARTS I AND II is planned for all pupils interested in art. It is an introductory course in which they will study drawing, color, design, lettering, and crafts.

GENERAL ARTS III AND IV will explore the different art fields, so that pupils may find the fields in which they are most interested. They will study drawing and painting, design, the graphic arts, crafts, and home and community planning.

GENERAL ARTS V AND VI is planned so that pupils may develop a better understanding of the art fields in which they are interested. Pupils who take this course will elect for further study at least two fields from those listed in General Arts III and IV. Fashion design, not included above, may be one of the two selected.

GENERAL ARTS VII is arranged for only those pupils who have taken all of the preceding General Arts courses. It is intended for pupils who wish to study for one semester in one selected art field, such as painting, graphic arts, design, or crafts.

GENERAL ARTS VIII is a survey of contemporary art. It is highly recommended as part of the senior work for all pupils majoring in Art.
COMMERCIAL ART I AND II is planned for pupils interested in art in relation to business and advertising. Opportunity will be given to study lettering, show card writing, layouts, poster designs, cartoons, drawing for the mimeograph, and displays.

CRAFTS I AND II is planned for pupils who like to work with wood, clay, papier mache, metal, and other craft materials.

ART SERVICE I AND II is planned for art pupils who are especially interested in school activities. Opportunity will be given to work out practical art problems, such as posters, programs, designs for publications, stage sets, and carnival decorations, when they are needed.

Fields in which art is especially helpful have been suggested above. However, since some pupils will wish a more extended study of art, the following arrangement of subjects is suggested.

A PROGRAM OF SUBJECTS FOR PUPILS HAVING A SPECIAL INTEREST IN ART

This program of subjects is suggested for pupils in the general high schools having a special interest in art in general, commercial art, designing, or art teaching. Boys wishing to select commercial art as a vocation should turn to page 45.

This program may be varied within the limits of the basic high school requirements given on pages 12-13.

For college preparatory program with Art as an elective turn to page 20.
For electives in other fields turn to page 9.

FRESHMAN

English I and II
General Science I and II
General Arts I and II
Elective—Preferably General Mathematics I and II

SOPHOMORE

English III and IV
Ancient and Medieval History I and II
General Arts III and IV or Crafts I and II
Elective—Preferably Mechanical Drawing I and II

JUNIOR

English V and VI
American History and Civics I and II
General Arts V and VI or Commercial Art I and II
Elective.

SENIOR

English VII and VIII
Sociology (½) and Economics (½)
Elective—Preferably General Arts VIII (½)
and free elective (½)
Elective
COMMERCIAL TRAINING

Pupils wishing special commercial training will be expected to complete two majors in commercial subjects. They will elect Business Arithmetic and Junior Business Training in their freshman year. To complete the six units (two majors), pupils will elect at least four units of other commercial subjects, substituting Business English for English VII and VIII. If Shorthand and Typewriting should be elected, two years are recommended for practical use. Business Principles is required of all pupils electing two majors in commercial work, except those taking Shorthand and Typewriting. The following two programs of subjects fulfill all these requirements.

Boys who are planning to follow office work as a career should give serious consideration to the present demand for male secretaries and office managers. Many of the smaller business organizations are looking for boys who can assume the double duty of keeping books and handling the secretarial work. In many cases executives prefer a male secretary who can be taken along on business trips. Undoubtedly, direct contact with business executives is one of the best ways to learn the management of the business in preparation for a promotion. If a boy hopes to succeed in this type of work, he should have at least two years each of Shorthand, Typewriting, and Bookkeeping.

Pupils who do not wish extensive work in the commercial field will find many commercial subjects helpful. These may be taken as electives in various programs of studies. However, because of the lack of equipment, some high schools cannot accommodate more pupils in Typewriting than those taking a commercial major.

Pupils who are taking special commercial training will find it very helpful to take at least one course in Art and Home Economics. Although other courses in each field may be elected if desired, the two described below will probably benefit office workers the most.

ART—Pupils specializing in commercial subjects who elect this course will work with typography, layouts for pamphlets, inserts in direct mail advertising, the stylus and stencil for the mimeoscope, color and arrangement of displays, as well as necessary general arts materials. See schedule in different high schools.

PERSONAL DEVELOPMENT—This course is taught in the field of Home Economics for both boys and girls, and trains the pupils to dress in good taste; have pleasing manners and personality; know how to meet people both in business and social groups; have a sense of responsibility toward employers, fellow-workers, friends, family, and community. Personal Development is not offered in all high schools so it will be necessary to inquire about this course in each school. When this is not offered, girls should elect General Economics I and II, if possible.
COMMERCIAL PROGRAMS

These programs may be varied within the limits of the basic high school requirements given on pages 12-13.

For a college preparatory program with commercial electives turn to page 20.

For electives from other fields turn to page 9.

*With special emphasis on Bookkeeping or Shorthand and Typewriting.*

This program of subjects is suggested for pupils in the general high schools who have a special interest in bookkeeping, or shorthand and typewriting. To succeed in bookkeeping, pupils need to be reasonably capable in arithmetic, while shorthand requires considerable proficiency in English.

FRESHMAN

English I and II
General Science I and II
Business Arithmetic I and II
Junior Business Training I and II

SOPHOMORE

English III and IV
Commerical Geography I and II
Elective—Preferably Bookkeeping I and II
Elective—Preferably World History I and II or Biology I and II

JUNIOR

English V and VI
American History and Civics I and II
Elective—Preferably Bookkeeping or Shorthand and Typewriting
Elective—Preferably Business Law (½) and Salesmanship or Advertising (½)

SENIOR

Business English I and II
Sociology (½) and Economics (½)
Business Principles I and II
Elective—Preferably Bookkeeping or Shorthand and Typewriting

*With General Emphasis on Commercial Subjects.*

This program of subjects is suggested for those pupils who are interested in a broad, unspecialized training in business principles.

FRESHMAN

English I and II
General Science I and II
Business Arithmetic I and II
Junior Business Training I and II

SOPHOMORE

English III and IV
Commercial Geography I and II
Elective—Preferably Bookkeeping I and II or General Typewriting I and II
Elective—Preferably World History I and II or Biology I and II

JUNIOR

English V and VI
American History and Civics I and II
Business Law (½) and Salesmanship or Advertising (½)
Elective

SENIOR

Business English I and II
Sociology (½) and Economics (½)
Business Principles I and II
Elective
HOME ECONOMICS

Pupils who plan to have a major in Home Economics must take General Home Economics I and II before taking other courses.

It is not necessary to take both Foods I and Foods II, or Clothing I and Clothing II to make a unit; however, it should be remembered that in the department, courses numbered I are given only the first semester and those numbered II are given only the second semester.

Pupils who plan to have a minor in Home Economics or who can elect it only for a semester or a year should consider the non-laboratory courses. Since some of these courses are not offered in all high schools, inquire in your school as to which courses are offered.

GENERAL HOME ECONOMICS I AND II—As the name indicates, gives an overview of the subject. It should help pupils to find their special interests in the field of homemaking, and gives a broad but elementary understanding of all phases of homemaking: food selection and preparation; clothing, care and construction; health; living with others in the family.

FOODS I AND II—Meal planning for the family; hospitality; marketing; preparation and serving of meals; food values; food costs; food in sickness and in health, etc.

CLOTHING I AND II—Clothing selection and construction. Textile study; recognition and comparative advantages of fibers; recognition of weaves, fabrics and finishes. Clothing selection for suitability to purse, purpose and person; clothing costs; garment construction.

PERSONAL DEVELOPMENT—Is a one-semester course which may be expanded to a year, intended for juniors and seniors only, preferably those who have had no previous home economics.

It does not include any food preparation or clothing construction. It considers the personal problems of girls as related to personal appearance, manners and conduct, health, getting along with other people, and related topics suggested by pupils.

It is strongly recommended for girls preparing for college or majoring in commercial work.

ART IN HOME AND CLOTHING—Is a one-semester course required of pupils taking advanced courses in clothing (in schools where it is offered). However, other pupils may take it without previous courses in home economics.

It has interest for all who wish to know how to dress in good taste, to make their home surroundings more attractive, to make practical applications of art in everyday life. Ability to paint or draw or use art media is not necessary.

CONSUMERS’ PROBLEMS—Aims to help pupils get their money’s worth by acquainting them with reliable sources of information, setting up standards for evaluation, developing buying habits, etc. It is a practical course based on everyday problems.

HOME AND FAMILY—Historical and biological bases of family. How to get along in the family; problems of brothers and sisters, younger and older people; home and community relationships. Family ideals; special problems of class members.
HOME ECONOMICS FOR BOYS—Is similar to General Home Economics I and II. It is open only to juniors and seniors. It aims to help boys to choose food more wisely, to develop good taste in the selection of clothing, to improve manners and conduct, and to understand simple rules of etiquette. It considers the problems boys encounter in their daily living.

HOME NURSING AND HYGIENE—Is planned to give girls a theoretical and practical background in home care of the sick, personal hygiene, first aid, invalid diets, human anatomy and physiology, child care, and mental hygiene. Girls' problems and personality adjustments are analyzed in individual conferences. It may be elected by senior girls and by junior girls in schools which have sufficient room. Biology and Home Economics are suggested prerequisites.

HOME ECONOMICS PROGRAMS

With general emphasis—a possible background of preparation for doctors' and dentists' office assistants.

This program of subjects is suggested for pupils who may wish to combine an interest in home economics and some commercial work. It will be profitable as general education, and might be excellent preparation for a doctor's or dentist's assistant.

This program may be varied within the limits of the basic high school requirements given on pages 12-13.

For electives from other fields turn to page 9.

FRESHMAN

English I and II
General Science I and II
General Home Economics I and II
Elective—Preferably General Mathematics I and II

SOPHOMORE

English III and IV
Foods I and II
Elective—Preferably Biology I and II
Elective—Preferably Bookkeeping I and II

JUNIOR

English V and VI
American History and Civics I and II
Elective—Preferably Art in Home and Clothing (½) and Personal Development (½)
Elective—Preferably Chemistry I and II or Physics I and II

SENIOR

English VII and VIII
Sociology (½) and Economics (½)
Home Nursing and Hygiene I and II
Elective—Preferably Typing I and II or Crafts I and II

FRESHMAN

English I and II
General Science I and II
General Home Economics I and II
Elective—Preferably General Arts I and II

SOPHOMORE

English III and IV
World History I and II
Clothing I and II
Elective—Preferably General Mathematics I and II or Crafts I and II

JUNIOR

English V and VI
American History and Civics I and II
Elective—Preferably Clothing III and IV or Art in Home and Clothing (½) and Consumers' Problems (½)
Elective—Preferably Science

SENIOR

English VII and VIII
Sociology (½) and Economics (½)
Home Nursing and Hygiene I and II
Elective—Preferably Foods I and II or Clothing or Laboratory Science
INDUSTRIAL ARTS

The courses in this department have been so arranged that a large number of pupils in the general high schools, may obtain practical industrial arts experience. All courses provide an opportunity for pupils to use tools, machines, and materials in the construction of definite projects.

Industrial Survey, wherever possible, is required of all freshmen who desire to enter the industrial arts field in a general high school or to enter the Vocational High School. This course is a survey of two or more branches of industrial arts, and is designed to assist the pupil in selecting some particular industrial arts subject to be followed in a general high school, or in selecting a definite trade to be pursued in the Macomber Vocational High School.

No laboratory fees are charged, but pupils will be required to pay for all school materials used in personal projects, for any breakage or damage to the equipment, and for excess spoilage or waste of materials.

Most of the shops are equipped with power-driven machines, which, by exercising reasonable care and by following directions and instructions, pupils may operate without danger. So far as possible safety devices have been provided. However, the Board of Education does not assume any responsibility in case of injury.

Programs of subjects including industrial arts have been prepared to satisfy the following needs:

(1) An elective for those desiring to enter a technical college. See pages 22-23.

(2) An elective for those desiring to enter a non-technical college. This provides for those pupils who may wish to enter a college of education to prepare for industrial arts teaching. See page 21.

(3) Electives for general high school pupils who have a non-vocational interest in the field.

The Industrial Arts courses in any particular high school, and the number of units in any one of these fields, will be indicated on the schedule of classes of the respective schools.

Unless otherwise indicated, the following Industrial Arts courses are usually offered in each of the general high schools. Each Roman numeral represents a semester's work.

1. Aeronautics I and II, III and IV.
2. Architectural Drafting I and II, III and IV, V and VI.
3. Auto Mechanics I and II, III and IV, V and VI.
4. Electricity I and II, III and IV, V and VI.
5. Foundry I and II, III and IV. Libbey only.
7. Mechanical Drawing I and II, III and IV, V and VI.
8. Printing I and II, III and IV, V and VI. DeVilbiss and Woodward only.
9. Radio I and II, III and IV, V and VI.
10. Woodshop I and II, III and IV, V and VI.
INDUSTRIAL ARTS PROGRAM

This program of subjects is prepared for pupils in the general high schools having a special interest in Industrial Arts. It contains all of the required subjects. The program provides for Industrial Arts throughout the four years. Specific Industrial Arts electives are listed above. The same Industrial Arts subject may be followed for three years, or a different one may be selected each year.

Except by the consent of the principal, no pupil may take more than one Industrial Arts subject during any one semester.

Pupils wishing to select one of these fields as a vocation should turn to page 36.

This program may be varied within the limits of the basic high school requirements given on pages 12-13.

For other electives turn to page 9.

For college preparatory program with Industrial Arts as an elective turn to page 21.

FRESHMAN

English I and II
General Science I and II
General Mathematics I and II
Industrial Survey I and II

SOPHOMORE

English III and IV
Industrial Arts
Elective—Preferably Plane Geometry I and II
Elective—Preferably World History I and II or Biology I and II

JUNIOR

English V and VI
American History and Civics I and II
Industrial Arts
Elective

SENIOR

Sociology (½) and Economics (½)
Elective—Preferably Industrial Arts
Elective.
MUSIC

Music may be elected by all pupils. If pupils who are interested in taking music cannot arrange their schedule of classes so as to provide for music, they should immediately seek advice from their principal or adviser.

Any music credit, not to exceed four units, will count as an elective toward high school graduation. Pupils wishing to use music credits toward college entrance should determine the number of music credits which the college concerned will accept.

Not more than four units of credit in Music will be counted toward graduation.

Three types of music are given in the Toledo General High Schools.

1. APPLIED MUSIC. 1 unit.

One unit of credit is granted for each year of outside study in piano and violin under certified teachers accepted by the Supervisor of Music. Entrance examinations and a study of Harmony are required.

No more than two units of Applied Music are allowed toward graduation.

2. BAND, CHORUS and ORCHESTRA (Theory and Practice). One unit for each year’s work.

A total of four units are allowed toward graduation.

These classes meet five days each week. Three days are used for practice and two days each week are used for teaching the theory of music. During the four years pupils pass through a cycle of study of music. These four years include “History of Music,” “Theory of Music,” “Harmony,” and “Music Appreciation and Ear Training.” The order in which this cycle is taken will depend on the year in which the pupil enters school. The courses are rotated so that one of the four is given each year. The same cycle is followed in Band, Chorus, and Orchestra. All pupils who wish a major in music, or expect to make music-practice or teaching a career, should take both theory and practice of music.

3. PRACTICAL MUSIC. (½) unit each year.

This work is offered in Band, Chorus, and Orchestra. Pupils taking the work will be in the same classes as those taking both theory and practice, except that they will not make the outside preparation in theory of music. This work is designed for those who have some musical talent and wish to participate in band, chorus, or orchestra, but do not wish to spend the time required in the study of theory.
All pupils who take band, chorus, or orchestra, must agree to the terms stated on the following form:

TOLEDO HIGH SCHOOLS

Date: __________________________

In becoming a member of the __________ High School ____________________________,
I hereby agree to the following conditions.

AS A MEMBER OF THE BAND:

In addition to my regular class meetings, to attend with the Band all football games,
when my school is a participant, rehearsals and special celebrations, particularly Armistice
Day and Memorial Day.

AS A MEMBER OF THE GLEE CLUB OR ORCHESTRA:

In addition to my regular class meetings, to attend all rehearsals and special programs
in which the (Orchestra) (Glee Club) of __________________________ has a part.

Failure to meet any one of the above conditions will be sufficient reason for withholding credit for the semester unless excused by the Principal or some one designated by him.

Pupil's Signature

Parent's Signature

MUSIC PROGRAM

The following program of subjects is prepared for pupils in the general high schools
having special interest in music. The program shows how the pupil can arrange his
program to provide a major or minor in music.

This program may be varied within the limits of the basic high school requirements.

For a college preparatory program with music as an elective see page 18.

For other electives turn to page 9.

FRESHMAN

English I and II
General Science I and II
Music
Elective

SOPHOMORE

English III and IV
Music
Elective
Elective

JUNIOR

English V and VI
American History and Civics I and II
Music
Elective

SENIOR

English VII and VIII
Sociology 1/2  Economics 1/2
Elective—preferably Music
Elective
HEALTH AND PHYSICAL EDUCATION

An interesting part of your school life is the time devoted to Health and Physical Education. This part of the program offers you the opportunity to participate in a large variety of activities in an enjoyable manner.

The health and physical education program, as far as the pupils are concerned, is divided into two parts; namely, the health instruction and the physical activity program. The classes in health offered in some schools are concerned with forming habits, building attitudes, and gaining knowledge relative to individual and community health. Among the practices stressed are habits of personal cleanliness, diet, rest, and exercise.

The physical activity program consists of the required class work and the after-school period of voluntary participation. The class period offers the opportunity for the following:

**GIRLS**

Dancing  
Games  
Skills and Skill Tests  
Tumbling and Stunts  
Swimming (Scott and Waite)

**BOYS**

Games and Relays  
Stunts  
Teaching Athletic Skills  
Tumbling  
Physical Tests  
Swimming (Scott and Waite)

Recreational sports such as tennis, badminton, archery.  
Social dancing in mixed groups of boys and girls.

The after-school activities are open to all boys and girls who wish to take part. The activities offered are:

**GIRLS**

Tennis  
Soccer  
Field Hockey  
Basketball  
Volleyball  
Soft Baseball  
Archery  
Field Ball

**BOYS**

Tap Football  
Soccer  
Basketball  
Tennis  
Volleyball  
Soft Baseball  
Track Events  
Recreational Sports

Every pupil is required to provide himself with a regulation gymnasium suit and shoes, and a combination school lock for his gymnasium locker. In addition, each pupil must pay a small service charge for laundering of towels which are furnished by the school.
GENERAL INFORMATION

THE TOLEDO VOCATIONAL HIGH SCHOOLS

Macomber Vocational High School
Monroe at Fifteenth Street
Vocational High School for Girls
Washington and 17th Streets

These are the only Toledo high schools which are designed definitely for vocational education and training.

IMPORTANT OF PLANNING YOUR FUTURE

Choosing your life vocation is one of the most important decisions you will ever have to make. However, it must be made and, the sooner you make it, the better you can plan the education and training which will help you to succeed in your chosen field.

The years which follow your completion of the ninth grade are very valuable to you for vocational training. They should not be wasted. Your use of these years in preparation for a definite occupation will help you to avoid drifting from one occupation to another.

Vocational education and training will help you to increase your earning power. As a large industrial city, Toledo offers many opportunities for employment to the vocationally trained individual.

Planning your future is important. Think it over carefully and talk it over with your parents.

If you wish any additional information or help in making your plan, competent and practical advisers in the vocational high schools gladly will grant educational and vocational guidance interviews. These advisers have had many years of experience in, and contact with, the business and industrial world.

COST

Any pupil residing in the school district of the City of Toledo who has completed the ninth grade in the junior or senior high schools may attend one of the vocational high schools free of charge. Pupils within the school district will be given the first opportunity to use the services of the vocational schools. If facilities permit, pupils living outside of the school district will be permitted to enter a vocational school. Such pupils must pay tuition. Pupils who reside in townships where no high school is provided may arrange with the clerk of the Board of Education of that township for attendance at one of the vocational high schools.

ADMINISTRATIVE CONTROL

All vocational education in the Toledo vocational high schools is under the direction of The Toledo Board of Education, and is done in co-operation with the State Board of Vocational Education, Division of Trades and Industries.
MACOMBER VOCATIONAL HIGH SCHOOL
Monroe and Fifteenth Streets
Phone MAin 2277 and MAin 2278

WHO SHOULD ENTER

1. All boys who are interested in being educated and trained for a specific life vocation in one of the courses offered in this school.

2. All who expect to enter industry as apprentices. Most industrial firms now insist that apprentices be high school graduates and prefer vocational high school graduates.

NOTE: Pupils interested in making specific preparation for college entrance should remain in the general high school.

ENTRANCE REQUIREMENTS

1. Any boy in the school district of the City of Toledo who has completed the ninth grade in a junior or senior high school and who can meet the requirements listed below may enter Macomber Vocational High School.

2. In the ninth year pupils are required to take English, General Science, Algebra or General Mathematics (preferably Algebra), and are advised to take Industrial Survey. Preference will be given to pupils who have had industrial survey. There are two exceptions to these requirements. Pupils interested in Commercial Art should elect General Art and those interested in Office Practice should take the courses designed for commercial freshmen.

3. In addition a pupil should have native ability, or aptitude, for the field of work he desires to enter, and must have a serious intention of preparing himself for it.

4. The number accepted, and trained, for any given vocation, is limited by training facilities and by the possibility of placement in jobs as regulated by the employment demands of the various industries of this community. Those pupils having the most aptitude and highest rating will be offered the first opportunities to train.

TRANSFER OF CREDITS

Students who have completed the 10th, 11th or 12th grade in a general high school may enroll in Macomber Vocational High School. The standing of these students will be determined by an evaluation of the credits offered. These students must meet the minimum requirements of the vocation which each elects.

Likewise, the credits of pupils transferring from a vocational school to a general high school will be subject to evaluation.
VOCATIONAL GUIDANCE
(Occupational Adjustment Service)

The school supplies the services of a group of co-ordinators who are especially trained individuals employed to help give counsel and guidance in the choice of vocations. Guidance service is available to either youths or adults.

PLANS OF VOCATIONAL EDUCATION
(Training Service)

1. Trade Preparatory Plan (Full-time in School)
The objective of this plan is to give sufficient vocational education to qualify one for an apprenticeship or a job in industry.
There are sixteen different occupations from which a choice may be made. Broad training in one of these fields often opens opportunities for employment in many other allied trades.
The pupil spends one-half of his time in practical work in the shop of his vocational choice, and one-half time in technical and general education subjects related to the vocation which he has chosen.
A pupil may choose three years of study under this plan.
Two years of study under the full-time Trade Preparatory Plan are required before a pupil may elect the co-operative Plan.

2. The Co-operative Plan (Half-time in school and half-time at work when jobs are available)
The purpose of this plan is to enable students to work and to go to school on a half-time basis, thereby making it possible to earn and at the same time secure a trade school education. It offers a chance to secure a practical training under employment conditions and frequently leads to an apprenticeship and a full-time job. Two student workers alternate on the same job; one works on the job while the other attends related subject classes at the school.
It is possible in some situations for Co-operating students to go to school mornings and work afternoons and on Saturday.
For the work done in industry, one unit of credit per semester is given and for the related work done in school regular credit is allowed.
Students under this plan must have completed the 10th and 11th grades in the full-time Trade Preparatory Plan and be recommended by the various instructors.

A close check on the program of each co-operative student between home, school and shop is maintained by competent co-ordinators.

The Co-operative Plan is possible only when jobs are available. When business conditions are normal many local industries offer opportunities to vocational students on the basis of this plan.

3. Trade Extension and Apprenticeship Training Plan (Part-time in School)

The purpose of this plan is to provide an opportunity for full-time employed apprentices to secure a definite training in their particular field. Training is carried on through a well organized and supervised program of instruction while the apprentice is at work on the job and through the study of related subjects in classes in the school or industrial plant. Related subjects classes are held at Macomber Vocational High School four hours once a week. The plans and arrangements for this instruction are usually worked out through committees made up of representatives of employers, employees, and the vocational department of the public schools.

It is desirable that those who enter into an agreement should be at least eighteen years of age and a high school graduate. Those who complete courses in Macomber Vocational High School should be well prepared for apprenticeship positions.

Apprentice Training is offered in the following trades:

1. Machine Shop Practice
2. Tool and Die Making
3. Mechanical Drafting
4. Pattern Making
5. Plumbing
6. Sheet Metal

JUNIOR EMPLOYMENT SERVICE
(Placement Service)

The school maintains a Junior Employment Agency which provides employment or placement service for all young men 16 to 20 years of age, regardless of the school they have attended. This service is free to all junior workers in the city.

CO-ORDINATION
(Follow-up Service)

A follow-up service is maintained for full-time trade preparatory students and for students who have been placed on a job on a co-operative basis while in school, or on a full-time job after graduation. Such service is to assist the student in making his adjustments in school, at home, and at work.
OTHER SCHOOL SERVICES

Macomber Vocational High School offers pupils an opportunity to participate in intra-mural and inter-school athletics and other activities outside of those of the regular classroom. However, the major objective of the school is to give the pupil the necessary education and training to make him a proficient worker in his chosen vocation.

Every pupil is urged to participate in club or athletic activities according to his interests. These activities are held after school hours. A pupil not doing good work is limited to one activity, and no pupil is permitted to participate in more than two.

Pupils also have an opportunity to participate in the publication of the school newspaper which is written, composed and printed by students of the school.

RESPONSIBILITY

Most of the shops are equipped with power driven machines, which, by exercising reasonable care and by following directions and instructions, pupils may operate without danger. so far as possible, safety devices have been provided. However, the Board of Education does not assume any responsibility in case of injury.

VOCATIONAL EDUCATION IS OFFERED IN THE FOLLOWING OCCUPATIONS

The following is a list of the occupations from which the pupil will choose the one for which he thinks himself best fitted, and in which he is most interested. Each one is given the generally accepted name of the trade or occupation for which it prepares. Vocational instruction in these occupations is not duplicated in the other high schools.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Credit Per</th>
<th>Occupation</th>
<th>Credit Per</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aeronautics (Ground Work)</td>
<td>2</td>
<td>9. Machine Shop Practice</td>
<td>2</td>
</tr>
<tr>
<td>2. Architectural Drafting</td>
<td>2</td>
<td>10. Mechanical Drafting</td>
<td>2</td>
</tr>
<tr>
<td>3. Automotive Electricity</td>
<td>2</td>
<td>11. Office Practice</td>
<td>2</td>
</tr>
<tr>
<td>5. Cabinet Making</td>
<td>2</td>
<td>13. Plumbing</td>
<td>2</td>
</tr>
<tr>
<td>7. Commercial Art</td>
<td>2</td>
<td>15. Sheet Metal</td>
<td>2</td>
</tr>
<tr>
<td>8. Electricity</td>
<td>2</td>
<td>16. Welding</td>
<td>2</td>
</tr>
</tbody>
</table>

PRACTICAL WORK

Half of your time in this school will be spent in the school shop, working at the occupation you have chosen. Here you will work with up-to-date hand and power tools, and the material of the trade on practical jobs, thus closely approximating industrial conditions.
RELATED TECHNICAL AND GENERAL SUBJECTS

A thorough knowledge of related technical subjects creates the difference between an ordinary worker and the expert.

Instruction is provided in the following related subjects, which have been selected and outlined to meet the needs of the various skilled occupations for which training is offered in this school.

<table>
<thead>
<tr>
<th>Units of Credit</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Technical and General Subjects</td>
<td>Related Technical and General Subjects</td>
</tr>
<tr>
<td>Credit Per Year</td>
<td>Credit Per Year</td>
</tr>
<tr>
<td>1. Advertising</td>
<td>12. English</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td>4. Applied Drafting</td>
<td>15. Materials and Methods of Construction</td>
</tr>
<tr>
<td>½</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. Applied Science</td>
<td>17. Proof Reading</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7. Blue Print Reading and Sketching</td>
<td>18. Shorthand</td>
</tr>
<tr>
<td>½</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10. Business Forms</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11. Business Organization and Management</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Each occupation has its own group of related subjects, which have been assigned because of their particular value to the occupation being studied, and a number of general education subjects required by everyone to round out his education and training.

By this practical program of vocational education, you will develop the correct manipulative skills and the necessary occupational habits, as well as the proper interests, attitudes, and ideals which are so necessary for success in these highly skilled occupations.

REQUIREMENTS FOR GRADUATION

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Shop Work</td>
<td>5 to 6</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>2½ to 3</td>
</tr>
<tr>
<td>Physical Science</td>
<td>2</td>
</tr>
<tr>
<td>Business English</td>
<td>2</td>
</tr>
<tr>
<td>Social Science</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Blue Print Reading and Applied Drafting</td>
<td>1</td>
</tr>
<tr>
<td>Business Organization and Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Required for Graduation 16

Sixteen units of credit are required for a vocational high school diploma. These credits can be earned under one of the following plans:

Two year full-time Trade Preparatory Plan and one year of the Co-operative Plan. (See page 37.)

Three years of full-time Trade Preparatory Plan (See page 37.)
IMPORTANT INFORMATION ABOUT OCCUPATIONS

The Macomber High School does not claim to train the pupil to meet all the responsibilities or the skills required in the occupations herein described. However, with the completion of three years of study, the pupil with average ability should be able to get a job and hold it with credit to himself and to the satisfaction of his employer. Further progress and advancement must of necessity depend entirely on the initiative, interest, and ability of the individual, and his application to further study and training.

The boy who prepares for one of these skilled occupations has a decided advantage when he applies for a job. He also has an advantage in his ability to earn a better living, and in his chance for advancement in both pay and position.

Every pupil owes it to himself to investigate the possibilities of the sixteen skilled occupational curriculums outlined on the following pages. These lead to some very fine positions in the business and industrial world.
CABINET MAKING AND MILLWORK

Full-time Trade Preparatory and Half-time Cooperative Plans.
Wood as a material of construction still predominates in furniture, cabinets, and interior finish in building. These are made by the cabinet maker and the millworker. A man in this field must be able to operate the various types of woodworking machines, do hand bench work, and assemble the jobs. Pupils with Vocational High School training have a fine opportunity for employment because they understand the fundamentals of the trade. Entrance requirements are average intelligence, good health, and a liking for active inside work.

FRESHMAN

This year's work must be completed in a general high school.

SOPHOMORE

Cabinet Making and Millwork I and II
Applied Mathematics III and IV
Applied Drafting I and II
Materials and Methods of Construction I and II
Business English III and IV

JUNIOR

Cabinet Making and Millwork III and IV
Applied Mathematics V and VI
Applied Drafting III and IV
American History and Civics I and II
Business Organization and Management I and II

SENIOR

Cabinet Making and Millwork V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II

COLLISION SERVICE

Full-time Trade Preparatory and Half-time Cooperative Plans.
The increase in ownership of automobiles has made traffic more difficult, resulting in many collisions between automobiles. The repair of the all-steel closed automobile, with its high finish and fine upholstery, requires highly skilled men. This field of work has increased and is still increasing tremendously. This opens up many opportunities for employment in this field of work. There are other allied fields of work in which there are opportunities for employment, such as body building, finishing, upholstery, etc. These cars are repaired indoors, and the working conditions are good. The pay compares favorably with other skilled types of work.

FRESHMAN

This year's work must be completed in a general high school.

SOPHOMORE

Collision Service I and II
Applied Mathematics III and IV
Applied Drafting I and II
Business English III and IV
Applied Science I and II

JUNIOR

Collision Service III and IV
Applied Mathematics V and VI
Materials and Methods of Construction I and II
American History and Civics I and II
Business Organization and Management I and II

SENIOR

Collision Service V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II
COMMERCIAL ART

Full-time Trade Preparatory and Half-time Cooperative Plans.

American business today is using more commercial artists than ever before to create and design the products they make. Commercial artists must know design, color, perspective, and lettering, and must have the ability to paint, draw, and render with pencil and pen. Those entering this field should have an artistic sense, considerable natural ability for drawing, and a mind that can create new ideas. Show-card writing, also offered in this school, affords the student an opportunity to earn while pursuing more advanced work. Commercial artists work under ideal conditions, with unlimited possibilities of advancement for those of outstanding ability.

FRESHMAN

This year's work must be completed in a general high school.

SOPHOMORE

Commercial Art I and II
Applied Mathematics III and IV
Applied Science I and II
Blue Print Reading I and II
Business English III and IV

JUNIOR

Commercial Art III and IV
Advertising I and II
Materials and Methods of Construction I and II
American History and Civics I and II
Business English V and VI

SENIOR

Commercial Art V and VI
Industrial Physics I and II
Applied Mathematics VII and VIII
Social and Economic Problems I and II
Business English VII and VII
Business Organization and Management I and II

OFFICE PRACTICE

Co-operative Plan

There is a wide variety of jobs available in the various offices in the city in commercial and industrial enterprises. This work is divided into five distinct divisions: 1. Typing, dictaphone, and stenographic work; 2. Various types of filing; 3. All types of duplicating; 4. Operation of all kinds of office appliances, such as comptometer and other calculators, billing and bookkeeping machines; 4. Bookkeeping and accounting. There are only a few people who possess a well rounded office training. Many jobs are open to individuals with such training. Working conditions are very good. The pay is in proportion to the type of work done and the amount of skill employed, and promotional possibilities are great.

FRESHMAN

This year's work must be completed in a general high school.

SOPHOMORE

Office Practice I and II
Commercial Geography I and II
Business Mathematics I and II or III and IV
Business Forms I and II or Principles of Accounting I and II
Business English III and IV

JUNIOR

Employment in Office
Office Practice III and IV
Shorthand I and II
Principles of Accounting I and II or III and IV
American History and Civics I and II
Business English V and VI

SENIOR

Employment in Office
Office Practice V and VI
Shorthand III and IV
Social and Economic Problems I and II
Business English VII and VIII
Business Organization and Management I and II
ELECTRICITY
Full-time Trade Preparatory and Half-time Cooperative Plans.
Electricity is being used in greater amounts and applied in more different ways in the world than at any previous time. This makes electricity a very important field of work. There are unlimited possibilities for those who thoroughly understand the theory and practice of this skilled type of work. The work is done in and out of doors, and is not dangerous for those who take the necessary precautions. The trade is divided into house and power wiring, telephone and telegraph, radio, motor winding, maintenance, repair, and manufacturing. This occupation requires a normal mind and physical well being.

FRESHMAN
This year's work must be completed in a general high school.

SOPHOMORE
Electricity I and II
Applied Mathematics III and IV
Applied Drafting I and II
Applied Science I and II
Business English III and IV

JUNIOR
Electricity III and IV
Applied Mathematics V and VI
Materials and Methods of Construction I and II
American History and Civics I and II
Business Organization and Management I and II

SENIOR
Electricity V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II

MACHINE SHOP
Full-time Trade Preparatory and Half-time Cooperative Plans.
This is an age in which practically everything is made by machinery. Because we are living in a machine age, there are unlimited opportunities of employment and advancement. This skilled occupation leads to journeyman machinist, tool-maker, and die-designer. The fact that all the work is done indoors makes working conditions pleasing. Good health, a normal mind, and a liking for mathematics and mechanical work are the requirements for success.

FRESHMAN
This year's work must be completed in a general high school.

SOPHOMORE
Machine Shop Practice I and II
Applied Mathematics III and IV
Applied Drafting I and II
Materials and Methods of Construction I and II
Business English III and IV

JUNIOR
Machine Shop Practice III and IV
Applied Mathematics V and VI
Applied Drafting III and IV
Business Organization and Management I and II
American History and Civics I and II

SENIOR
Machine Shop Practice V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II
MECHANICAL DRAFTING

Full-time Trade Preparatory and Half-time Cooperative Plans.

Drafting plays a leading part in our industrial development. The draftsman designs, draws, and traces the new devices, tools, and machinery used in industry. One should be mathematically, scientifically, and mechanically inclined, have imagination, and be in good physical health. Draftsmen work in pleasant surroundings, and the opportunities of employment and promotion are excellent.

PATTERN MAKING

Full-time Trade Preparatory and Half-time Cooperative Plans.

All parts of machinery and other articles cast of metal require a pattern. This makes pattern making a very essential occupation. Patterns are made of both wood and metal. The wood-pattern maker must know how to operate wood-working machinery and be able to use hand tools. The metal-pattern maker operates metal-working machinery and must be able to do hand work in metals. Pattern shops as a rule are clean, well-lighted, and well-ventilated. To be a successful pattern maker, one must be in good health and of average intelligence, and must be mechanically inclined. The opportunities of employment and promotion compare favorably with other types of skilled work.

FRESHMAN

The work of this year must be completed in the general high school.

SOPHOMORE

Mechanical Drafting I and II
Applied Mathematics III and IV
Applied Science I and II
Applied Mathematics V and VI
Business English III and IV

JUNIOR

Mechanical Drafting III and IV
Applied Mathematics VII and VIII
Materials and Methods of Construction I and II
American History and Civics I and II
Business Organization and Management I and II

SENIOR

Mechanical Drafting V and VI
Strength of Material I and II
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II

FRESHMAN

The work of this year must be completed in the general high school.

SOPHOMORE

Pattern Making I and II
Applied Mathematics III and IV
Applied Drafting I and II
Materials and Methods of Construction I and II
Business English III and IV

JUNIOR

Pattern Making III and IV
Applied Mathematics V and VI
Applied Drafting III and IV
American History and Civics I and II
Business Organization and Management I and II

SENIOR

Pattern Making V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II
PLUMBING AND REFRIGERATION

Full-time Trade Preparatory and Half-time Co-operative Plans.

The plumber is an asset to any community because he safeguards the health of the people. To make good as a plumber, a boy must be interested in this trade, must have average mental ability, must be healthy and strong. A plumber roughs in piping and installs fixtures, and must know how to use the tools and materials required to do these jobs. He must also know the plumbing code, and have considerable technical and scientific knowledge. Refrigeration has opened up a whole new field of job possibilities.

FRESHMAN

This year's work must be completed in a general high school.

SOPHOMORE

Plumbing and Refrigeration I and II
Applied Mathematics III and IV
Applied Drafting I and II
Materials and Methods of Construction I and II
Business English III and IV

JUNIOR

Plumbing and Refrigeration III and IV
Applied Mathematics V and VI
Applied Drafting III and IV
American History and Civics I and II
Business Organization and Management I and II

SENIOR

Plumbing and Refrigeration V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II

PRINTING

Full-time Trade Preparatory and Half-time Co-operative Plans.

The increased use of printed materials of all kinds has made the printing industry one of outstanding importance. The printing occupation is divided into three parts: hand and machine composition, press work, and book binding. It is an indoor occupation, consisting of clean, light, interesting work. To become a competent worker, one must be active both mentally and physically, be well versed in English, and know the fundamentals of design and color. There are many opportunities for employment and for advancement.

FRESHMAN

This year's work must be completed in a general high school.

SOPHOMORE

Printing I and II
Applied Mathematics III and IV
Proof Reading I and II
Advertising I and II
Business English III and IV

JUNIOR

Printing III and IV
Materials and Methods of Construction I and II
Layout and Design I and II
American History and Civics I and II
Business English V and VI

SENIOR

Printing V and VI
Business English VII and VIII
Business Organization and Management I and II
Industrial Physics I and II or Applied Mathematics VII and VIII
Social and Economic Problems I and II
SHEET METAL AND AIR CONDITIONING

Sheet Metal is being used more extensively today than ever before. There has been a big increase in its use in the building trades. The Sheet Metal Industry is generally divided into three parts: General Sheet Metal Work, Heating and Ventilating and Air Conditioning, and Air Conditioning and Specialty Work. The Sheet Metal worker must know how to lay out, construct, and erect the various jobs of the trade. The work is done both indoor and outdoors, and working conditions compare favorably with other building trades. The competent Sheet Metal man must be fairly strong physically and of at least average mentality, and must have a liking for construction. There are many available jobs and promotions possible in this skilled trade. Air conditioning has opened up still greater possibilities.

FRESHMAN

This year's work must be completed in one of the general high schools.

SOPHOMORE

Sheet Metal and Air Conditioning I and II
Applied Mathematics III and IV
Applied Drafting I and II
Materials and Methods of Construction I and II
Business English III and IV

JUNIOR

Sheet Metal and Air Conditioning III and IV
Applied Mathematics V and VI
Applied Drafting III and IV
American History and Civics I and II
Business Organization and Management I and II

SENIOR

Sheet Metal and Air Conditioning V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II

WELDING

Welding is comparatively a new field of work. It is divided into two types: acetylene gas and electric arc. Much work that was previously done by other methods is now being processed by welding. A large variety of repair work is also being welded. There are many opportunities today for the skilled welder. Welding is widely used in manufacturing industries and in construction work. Employment is available in both indoor and outdoor work. The individuals selecting this occupation should be strong physically, especially for outdoor and construction work. It requires at least normal intelligence. Conditions of employment are good, and the pay compares favorably with other occupations.

FRESHMAN

This year's work must be completed in one of the general high schools.

SOPHOMORE

Welding I and II
Applied Mathematics III and IV
Applied Drafting I and II
Materials and Methods of Construction I and II
Business English III and IV

JUNIOR

Welding III and IV
Applied Mathematics V and VI
Applied Drafting III and IV
American History and Civics I and II
Business Organization and Management I and II

SENIOR

Welding V and VI
Applied Mathematics VII and VIII
Industrial Physics I and II
Business English V and VI
Social and Economic Problems I and II
VOCATIONAL HIGH SCHOOL FOR GIRLS

Washington and 17th Streets
Telephone ADams 7612

The Vocational High School for Girls aims to prepare girls for wage earning occupations. Courses are offered in the following fields:

- Commercial Food Preparation and Service
- Commercial Office Practice
- Cosmetology
- Household Management
- Industrial Clothing
- Retail Selling

SCHOOL OBJECTIVES

1. To provide vocational education for girls in those occupations for which employment demands in Toledo and vicinity warrant such preparation.

2. To round out such preparation with part time employment on a co-operative basis and to follow up workers for a maximum degree of successful adjustment in industry.

3. To develop a well-rounded worker not only with occupational skill but with the related knowledge necessary to her trade, and a realization of those social, economic, and health factors which will contribute to her success following the training period.

ENTRANCE REQUIREMENTS

To enter the Vocational High School for Girls the applicant should reside in the Toledo School District, must have completed the ninth grade in the junior or senior high school, must show interest, aptitude, intelligence and ability necessary to succeed in the preparation required for her chosen trade. In every case admission will be preceded by a conference with a trained counselor.

SELECTION OF STUDENTS

Successful preparation for any occupational field is dependent upon the student's ability to profit by the preparation and the drive inherent in the student to complete the preparation outlined. This means a careful selection of students for any course in vocational preparation. To this end each girl is selected on the basis of her previous school record, teacher's recommendation, her seeming ability to profit by the preparation and her desire to enter some chosen occupation when she has completed her training. Numbers accepted for each specific trade are limited to the equipment available.

To help each girl in her choice talks will be given to each ninth grade class prior to the close of school each year. Girls who are interested will be given an opportunity to fill out a choice card and allowed to visit the shops and to interview the teachers prior the entrance to any given training. Tryouts to indicate ability to work with the hands, their desire to meet people or deal with figures will be given.
TIME ASSIGNMENTS IN SCHOOL

The school day is divided into six clock hours. One half of the school day, or three clock hours, is spent in specific preparation in the skills of the trade for which the student is preparing. The other half day, or three clock hours, is spent on those related general and civic subjects which apply to the trade or are needed to help the student make a satisfactory work adjustment. The clock hour is apportioned in these subjects between supervised study and recitation so that a minimum of home work is required.

LENGTH OF SCHOOL COURSES

All courses are planned in three year units. Students entering after completion of more than the ninth grade may have their previous school credits evaluated on an individual basis and will receive a corresponding reduction in time required for graduation.

CURRICULUM AND PREPARATION

The tenth year in each trade is devoted to trade foundation work and development of basic skills. In the eleventh year specific skills are developed in each field. Some choice of skill is allowed within each trade though every girl will be given an over-all contact with all skills. In the twelfth year skills are developed to a point where placement in the trade is possible. Employment in private industry or assignment for work experience in the regular procedures of the school system as a try-out for employment is stressed in the eleventh and twelfth years. Satisfactory adjustment to employment is a requisite for a diploma from the school.

The training given in each trade approximates, as nearly as is possible in an educational program, the conditions which the girl will meet in industry. The school cafeteria will be operated by the students as one unit of food preparation. A tea room, in which lunch will be served to a limited number of outsiders each noon, will be operated by the students. Retail classes will have opportunity for sales try-out in the store which is the distribution center of the products of the school. Cosmetology students will use the students from other shops for practice work. The office production unit will serve the school for its own mimeographing, filing and mailing as well as audit the sales slips and accounts of store and tea room. This try-out experience within each trade will help the girl to determine how well she is suited to her chosen occupation.
CO-ORDINATION AND PLACEMENT

As a part of school practice qualified students will be given an opportunity for employment on a co-operative basis in the trades for which they are being prepared. Credit for this employment is allowed as part of the shop credit requirements. An effort to place students upon completion of the required work of any course will be part of the duty of the co-ordination program. Follow up and adjustment work will be carried on after placement. The co-ordinator also has the responsibility of adjustment of students within the school not only to the school curriculum but also to home and social situations.

Formal application for employment will be made to the co-ordinator in the same manner as an application is made for private industry. The school cannot guarantee placement but placement will be sought for qualified students insofar as industry is able to absorb young workers.

CREDIT DISTRIBUTION

Groups of the following units selected according to the shop preparation undertaken by the student are necessary for graduation with high school diploma. It is possible to complete a maximum of 4½ units each year of attendance at the Vocational High School for Girls.

Allocation of Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth grade (see specific shop for desirable credits)</td>
<td>4</td>
</tr>
<tr>
<td>Shop Preparation</td>
<td></td>
</tr>
<tr>
<td>Food, Clothing, Commercial Office and Art</td>
<td>4½</td>
</tr>
<tr>
<td>(including employment)</td>
<td></td>
</tr>
<tr>
<td>Retail Selling</td>
<td>3</td>
</tr>
<tr>
<td>Related Subjects (according to shop)</td>
<td>3-3½-4</td>
</tr>
<tr>
<td>Applied Science</td>
<td>1</td>
</tr>
<tr>
<td>Applied Art</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>½ or 2</td>
</tr>
<tr>
<td>Related Commercial Subjects:</td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td>½ or 1</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>½ or 1</td>
</tr>
<tr>
<td>Shorthand</td>
<td>1</td>
</tr>
<tr>
<td>General, and Civic Subjects:</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
</tr>
<tr>
<td>Trade Relationship and Organization</td>
<td>1</td>
</tr>
</tbody>
</table>

Required for Graduation                              16

The diploma of the Vocational High School for Girls certifies to specific trade preparation. Students interested in preparation for college should remain in the general high school.
COMMERCIAL FOOD PREPARATION AND SERVICE

This three-year course to prepare girls for occupations in the food industries of Toledo was established in September, 1938. The course includes actual cooking for tea room and cafeteria, food service of all kinds, food demonstration and sales. Practical experience in the school cafeteria and tea room, production on special food orders, and work in private food industries, aid in the preparation for employment.

Related general and other subjects to enable a girl to speak English correctly, meet people intelligently, arrange food artistically, and understand the history, science and geography of foods are parts of the required preparation.

It is desirable that a course in general home economics shall have been completed in the ninth grade.

Girls who select the food shop should be of at least normal intelligence, of average weight and height, free from infectious diseases, alert and quick, and should possess good muscular co-ordination. An artistic sense of color and personal neatness are essential.

INDUSTRIAL CLOTHING

Preparation for employment in the clothing industry, dressmaking, alteration and repair of garments is a three-year course. Actual construction of garments from cotton, wool and synthetic fabrics according to industrial standards is taught. Measuring, cutting, pattern alteration and drafting, fitting and remodeling are included. A unit in power machine operation will be given in the tenth year. In the twelfth year, girls who desire to reach industrial standards for employment may take a second unit in power machine operation. Other special machine work will be offered as soon as facilities are available.

Related general and other subjects will give a knowledge of materials, science as applied to clothing, business methods, and history and social problems as needed for satisfactory adjustment in industry.

Co-operative employment and placement will be sought for qualified workers.

It is desirable that a course in general home economics shall have been completed in the ninth grade.

Girls who elect clothing should be able to use their hands skillfully, have normal eyesight, a sense of proportion and color, and nervous stability to work under pressure.

FRESHMAN

This year’s work must be completed in the general high school.

SOPHOMORE

Foods I and II
Applied Science I and II
Applied Art I
Geography of Foods I and II
English III and IV

JUNIOR

Foods III and IV (Cafeteria Service)
Foods and Equipment I and II
Bookkeeping for Foods Trade I
Typing I
American History and Civics I and II
English V and VI

SENIOR

Foods V and VI (Tea Room Service)
(Trade Room Management)
Trade Relationships I
Applied Arts II
Social Problems I and II
Business English VII and VIII

FRESHMAN

This year’s work must be completed in the general high school.

SOPHOMORE

Clothing I and II
Cotton Garments
Power Machine I
Materials I
Related Science I and II
Applied Art I
English III and IV

JUNIOR

Clothing III and IV
Silk and rayon garments
Special machines
Bookkeeping for the clothing trade I
Materials II
American History and Civics I and II
Applied English V and VI

SENIOR

Clothing V and VI Tailoring, alterations
Power Machine II
Trade Relationships I
Related English VII and VIII
Social Problems I and II
Applied Art II
COMMERCIAL COURSES

In Toledo, girls preparing to work in offices should receive basic training in a variety of office skills. This is the objective of the commercial courses in The Toledo Vocational High School for Girls. Opportunity will be provided to develop skill with at least two office machines. Work with typing, duplicating machines, bookkeeping machines, stenography, and dictating machines will be offered. The complete course covers three years. Short units will be available to older students with commercial educational background as soon as facilities permit.

Satisfactory tryout in employment with industrial organizations and with work projects arising out of school procedure will be a requisite for completion of the course.

Students with "A" and "B" grades in English and Business Arithmetic will be given preference. A Credit in Junior Business Training I and II is desirable.

The modern office girl must be average or above average in intelligence, alert mentally, accurate with detail, of pleasing appearance and personality. These factors will be considered in selection of students for this course.

FRESHMAN

This year's work must be completed in the general high school.

SOPHOMORE

Office Practice I and II
Office Procedure
Filing
Typing
Bookkeeping I and II
Commercial Geography I and II
Applied English III and IV

JUNIOR

Office Practice III and IV
Typing
Office Machine Units
Accounting
Shorthand I and II
Business English V and VI
American History and Civics I and II

SENIOR

Office Practice V and VI
Employment
Stenography
Business English VII and VIII
Office Relationships and Organization I and II
Social Problems I and II

RETAIL SELLING

To give basic training for selling, wrapping, packing, and other distributive occupations is the objective of the three-year course in retail selling. The school work is supplemented by actual employment in distributive occupations in the community and the school store.

One hour a day is devoted to sales education and principles. The related work furnishes a background in art, English, geography, and merchandising.

Preference will be given to students presenting satisfactory work in Business Arithmetic I and II, Junior Business Training I and II, or General Home Economics I and II. A satisfactory record in English is desirable.

The girl who aims to work in the retail trade must be of normal intelligence, be able to meet people pleasantly, be of average weight and height, accurate in handling figures and expressing thoughts.

FRESHMAN

This year's work must be completed in the general high school.

SOPHOMORE

Retail Selling I and II
Commercial Geography I and II
Typing I and II
Applied Art I and II
Applied English III and IV
Hygiene I

JUNIOR

Retail Selling III and IV
Merchandise I
Consumer-Buyer Relationships I
Applied English V and VI
American History and Civics I and II
Typing III and IV (Optional)

SENIOR

Retail Selling V and VI (Employment)
Trade Relationships and Organization I and II
Business English VII and VIII
Advertising Art and Design III and IV
Social Problems I and II
COSMETOLOGY

The course in Cosmetology is planned according to standards set by the Ohio Law governing the training and certification of beauty parlor operators and managers. The required 1,000 hours of preparation will be supplemented by related principles, and social studies.

Girls who choose beauty culture must be at least 16 years of age, physically strong, attractive in appearance, and must possess normal health and intelligence.

At least 12 units of high school credit are recommended for entrance into this course. Pupils having only 12 units of credit will require two years to complete the senior year of high school and the preparation for state board examination. High school graduates who enter the course will require at least one year to complete the work.

Tools and uniforms must be furnished by the pupil.

The first 12 units should be completed in the general high school.

TECHNICAL INSTRUCTION AND PRACTICE

The following division of hours is approved by the State Board of Cosmetology in Ohio.

1000 Hour Course

Shampooing and Rinses.................. 50
Marcelling .................................. 144
Facial Massage ................................ 75
Electrical Devices .................. 30
Scalp Treatment .................. 50
Hair Tinting; Coloring; Bleaching .... 100
Permanent Waving .................. 120
Hairdressing and Haircutting ....... 200
Sanitation and Personal Hygiene .... 50
Written Tests .................. 21
Study of Ohio Beauty Culture Law .... 10
Dispensing .......................... 50
Molding .................................. 100

Total .................................. 1000

HOUSEHOLD MANAGEMENT

Girls who have an interest in caring for children, preparing food for family use, caring for the sick or children on a semi-professional level, will be considered. Recommendation from a home economics teacher is advisable.

The Household Management course will prepare girls for those positions in homes and institutions where a trained worker on a non-professional level is required. The Vocational Survey of Girls' Work in Toledo indicates that the majority of working permits issued to girls who leave school following completion of the eighth grade are issued for this type of occupation.

A general all around preparation with courses in use and care of cleaning equipment, food preparation, laundry practice, clothing construction will be offered. Related work in science, English, and Social Studies will be developed.

An advisory committee has prepared the following curriculum:

FRESHMAN YEAR

This year's work must be completed in the general high school. Home Economics I and II are required.

SOPHOMORE YEAR

Household Management I and II
Food Preparation and Service
Personal Regimen I
Budget and Accounts I
Materials and Equipment I and II
English III and IV

JUNIOR YEAR

Household Management III and IV
Maintenance and Laundry
Invalid and Child Care
Applied Science I and II
Related English V and VI
American History and Civics I and II

SENIOR YEAR

Household Management V and VI
Advanced Food Preparation
Co-operative Employment
Applied Art I and II
Business English VII
Social and Economic Problems I and II
Personal Problems and Relations I
UNIVERSITY OF TOLEDO

The University of Toledo receives more than five hundred freshmen from the city public high schools each year. It has been estimated that this is approximately seventy per cent of all Toledo high school graduates who attend college. Since this is true, a detailed statement of entrance requirements to different colleges of the University of Toledo is included in the handbook. However, if you are interested in attending one of these colleges, obtain further information directly from the Dean of Administration at the University.

Although it is the general policy of the University to make every effort to provide ways and means of adjustment for students entering, especially from the Toledo public schools, *strict observance of entrance requirements of the University of Toledo is important.*

The entrance requirements for the different colleges include certain specified subjects, which are indicated in the table below. By consulting this table the student will readily be able to determine the requirements for full entrance and note his own entrance deficiencies, if any.

**TABLE OF ENTRANCE REQUIREMENTS OF THE COLLEGES**

(In Units)

### COLLEGE OF ARTS AND SCIENCES:

<table>
<thead>
<tr>
<th>Course</th>
<th>A.B.</th>
<th>B.S.</th>
<th>Ph.B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Science (or History)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Laboratory Science (above the Freshman Year)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

### COLLEGE OF EDUCATION:

<table>
<thead>
<tr>
<th>Course</th>
<th>A.B.</th>
<th>B.S.</th>
<th>B.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Science (or History)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Laboratory Science (above the Freshman Year)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

### COLLEGE OF BUSINESS ADMINISTRATION:

<table>
<thead>
<tr>
<th>Course</th>
<th>A.B.</th>
<th>B.B.S.</th>
<th>B.B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Science (or History)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science (above the Freshman Year)</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
COLLEGE OF ENGINEERING:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1½</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>½</td>
</tr>
<tr>
<td>Laboratory Science (above the Freshman Year)</td>
<td>1</td>
</tr>
<tr>
<td>**Electives</td>
<td>8</td>
</tr>
<tr>
<td>**Total</td>
<td>16</td>
</tr>
</tbody>
</table>

**Not more than one unit of electives may be physical education and hygiene.**

No entrance credit is given for a single semester's work of a foreign language.

COLLEGE OF PHARMACY:  

<table>
<thead>
<tr>
<th>Course</th>
<th>B. Pharm.</th>
<th>B.S. in Pharm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Science (or History)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science (above the Freshman Year)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>**Electives</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>**Total</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

COLLEGE OF LAW:  

At least two years (60 hours) of pre-law work of collegiate grade is required to enter a law school in Ohio. At the University of Toledo a student is admitted to the College of Law only if his average grade in pre-law work is C or above.

THE NEW JUNIOR COLLEGE:  

The new Junior College was opened in September, 1938. Under the new organization two-year terminal programs are offered in the following general fields: general business, accounting, stenographic, chemical assistant, electrical-industrial, mechanical-industrial, drafting, clinical technician, police training, home making and recreational leadership.

Entrance requirement is graduation from a Class A four-year high school.

SPECIAL PROGRAMS:  

Special programs in the following fields are offered at the University: Pre-medical, pre-law, dietetics, pre-dental, pre-agriculture, laboratory technician, physical education, and commercial major for teachers.

The University conducts evening sessions and summer sessions in which students may take courses leading to a degree or a Junior College certificate.

FOREIGN LANGUAGE REQUIREMENT  

It will be noted that foreign language is not listed as a requirement for admission into any of the colleges. However, the student planning to receive the Bachelor of Arts degree from any college will be required to pass a proficiency examination in one foreign language.

The University of Toledo is accredited by the Association of American Universities, the North Central Association, the Ohio College Association and the American Bar Association.
## COLLEGES OF ENGINEERING and TECHNICAL SCHOOLS
### ENTRANCE REQUIREMENTS

### GROUP A
- English
- History
- Foreign Language
- Mathematics
- Laboratory Science

### GROUP B
- General Mathematics
- General Science
- Descriptive Chemistry
- Descriptive Physics
- Speech
- Journalism
- Creative Expression
- Sociology

### GROUP C
- Art
- Home Economics
- Commercial
- Industrial Arts
- Music

<table>
<thead>
<tr>
<th>NAME AND LOCATION OF SCHOOL</th>
<th>TOTAL UNITS</th>
<th>ENGLISH</th>
<th>HISTORY</th>
<th>FOREIGN LANGUAGE</th>
<th>ELEMENTARY ALGEBRA</th>
<th>INTERMEDIATE ALGEBRA</th>
<th>GEOMETRY</th>
<th>SOLID GEOMETRY</th>
<th>TRIGONOMETRY</th>
<th>PHYSICS</th>
<th>CHEMISTRY</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armour Institute of Technology</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1 1/4</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>Graduation from an accredited high school.</td>
</tr>
<tr>
<td>Carnegie Institute of Technology</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>1 1/4</td>
<td>1 1/2</td>
<td>1</td>
<td>1 1/2</td>
<td>1</td>
<td>Phys. or Chem.</td>
<td></td>
<td></td>
<td>Enrollment limited. Selective admission. One-half credit for vocational work with a maximum of two units.</td>
</tr>
<tr>
<td>Case School of Applied Science</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1</td>
<td>1 1/2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>Graduates in the lower third of high school class admitted on examination only.</td>
</tr>
<tr>
<td>Cincinnati, University of</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1</td>
<td>1 1/2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>Five and one-half units must be from Group &quot;A&quot;. Three electives from any other field. Grades in mathematics and science must average 80% or more. All other grades must average 70% or more.</td>
</tr>
<tr>
<td>Cornell University</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>May submit two units in each of two foreign languages in place of the three in one language.</td>
</tr>
<tr>
<td>Illinois, University of</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1 1/4</td>
<td>1 1/2</td>
<td>1 1/2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Additional requirements: one major (3 units) and two minors (2 units each) from Group &quot;A&quot;. Other electives from any field.</td>
</tr>
<tr>
<td>Institution</td>
<td>Units</td>
<td>Math</td>
<td>Science</td>
<td>English</td>
<td>Social Science</td>
<td>Electives</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</table>

Electives: 4½ from group "A" and 3½ from other fields. Candidates must be 16 years of age.

Admit graduates of accredited high schools, upon one-fifth of class. Others must pass entrance examination. Chemistry suggested as an elective.

Eight electives, preferably in the academic field.

Additional requirements, 2 units foreign language or history. Remaining units are elective from other fields.

Recommend 1 unit of history or American History and Civics be among the 5 electives. Remaining units from any field.

Six and one-half units from Group "A", and 3 units from Group "B" and "C".

Three optional electives. Not more than 3 units of vocational work.

Must be a graduate of an approved high school. Entrance units preferably from academic field.

Candidates must be in the upper four-fifths of his graduating class. 15 units from Group "A", are required for admittance.

Two additional units from Group "A". Remaining electives from any field. Must graduate in upper two-thirds of high school class.

Recommended for engineering students. Other units are elective.
## Colleges of Arts and Sciences

### Entrance Requirements

<table>
<thead>
<tr>
<th>Name and Location of School</th>
<th>Total Units</th>
<th>English</th>
<th>History</th>
<th>Foreign Language</th>
<th>Algebra</th>
<th>Geometry</th>
<th>Laboratory Science</th>
<th>Notes</th>
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<tr>
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</table>

**Group B**

| General Mathematics         |   |         |         |                  |         |          |                   |       |
| General Science             |   |         |         |                  |         |          |                   |       |
| Descriptive Chemistry       |   |         |         |                  |         |          |                   |       |
| Descriptive Physics         |   |         |         |                  |         |          |                   |       |
| Speech                      |   |         |         |                  |         |          |                   |       |
| Journalism                  |   |         |         |                  |         |          |                   |       |
| Creative Expression         |   |         |         |                  |         |          |                   |       |
| Sociology                   |   |         |         |                  |         |          |                   |       |

**Group C**

| Art                         |   |         |         |                  |         |          |                   |       |
| Home Economics              |   |         |         |                  |         |          |                   |       |
| Commercial                 |   |         |         |                  |         |          |                   |       |
| Industrial Arts            |   |         |         |                  |         |          |                   |       |
| Music                       |   |         |         |                  |         |          |                   |       |

**Notes**

- Not required but strongly recommended for a good foundation. Will accept credits from Groups "B" and "C". Character and personality considered.
- One unit of music for Liberal Arts, 3 units for Conservatory. Will accept other credits from Groups "B" and "C".
- Admittance on H. S., Certificate. Will accept any credits that the H. S. will allow toward graduation.
- Three units entrance credit allowed for four years high school English. Foreign Language must be 3 Latin, and 3 German or French; or 4 Latin and 2 German or French. Solid Geometry and Trigonometry will be accepted in place of the science requirement.
- Four electives from Group "A". Remaining electives from any field. Grades 80% or more, in 3 of 15 units, and at least 5 grades from last 2 years of H. S.
- Electives include 3 units from Group "A" and 3 units from Groups "B" and "C".
- Will accept 1 unit Theory of Music and 1 unit of applied music. No credit for typing. Not more than 3 units will be accepted from Group "C". Character, personality and general ability considered.
<table>
<thead>
<tr>
<th>University</th>
<th>Credits</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
<th>Group E</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>DePauw University</td>
<td>16</td>
<td>3</td>
<td>1</td>
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<td>Will accept for entrance, all units in Groups &quot;B&quot; and &quot;C&quot;.</td>
</tr>
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<td>Duke University</td>
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<td>1</td>
<td>Electives must be mainly from Group &quot;A&quot;. Preference given applicants ability, ambition, and character.</td>
</tr>
<tr>
<td>Heidelberg College</td>
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<td>1</td>
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<td>1</td>
<td>Three Additional units must be from Group &quot;A&quot;. Remaining electives can be any subjects recognized by the high school toward graduation.</td>
</tr>
<tr>
<td>Hiram College</td>
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<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Six additional electives from any subjects offered in the high school. Candidates must be in the upper 2/3 of his graduating class.</td>
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<tr>
<td>Illinois, University of Urbana, Illinois</td>
<td>15</td>
<td>3</td>
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<td>Applicants must have 2 majors (3 units each) including English and 2 minors (2 units each) from the different subjects fields of Group &quot;A&quot;. They may present 3 majors in place of the above.</td>
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<tr>
<td>Mary Manse College</td>
<td>16</td>
<td>3</td>
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<td>2</td>
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<td>1</td>
<td>Additional units may be elected from Groups &quot;B&quot;, &quot;A&quot;, and &quot;C&quot;. However, not more than two are to be from Group &quot;C&quot;.</td>
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<tr>
<td>Miami University</td>
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<td>Graduation from a first grade high school. Recommend 12 of the 15 units be selected from the subject fields of Group &quot;A&quot;.</td>
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<td>Mount Holyoke College</td>
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<td>4</td>
<td>5</td>
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<td></td>
<td>Four units of English count only three entrance units. Among the five electives candidates may submit Art and Music only, from Group &quot;C&quot;.</td>
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<tr>
<td>Michigan, State</td>
<td>15</td>
<td>3</td>
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<td>Additional requirements 1 major (3 units) and 2 minors (2 units each) from the different fields of Group &quot;A&quot;. Other units may be from any field of high school studies.</td>
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<tr>
<td>Michigan State Normal</td>
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<td>Additional requirements one major (3 units) and two minors (2 units each) from the different fields of Group &quot;A&quot;. Other units from any field of high school studies.</td>
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<td>Michigan, University of Ann Arbor, Michigan</td>
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<td>Additional requirements one major (3 units) and two minors (2 units each) from the different fields of Group &quot;A&quot;. Other units from any field of high school studies.</td>
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<td>Not more than three units may be from Groups &quot;B&quot; and &quot;C&quot;, respectively.</td>
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<tr>
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<td>1</td>
<td>At least three electives must be from Group &quot;A&quot;. Not more than 3 units will be accepted from Groups &quot;B&quot; and &quot;C&quot;.</td>
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<td>Oberlin College</td>
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<td>Will accept credits from Group &quot;B&quot;. Will not accept more than two units from Group &quot;C&quot;.</td>
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<td>Four electives must be from Group &quot;A&quot;. Remaining electives may be from any subject allowed for graduation from the high school.</td>
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<td>These are recommended for a good foundation. Electives may be from any field of high school studies. Not more than 1 units may be presented from Group &quot;C&quot;.</td>
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<tr>
<td>Institution</td>
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<td>Electives</td>
<td>Science</td>
<td>Math</td>
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</table>

Not required but strongly recommended for a good foundation. Will admit on graduation from a first grade high school.

These subjects are suggested for a good foundation. High school graduates in the upper 1/3 of the class are admitted on graduation certificate.

High grade students may enter without foreign language, however, they must take a language in college. Will accept credits from Group "B" and "C".

Three and one-half additional units from Group "A". Remaining units from any subject allowed for graduation by the high school.

Four units of English count for only three units of entrance credit. The 6 electives may be chosen from any subject field offered in the high school.

Five electives from Group "A". Three free electives from any subjects allowed toward graduation from high school.

One major (3 units) and two minors (2 units each) from different subject fields of Group "A". The above in addition to the English requirement.

Not required but strongly recommended for a good foundation. Remaining units may be from any subject field in the high school.

Three additional units from Group "A". Remaining units may be from any subject field of the high school.
**My Projected Program Of Studies**

Write in the blank spaces below, the courses which you expect to take each semester during your four years in high school. Keep this as your permanent record.

Plan to hold to the courses selected unless there is a very good reason for changing.

### NINTH YEAR

<table>
<thead>
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<th>First Semester</th>
<th>Second Semester</th>
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<td>1. English I</td>
<td>1. English II</td>
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### TENTH YEAR

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<th>1. English III</th>
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### ELEVENTH YEAR

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<th>1. American History and Civics I</th>
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### TWELFTH YEAR

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