A STUDENT HANDBOOK FOR DESMOINES HIGH SCHOOL

DES MOINES, IOWA

---

A Field Report
Presented to
The Graduate Division
Drake University

---

In partial fulfillment
of the requirements for the Degree
Master of Science in Education

---

A. M. 1934

January 1st
A STUDENT HANDBOOK FOR LINCOLN HIGH SCHOOL

DES MOINES, IOWA

by

Richard N. Malliet

Approved by Committee:

[Signatures]

Chairman

[Signature]

Dean of the Graduate Division
# INDEX OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Description</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Objectives</td>
<td>1</td>
</tr>
<tr>
<td>Summary of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Literature</td>
<td>7</td>
</tr>
<tr>
<td>Introduction and Development of Field</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation of the Use of Indicators</td>
<td>21</td>
</tr>
<tr>
<td>Evaluation of Administration</td>
<td>13</td>
</tr>
<tr>
<td>Induction</td>
<td>131</td>
</tr>
<tr>
<td>Final</td>
<td>137</td>
</tr>
</tbody>
</table>

Notes for teachers and administrators of

- Elementary, Lincoln High School
- Middle School, Lincoln High School
- Crabtree, Central Iowa, 12th Grade Students
- Activities, Clubs, and Student Organizations
- General Information
CHAPTER I

INTRODUCTION

Each year over five hundred new students enter Lincoln High School. Most of these students will experience an adjustment to functioning within the largest social group they have encountered. They will be confronted with an unfamiliar physical environment, many new procedures, rules, regulations, facilities, courses of study, activities, and opportunities that will be totally or partially different from those of their former schools.

For the majority of these students, the sooner they become familiar with the unknown, the sooner the adjustment will be made, and the sooner the opportunities available will be utilized.

I. THE PROBLEM

Statement of the problem. The purpose of this project was to develop a student handbook that would assist new Lincoln High School students in making the most rapid adjustment possible by helping them become familiar with the school through describing and explaining what it has to offer them, and stating what it expects of them.

While designed primarily for students, it was the further purpose of the project to prepare an instrument that would assist the counselors in working individually with students, teachers in
their classroom and homeroom functions, and the administration through mass dissemination of administrative information necessary in the operation of the school.

A final purpose of the handbook was to promote school-community relations by creating an awareness among parents and other members of the community that they are considered an important part of the school through informing them of what goes on at Lincoln High School and the role they play in making it a better school.

II. IMPORTANCE OF THE STUDY

Prior to the 1966-1967 school year, Lincoln High School had a student body composed of grades seven through twelve. Grades seven and eight were dropped for the 1966-1967 school year with grade nine being dropped for 1967-1968. Next year, Lincoln's entire tenth grade will be drawn from three junior high schools: Kirtz, Weeks, and Brody. Every student will be totally new to Lincoln High School.

During the time when at least some of the tenth grade students were familiar with the school, the writer's six years of observation as a classroom and homeroom teacher and one year as a counselor at Lincoln High School, indicated a need for some means of reducing the confusion and bewilderment witnessed in new students. This observation was verified by comments of other counselors, teachers, members of the administrative staff, and students. It was agreed that a handbook would be valuable in hastening the orientation of new students to
their school. Relative to this need, Gruber and Beatty wrote that a handbook is a useful guide for new students, for whom it is almost a necessity.¹ Elicker indicated that a student handbook is especially useful to new students in a large school.²

Lincoln High School is a large school. When the school first opened in 1923, the enrollment for grades seven through twelve totaled 650. This number increased to over 2,100 during the 1965-1966 school year. After dropping three grades, the 1967-1968 enrollment is approximately 1,600 with future projections by the school principal indicating a senior high school enrollment of approximately 2,500 by 1973. These figures are based on junior high school and elementary students presently in the Lincoln district. As stated before, these students will be totally new to Lincoln High School which manifests the need for providing them with something to rapidly acquaint them with the school.

The only attempt at Lincoln to provide information to students through a handbook was made ten years ago. The publication, the Lincoln Log, was a four-page, 5-1/2 by 8-1/2 inch pamphlet.³ It has long since become a collector's item. Since that time, school

³ The historical information about Lincoln High School and data concerning the size of past school enrollment was secured from records of the registrar and a school collection of school and city research articles and other publications of the school.
policies and procedures have been made known through the school administrative bulletin which is read in homeroom. This has been a functional means of providing information, but its affect is of a temporary nature. The student is rapidly introduced to so many things in a short period of time that it is quite difficult for him to remember much of it. It becomes necessary for him to have something to refer to at the time he has a particular question; or something he can investigate at his leisure.

Although the greatest need for information is experienced by the top students, other classes also experience the need at different points in their high school careers. They have many decisions to make that must be based on sound information. For example, they must plan their course of study directed toward future careers. A knowledge of course content is needed to aid them in their planning. Organized future planning for college suggests a need for handbook information that the student can study and refer to step by step as he progresses through school. The areas of required tests, courses needed for college, college enrollment procedures and timing, scholarships, and financing are often confusing to the student. The counselors help the students with their planning, but the counselors cannot live with each individual student every step of the way. Information that makes the student cognizant of what must be done should aid them in efficiently using the counseling services to the specifics of their planning for college and in the execution of their plans. In addition,
parents are also closely involved in students planning for college and they also experience a need for immediate, first-hand information. Regarding upperclassmen, McKown stated:

Although the handbook is designed mainly for the new student, yet it is valuable also for the older students. Some of its material will not be needed immediately by the newcomer but in the later years of his school life, as he becomes interested in organizations to which he is only then eligible or in activities which had never before appealed to him. Such a handy compendium saves the office the trouble of answering over and over again the many puzzling questions which continually arise in students' minds, and, further, it provides accurate and authoritative answers to these.¹

Intra-school and school-home communications are vital to the operation of a school. Information must be passed from the administration directly and through teachers to students and parents. A student handbook would provide a ready reference to uniform information to expedite many matters of administrative communications. In this regard, Gruber and Beatty referred to the student handbook as almost exclusively an administrative device.² In reference to handbooks as administrative devices, Terry believed that, "No means of disseminating large amounts of information throughout the school is more economical of time and money."³

Finally, the school needs the support of the community.


²Gruber and Beatty, loc. cit.

Every effort must be made to improve public relations so that parents become interested in becoming involved in what the school is doing. Becoming interested and involved is usually preceded by being informed. In respect to the school and parents, Grimnell and others stated, "Since the student handbook is an introduction of the pupil and his parents to the school, the opportunity for good public relations is obvious."¹ Concerning the same subject, Eicker wrote that the school is an important part of the community and it will be better supported if a wholesome school-community relationship exists. People generally have a deep interest in the school and are inclined to support it if they are made to feel it is their school. This is especially true of citizens that have sons and daughters in the school.²

A handbook that encourages parents to become informed about the total school program, made available in the home through distribution to the students, should indicate to them that the school does consider them important and wants them to be knowledgeable participants in what the school does for their children, in their school.

In reviewing these facts, it was apparent that an instrument of communication was needed that would organize and consolidate information of importance under one cover, that would have utility for

²Eicker, op. cit., p. 100.
students, and be readily accessible throughout their high school experience. An investigation of the literature on this subject indicated that a student handbook would be the most efficient tool in meeting this need.

III. PROCEDURE

The need for a student handbook and its development by the writer was discussed with the school principal, vice-principal, girls' adviser, counselors, and a random sampling of teachers and students. The idea received enthusiastic support. The principal, Mr. Melvin Bowen, assured its publication and distribution to the students at the earliest possible date following the completion of the writing.

A study was made by the writer of the literature on the development of student handbooks. This study was limited to books and periodicals. As many ideas obtained from this study as were pertinent to the composition of the Lincoln High School student body and school program were incorporated into the materials compiled for the proposed handbook.

Student handbooks from Davenport West, Cedar Rapids Jefferson, and four Des Moines high schools, East, North, Tech, and Roosevelt, were secured for examination and study regarding size, style, content, and organization. This was done to ascertain if ideas obtained from them would have relevancy to the Lincoln High School handbook as these
schools are approximately the same size as Lincoln High School and have similar school programs.

In addition, a listing was made of all possible school and community-school activities, school policies and procedures, courses of studies, and guidance information for consideration as possible handbook items. A final list was selected after a series of discussions with school personnel and ideas expressed by the student council.

Based upon these studies and the other information compiled, a tentative outline of the handbook was presented to the administration for additions, deletions, and final approval.

Specific material for the writing was compiled through:

1. a questionnaire distributed to teachers and department heads in each academic and vocational subject matter area and physical education teachers

2. a questionnaire distributed to sponsors of all school activities

3. interviews with the school principal, vice-principal, girls' advisor, counselors, school nurse, and student leaders in school activities

4. interviews with the head coaches of all inter-scholastic school athletic teams

5. interviews with leaders of school-community organizations

6. interviews with instructors of instrumental and vocal music

1: appendix 1.  2: appendix 2.
7. Interviews with school district administrative personnel
   when necessary to supplement information not available
   at Lincoln High School
8. Interviews with teachers and club sponsors when question-
   naires were incomplete or needed interpretation
9. A study of the eligibility rules of the Iowa State Athletic
   Association
10. A study of the school history obtained from school records,
    publications, and through members of the community
11. A study of the local and state regulations and laws affect-
    ing public school students
12. Interviews with the school registrar
13. Knowledge of the writer gained from previous studies of test-
    ing, college application procedures, general and specific
    scholarship information, college financing, and high
    school graduation requirements

The results of the questionnaires distributed to fifty-one
teachers and thirty-six activity sponsors provided the information
that was condensed in the course and activity descriptions found in
the handbook. These are but two examples which indicate that the
material in the handbook, as expressed by the writer, reflects
information and thoughts contributed by many people interested in the
students at Lincoln High School and the betterment of this school.
CHAPTER II

REVIEW OF THE LITERATURE ON THE DEVELOPMENT
AND USE OF STUDENT HANDBOOKS

From a simple, rural, agricultural economy, the United States has developed into a complex, urban, industrial nation. Emphasis on science and research has resulted in drastic changes in practically all phases of production, distribution, and the service occupations. These changes were largely the result of an expansion of knowledge based upon volumes of information that was previously unavailable. This process was accelerated with the advent of the computer which made possible an unbelievable quantity and quality of informational data. With this growth and expansion came complexity. There was so much to be known in all phases of life that it was often humanly impossible to digest the massive amounts of available information in their entirety. The need arose to condense, encapsulate, and codify information into organized, specialized units. As one of the results, McKown stated that this has become the age of handbooks.1

In libraries of all types, volumes of handbooks can be found on almost any area desired.

The public school system has experienced the same growth and expansion. "Urbanization, consolidation, and population growth have

---

changed the educational environment from the one-room school to a
school system in which many schools number their students in the
thousands. Along with the growth of student population came the
expansion of physical facilities, courses of study, policies and
procedures, extracurricular activities, and services provided to
students. Consequently, methods of student orientation which result
in maximum benefits to the students from their school experience has
become increasingly important. As in other fields, the public schools
are making use of the handbook to do this job.

An indication of the extensive use of handbooks was expressed
to Miller, Noyer, and Patrick who stated, "The handbook is either in
first place in numbers among high school publications or runs a close
second to the newspaper for that honor."\(^1\) Grinnell and Young added
emphasis to this fact by noting that it was easy to predict a continu-
ing growth in the popularity of handbooks.\(^2\)

Popularity and extensive publication are not enough in them-
selves to justify the time and expense of publication and distribution
of school handbooks. They must have some functional purpose or
satisfy a school need if there is to be justification for their use.

\(^1\) Franklin A. Miller, James E. Noyer, and Robert J. Patrick,
Planning Student Activities (New Jersey: Prentice-Hall, Inc., 1930),
pp. 112.

\(^2\) John Eric Grinnell and Harry L. Young, School and the
Mr. Nation enters a new school and naturally he is tense with excitement. He knows little about the school or what it expects of him. He does not know the teachers, the rules and regulations, the customs, the school traditions, what programs he is eligible to take, the organizations to which he may belong, the school songs, yells, and many other things. In short, he is ignorant, and his ignorance must be dispelled before he can become a real citizen of the school. Knowledge of laws, customs, and regulations is of course not a guarantee of their observance, but it is the basis upon which intelligent observance is built.

In regard to the purpose of a student handbook, McCown stated:

The main purpose of the handbook is to hasten the assimilation of the new student. It provides for him a concise and convenient form of information which will aid him in becoming a real member of the school; it codifies the various rules and regulations of the school; it explains its purpose and organization; describes its curriculum and extra-curricular program; offers counsel and advice; and informs the student of what is expected of him. In short, it introduces him to the school.

Elicker believed that the chief purpose of the handbook was to orient the new student to the school by serving as a guide to the student by providing him and his parents with information concerning opportunities in the school, traditions, regulations, curriculum, activities, school policies, diagrams of building floor plans, graduation requirements, marking system, report cards, daily schedule, songs, yells, and important school events.

---

2 Ibid.
Concerning the need for handbooks, Bracken stated:

Cost forward looking educators would agree the handbooks are needed right along through the school system, especially at the beginning and at breaks between elementary and high school levels. A continuous stream of pertinent, attractively presented information going out to students and their parents can do wonders toward eliminating feelings of confusion, insecurity, and frustrations. And it pays valuable dividends in improved public relations.  

Schools must have policies and procedures that are adhered to if an environment and climate conducive to study, learning, and student growth is to be established. An effective means of communications is needed in this area. In this regard, Miller, Moyer, and Patrick wrote:

Numerous schools have used the handbook to publish their philosophy, their school creed, or their school code. The sense of timing is excellent. Prospective pupils seek information, desire to do the accepted thing, and are usually susceptible to suggestions. Then too, the handbook is looked upon as the compendium of all knowledge about the school. Its pronouncements are generally accepted without question.

Schown described the importance he placed on the school handbook in this manner:

This publication is as essential to a school as the menu is to a restaurant, the timetable is to a transportation company, the catalogue is to a college, or the directory is to a telephone company; it serves exactly the same purpose.

If the student takes from the school no more than the knowledge he has acquired in the classroom, he has missed much.

---

of what the school has to offer. Although the primary function of the school is in the area of academic growth and skill development, these do not fulfill the total need of the maturing youth. Thompson believed that school activity programs made major contributions to the total development of the individual by supplementing classroom experience through contributions to the broadening of cultural horizons, discovering of special skills and abilities, constructive use of leisure time, exploration of vocational choices, development of socially accepted attitudes and ideals, and formation of improved behavioral patterns.\footnote{Hollie Setta Thompson, Your School Clubs (New York: E. P. Dutton & Company, Inc., 1953), p. 15.} In large schools, activity programs are extensive. Students must be informed of the activities that are available to them and what they involve if they are to benefit through selective participation. The student handbook provides this information.

If the handbook is to have utility for the school and its students, it must be developed carefully, organized logically, and written clearly. McKeon suggested that each item in the handbook should be evaluated on the basis of the answers to such questions as (1) What is the purpose of the handbook? (2) For whom, in the main, is it intended? (3) On the basis of purpose, can this item be justified? (4) Would it be missed by the students in general if it were omitted? (5) Can it be justified as written? (6) Will it have
to be changed or rewritten each year? (7) As written, will it look well in print? (6) If included, where will it fit best? 1

The basic purpose of the handbook is communication. To do the best job, its writing must follow rules of effective communication. Ayars stated that in preparing any type of written communication it is well to keep in mind:

1. The central idea you wish to convey.
2. Relating all other ideas to the central theme.
3. For whom the material is being written.
4. How and where people will get the information.
5. What reaction is sought.
6. Organize the material logically.
7. Make sentences simple and clear.
8. Use familiar terms where possible. 2

In regard to effective communication, Kalugaer made the following points relative to a handbook:

1. It should be written in a clear and simple manner, with the paragraphs short, the headings clear and in large type, and with plenty of "white space."

2. If we expect the pupils to use the handbook extensively, it must be made attractive; small cartoon figures, clever titles, and short sayings can be interspersed through the factual material.

3. The material should be presented in a literary way, but in terms which are intelligible to the age level.

4. Avoid moralizing and "sermons."

5. Arrange materials systematically. 3

1 Acknow, op. cit., pp. 154-55.
According to McKown, the book must be written in clear and comparatively simple style because, although it will be used by upper classmen, it will be used first by lower classmen. Turner noted that the handbook should be developed with a particular school in mind. Grinnell and Young believed that too often handbooks lacked evidence of preparation with parents and others in the community in mind.

These content and writing criteria were followed as closely as possible in the writing of the Lincoln High School Handbook.

The attractiveness of the publication can often be the initial stimulus that invites its reading. Grinnell and Young wrote that the attractiveness of the cover, artistic make-up, and neat typography increase the appeal of the book to students and parents. According to Fine, the handbook should be attractive enough to be picked up and actually read. Also in relation to appearance, McKown stated, "The handbook should be attractively covered and well bound. The first impression is important, and nothing is so detrimental to a first impression as a dusty, dirty-looking cover. Many books are bound in

4. Ibid.
every new student be given a copy upon entering school.  

Grinnell and Long also believed that the handbook should be distributed to new or all students at the opening of the school year.

Reading a month old newspaper can be very unexciting and dull. Obsolete information in the school handbook has a similar effect. The main purpose of the handbook is to inform the students and the presentation of obsolete information can do much to promote disinterest in its reading. As to frequency of publication, McKown reported that most schools published the handbook every two or three years. 

Miller, Noyer, and Patrick wrote:

The handbook should be revised each year. Even those sections that remain constant as to content, can be revised as to make-up and presentation. Modern schools change rapidly in size, faculty, curriculum offerings, co-curricular activities, other services, and in sources of the student body. The handbook should point out these changes to older students as they occur, and should fully orient new students to the whole program and personnel as they now exist, not as they existed a year ago.

One of the barriers to overcome in the original handbook publication and its later revisions is the matter of financing. On this subject, Crumley and Heath stated the following opinion:

---

school colors, and these usually make a pleasing combination. 1 As to
size, Hiller, Loev, and Patrick indicated that handbooks are pub-
lished in all sizes and shapes, but generally are small enough to fit
into the student’s pocket. 2

The school can increase the probability of the handbook’s
being read by wise timing and methods of distribution. Ricker
believed that the handbook should be prepared during the latter
part of the school year so it is available for distribution at the
beginning of the school year. 3 McComb stated:

There should be some provision for increasing the interest
of the new students in his handbook, showing its usefulness,
and giving practice in the proper methods of using it; merely
handing him a copy is not enough. In the homerooms of many
schools a very definite study is made of this “read map,” with
the regular assignments, discussions, and sometimes more formal
examinations, as part of the “educational guidance” pro-
rans. 4

Crow and Crow also suggested guidance possibilities for the hand-
book by using it in group situations directed toward orientation
in a new school situation, giving information concerning pro-
rans of study, extra-curricular activities, and school regulations and
procedures. 5 Peter and Deatty contended that it is essential that

1 McComb, op. cit., p. 317.
2 Hiller, Loev, and Patrick, op. cit., p. 117.
3 Ricker, op. cit., p. 117.
4 Crow, op. cit., p. 117.
5 Peter and Deatty, op. cit., p. 117.
The logical group to bear the expense of publishing the handbook is the board of education. Probably the second best means of supporting it is through the activity fund. Probably the least satisfactory way of financing the handbook is to charge for each copy. 1

Acown believed that no charge should be made for the handbook, nor should students be required to finance it. 2 "Boards of education often assist in financing the handbook, sometimes to the extent of bearing the entire obligation, as an increasing number of school boards are recognizing that the handbook is a legitimate school expense," according to Acown. 3 Relative to financing, Glicker states:

"Many schools finance the handbook through school funds administered by the student council. Each new student is given a complimentary copy and additional copies at a nominal charge are available during the school year. 4"

Hammardiner believed that the publication of a student handbook should be regarded as a legitimate and defensible educational expenditure to be borne in the same way as the other basic costs and expenses of the school program. 5

Much has been written concerning the value of the handbook to students and the use of the handbook by students. However, the

1 Acow, op. cit., p. 157.
3 Ibid.
4 Glicker, op. cit., p. 150.
handbook can serve an additional, important function in relation to school-parent communications and public relations. Grinnell and Young wrote that since the student handbook affords an introduction of the pupil and his parents to the school, the opportunity for good public relations is obvious. Also in regard to school-home relations, Grinnell and Young stated:

The handbook is second only to the newspaper as a handy, compact approach to the home. Parents of students about to enter school will read the handbook with care and interest. Superintendents are awakening to the value of the handbook in getting the pupils and parents off to a good start in school relations.

Buckenfuss felt that better education takes place when parents are informed as to the school life of their children and that their children's education was a joint responsibility of the parents and the school.

As many of the ideas presented in the preceding review of literature were incorporated into the development, design, writing, and recommendations of the Lincoln handbook as were relative and feasible in light of the composition and administration of this particular school.

---

1 Grinnell and Young, op. cit., p. 267.
2 Ibid., p. 6.
CHAPTER III

THE LINCOLN HIGH SCHOOL STUDENT HANDBOOK
OF INFORMATION

This chapter contains in the following pages the Lincoln High School Student Handbook of Information as it was prepared after investigation as previously indicated in this report.
THE LINCOLN HIGH SCHOOL

STUDENT HANDBOOK

OF INFORMATION

Abraham Lincoln High School
Des Moines, Iowa

COVER DESIGN BY PAULA BROWN

Property of:

Name ____________________________________________

Address __________________________________________

Telephone ________________________________________
CREED

believing loyalty to be unswerving allegiance to my school and the principles and ideals for which it stands, and believing that, for the general good these standards must be upheld even though they conflict with my personal inclinations, I pledge myself to support the policies of Lincoln High; so to conduct my conduct as to give no cause for criticism of my school, and to be an example others may follow with pride to themselves and honor to Lincoln High.
You are the most important part of a rapidly growing Lincoln High School. The administration and faculty of your school are constantly searching for new ideas and innovations that will add to the many opportunities presently available to you at Lincoln. You will undoubtedly want to take advantage of as many of these opportunities as possible during your three years at Lincoln High School. To do this, you must know your school.

Your handbook has been compiled for the sole purpose of providing you with the information that will aid you in knowing your school better and thus in making your high school days fuller, richer, and more rewarding ones. You are urged to read it carefully and refer to it often in the future. Place it in the front of a notebook that you use every day so that it will be handy when you need to refer to it.

Much of the information in your handbook will be of interest to your parents. Take it home with you and ask them to read it and refer to it when they have questions concerning the total program available at Lincoln.

Your handbook will be revised from year to year to keep the information current. It is hoped that its use during your entire high school career will help you make the most of what Lincoln has to offer you and will make you aware of what you can contribute to making Lincoln High School even better in the future.

Welcome

To all new students to Lincoln, we are glad you are here. To all returning students, it's good to see you back.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>2</td>
</tr>
<tr>
<td>Foreword</td>
<td>3</td>
</tr>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>History of Abraham Lincoln High School</td>
<td>5</td>
</tr>
<tr>
<td>School Policies and Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Program of Studies and Related Information</td>
<td>23</td>
</tr>
<tr>
<td>Vocal and Instrumental Music Department</td>
<td>54</td>
</tr>
<tr>
<td>Student Activities, Clubs, Organizations, and Related Student Information</td>
<td>57</td>
</tr>
<tr>
<td>Girls Performing Organizations</td>
<td>74</td>
</tr>
<tr>
<td>March Songs and Tails</td>
<td>76</td>
</tr>
<tr>
<td>School Publications</td>
<td>63</td>
</tr>
<tr>
<td>Non-classroom Staff, Services, and Facilities</td>
<td>65</td>
</tr>
<tr>
<td>Honor: School and Community Events</td>
<td>82</td>
</tr>
<tr>
<td>School-community Organizations</td>
<td>8</td>
</tr>
<tr>
<td>Group Activities</td>
<td>22</td>
</tr>
</tbody>
</table>
Prior to 1924, Abraham Lincoln High School was located at Ninth and Mulberry Streets. The cornerstone of the old building has since been set in the Lincoln High lawn as a memorial. On March 15, 1921, bonds were voted for the new school and were sold until 1923 as money was needed. The site of the new school was once government land bought by Samuel Bell in the early fifties. The land was condemned for school purposes in 1919 and cost the school district $46,210.80.

Work began on the new structure on October 7, 1921. The cornerstone laying took place on May 16, 1922. The contract provided that the school should be ready for use on September 3, 1923, but labor troubles and other problems delayed the finishing of the building. Students could not attend Lincoln until two weeks after the other West Holmes schools had started. During this delay, the principal conducted a faculty course of instruction to fit teachers to a new plan of supervised study. When the students arrived, confusion reigned as much interior construction was still being done. The official dedication of Abraham Lincoln High School took place on March 9, 1924.

When completed, the unfurnished building cost $775,192.25. This reflected a cost of 31.6 cents per cubic foot. With the addition of $174,262.70 in furnishings, the total cost to the school district was $949,455.95. The original building consisted of fifty classrooms, two gymnasiums, home economics laboratories, a pool, art and music rooms, offices, a cafeteria, and an auditorium with a seating capacity of 1,300.

The front vestibule contained two portraits of Abraham Lincoln. On the south wall was a painting entitled "Lincoln the Statesman" which was done by William Reaser. The painting, "The Boy Lincoln," on the north wall was done by Russell Cowlcs, a graduate of West High School. In the front corridor was a bust of Abraham Lincoln which was the work of Lawrence Stuart, a graduate of West High.

The first principal of Lincoln was Nathan C. Worley and the "girl" adviser was Miss Lulu Fairlady. The first enrollment in 1923 totaled 650 with a faculty numbering thirty-two. A class of thirty-four graduating seniors received their diplomas at Lincoln's first commencement on January 23, 1927.

The first issue of the school newspaper, The Sailsplitter, was published in May, 1924.
Through the years many changes have taken place. The athletic field presents a history in itself. The ground for Lincoln Stadium was secured by the Board of Education in the early 1930s. It consisted of a track surrounding a rather weedy football field. Later a wooden fence was built around the field. In 1938, W. E. A. (Work Projects Administration) labor was used to do the original grading on the field and concrete seats were built into the west bank. These have since been removed and replaced with the present steel bleachers. At this same time, students raised money through a paper drive to put a concrete rim around the track. Also at this time, Lincoln High Athletic Funds in the amount of $1,000 were used to erect steel bleachers on the east side of the stadium. The Board of Education supplied an additional amount to make the steel deck for the actual seating.

Through the efforts of the Build Lincoln Higher Alumni Club, many improvements were later added. The first concession stand was built in 1941. The year 1943 saw the installation of lights giving Lincoln the first lighted football field in the city. In 1947, storage rooms and dressing rooms were begun beneath the east bleachers. Lincoln had its first real scoreboard installed in 1951. In 1958, new concession stands were built on the south and north ends of the field. In 1962, the Board of Education put in new steel bleachers on the west side of the field. A new press box, a gift of Des Moines Steel Company, was added in 1964 along with a new electric scoreboard donated by the South Des Moines Lions Club. At present, work is being done on enlarging the seating capacity of the stadium to approximately 10,000 with new seats being erected on the east side with dressing rooms below. Also, new public rest rooms were built in the northwest corner of the field. A new lighting system is being installed with the poles set behind the bleachers to improve a better view for the fans at the ball games. One of the remarkable changes that has taken place at the football field occurred on September 9, 1966. During a dedication ceremony, the name of the field was changed from Lincoln Stadium to Aaron Butterworth Athletic Field in honor of the late Aaron C. Butterworth who was the second principal at Abraham Lincoln High School and served from 1937 to 1942.

In the spring of 1942, the Industrial Arts section of the school was destroyed by fire. The present new and improved Industrial Arts facilities were completed in time for the 1942-1943 school year.

In 1963, a new wing was added which houses the present Drama, Music, Science facilities. The Chemistry, Physics, Microscope, classroom, laboratory, and storage facilities occupy the second floor above the first floor library.
The next major change began in 1965. Work was started on interior remodeling and a new gymnasium. The new facilities were open for use in varying stages during the 1966-1967 school year.

The girls occupied the old boys' gym and locker area. The girls' gym provided the space for new vocal music rooms on the first floor and a new student center on the second floor. The old swimming pool area was converted to a new band room and classroom facilities. The new gymnasium was ready for use in January, 1967, for a game between Lincoln and Tech. The new gymnasium has a seating capacity of 3,100 with spacious radio and press facilities for basketball games. The new swimming pool can seat 300 for swimming meets. Also included on the lower level of the gym is an equipment room, laundry room, coaches' offices, a training room, two team dressing rooms, a boys' physical education locker room, and a girls' pool locker room. Two concession stands face the south entrance on the main floor with two ticket windows conveniently located inside the main entrance lobby.

Work was also completed in 1967 on a new counseling center. The center occupies space that was once a light well. It is a two-story facility consisting of two conference rooms, a reception room, and six counselors' offices. The two levels are connected by an inside stair.

During the spring of 1967 construction began on enlarging the cafeteria by addition of more space for student dining, a new kitchen, dishwashing room, and an adult dining area.

In addition to the work being done on the football field, leveling and filling operations were begun in the fall of 1966 in the area east of the football stadium that will accommodate new practice fields and a new baseball diamond. The practice fields will also be used for physical education. The plans also call for a tennis court to be constructed on the land south of the football field.
SCHOOL POLICIES

and

PROCEDURES
TENTH GRADE ORIENTATION

Tenth grade orientation is held at 9:00 A.M. on the Friday before school begins. The students will meet in the auditorium where they will be greeted by the principal, vice-principal, and girls' adviser, and at which time they will become acquainted with what they can expect of Lincoln High School and what Lincoln expects of them. While in the auditorium, they will also meet their counselors and homeroom teachers.

During the remainder of the morning, the students will tour the building, have their S. A. T. (Student Activity Ticket) pictures taken, and meet in their homerooms to be informed of their schedules and to make out program cards.

OPENING DAY

With the exception of an extended homeroom period for filling in forms, the first day of school is a normal, full day of school. Students should come prepared with lunch money and supplies ready to begin work. Each class is attended the regular length of time and students can expect assignments to be made the first day.

**SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Period</th>
<th>Lunch Time</th>
<th>Period Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:26</td>
<td>Morning Session</td>
<td>1st Lunch</td>
<td>11:30--12:00</td>
<td>12:00--12:00</td>
</tr>
<tr>
<td>8:26-8:30</td>
<td></td>
<td>Passing</td>
<td></td>
<td>12:00--12:04</td>
</tr>
<tr>
<td>8:30-9:26</td>
<td>1st Hour</td>
<td>Class</td>
<td>11:30--11:45</td>
<td>11:45--11:45</td>
</tr>
<tr>
<td>9:26-9:30</td>
<td></td>
<td>2nd Lunch</td>
<td>11:30--11:45</td>
<td>11:45--11:50</td>
</tr>
<tr>
<td>9:30-10:26</td>
<td></td>
<td>Lunch</td>
<td>11:45--11:50</td>
<td>12:15--12:20</td>
</tr>
<tr>
<td>10:26-10:30</td>
<td></td>
<td>Passing</td>
<td>12:15--12:20</td>
<td>12:15--1:00</td>
</tr>
<tr>
<td>10:30-11:26</td>
<td></td>
<td>Class</td>
<td>12:15--1:00</td>
<td>12:15--1:00</td>
</tr>
<tr>
<td>11:26-11:30</td>
<td></td>
<td>3rd Lunch</td>
<td>11:30--12:00</td>
<td>12:00--12:30</td>
</tr>
<tr>
<td>11:30-1:00</td>
<td></td>
<td>Lunch</td>
<td>12:00--12:30</td>
<td>12:30--12:30</td>
</tr>
<tr>
<td>1:00-1:04</td>
<td></td>
<td>Passing</td>
<td>12:30--12:30</td>
<td>12:30--1:00</td>
</tr>
<tr>
<td>1:04-2:00</td>
<td></td>
<td>Class</td>
<td>12:30--1:00</td>
<td>12:30--1:00</td>
</tr>
<tr>
<td>2:00-2:04</td>
<td></td>
<td>4th Lunch</td>
<td>12:30--1:00</td>
<td>12:30--1:00</td>
</tr>
<tr>
<td>2:04-3:00</td>
<td></td>
<td>Lunch</td>
<td></td>
<td>1:00--1:00</td>
</tr>
<tr>
<td>3:00-3:10</td>
<td></td>
<td>Passing</td>
<td></td>
<td>1:00--1:00</td>
</tr>
<tr>
<td>3:10-3:30</td>
<td></td>
<td>5th Lunch</td>
<td></td>
<td>1:00--1:00</td>
</tr>
</tbody>
</table>
SCHOOL SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15</td>
<td>The doors to the student center and library are open.</td>
</tr>
<tr>
<td>8:00</td>
<td>All doors are open and students are admitted to the building.</td>
</tr>
<tr>
<td>8:15</td>
<td>Homeroom begins.</td>
</tr>
<tr>
<td>8:26</td>
<td>Homeroom ends.</td>
</tr>
<tr>
<td>8:30- 9:26</td>
<td>First Hour</td>
</tr>
<tr>
<td>9:30-10:26</td>
<td>Second Hour</td>
</tr>
<tr>
<td>10:26-11:26</td>
<td>Third Hour</td>
</tr>
<tr>
<td>11:30-1:00</td>
<td>Lunch hour and fourth hour combined. Lunch periods are determined by the student's fourth hour class. At present there are four, beginning at 11:30, 11:35, 12:00, 12:30 and lasting a half hour each. If it becomes necessary to have five, a 12:15 lunch period will be added.</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Fifth Hour</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Sixth Hour</td>
</tr>
<tr>
<td>3:00-3:35</td>
<td>Make-up period, club meetings, extra help on school work, and other activities.</td>
</tr>
</tbody>
</table>

LOCKERS

Each student is assigned a locker and is expected to use his own locker only. The girls' lockers are located on the second floor while the boys' lockers are on the first floor. If the locker is not working properly, the student should contact the head custodian in the custodian's office.

Lockers are also assigned for physical education with each student being issued a lock. A charge of $2.00 is assessed for all lost locks.

10
First Floor

Front Hall, East Side, North to South--1001 to 1078
Front Hall, West Side, South to North--1079 to 1115,
1221 to 1246, and 1362 to 1390
South Hall, South Side, East to West--1116 to 1165
South Hall, North Side, West to East--1166 to 1220
Back Hall, West Side, South to North--1502 to 1567
Back Hall, East Side, North to South--1391 to 1501
North Hall, South Side, East to West--1247 to 1301
North Hall, North Side, West to East--1302 to 1361

Second Floor

Front Hall, East Side, North to South--2216 to 2331
Front Hall, West Side, South to North--2001 to 2017,
2063 to 2131, and 2161 to 2215
South Hall, South Side, East to West--2018 to 2064 and
2232 to 2361
South Hall, North Side, West to East--2266 to 2661 and
2641 to 2662
Back Hall, West Side, South to North--2965 to 3001 and
2365 to 2364
Back Hall, East Side, North to South--2612 to 2460,
2530 to 2625, and 2911 to 3077
North Hall, South Side, West to West--2135 to 2193 and 2454 to 2529
North Hall, North Side, West to East--2161 to 2283 and 2111 to 2124

Industrial Arts

East and North Side, South to North--1 to 16 and 21 to 31
North Side, East to West--17 to 22
ABSENCES

Regular school attendance is essential if a student is to be successful in his classroom work. Employers are often more interested in a student's attendance than in his grades. A student with a history of excessive absence cannot expect a good recommendation from the school or expect his grades to be very high. With foresight and planning, most absences can be kept at a minimum. School attendance is the responsibility of the student and his parents or guardian.

After being absent, a student is required to bring a note from his parents or guardian. The note must be dated, state the dates the student was absent, state the reason for the absence, and be signed. Upon presentation of the note, the student's homeroom teacher will issue him an admit.

If a student is absent three days or more due to illness, he must be readmitted by the nurse. If he is not absent three days or more and the homeroom teacher has any doubt about his physical condition, the teacher should refer him to the nurse for readmission. In all cases of absence due to an accident or operation, the student is referred to the nurse for readmission. The nurse should be informed of all absences due to illness, such as colds, piles, dental care, or any accident or illness that might help the school help the student.

If a student is absent less than a full day, he must bring a note and obtain an admit from the vice-principal or girls' adviser.

All students leaving school because of illness should be seen by the school nurse. Parents are always contacted before a student is sent home because of illness.

If students miss a doctor or dentist during school hours and return to the nurse, students should bring a note from their parents stating the time they are to be excused and the name of the doctor or dentist they are going to see. If the nurse is not available, the vice-principal or girls' adviser will issue passes for this purpose. When a student is sent to the nurse for readmission, he should have an admit made out in full for the nurse's approval.
ADMITTS

There are three types of admits: excused, admitted, and unexcused. The excused admit is given for a student's own illness or a death in the immediate family. When a student is detained by a parent for a good reason, he is given an admitted admit. Arrangements for this type of absence should be made ahead of time with the vice-principal or girls' adviser when at all possible. Students with either an excused or admitted admit are allowed to make up the work they miss. Temporary admits are issued to a student who has forgotten to bring a note from home. However, if he fails to bring a note by the second day after his return, he is given an unexcused admit and is not allowed to make up the work he missed.

ADMITTANCE TO LIBRARY

Except before and after school and during the noon hour, admittance to the library is by pink pass only. A pass to the library can be issued by a student's classroom teacher for the specific purpose of research in the subject taught by the issuing teacher.

Students with a pass to the library during a study hall period are to check directly into the library and sign the sheet which is sent to the study hall for attendance purposes.

A student will be admitted to the library after the tardy bell has rung even if he has a pink pass.

The library is to be used for quiet study. Students abusing this privilege will be denied admittance to the library.

ATTENDANCE REGULATIONS

Any student has a right of address or name referral. All attention is solicited of advice from former teacher of the student. A former teacher will make the change on the attendance card and forward it to the office.
ANNOUNCEMENTS

All announcements to be printed in the bulletin must be approved by the principal, vice-principal, girls' adviser, or a club sponsor. This information must then be handed to the principal's secretary by Thursday noon of the week previous to the one in which the announcement is to appear.

The bulletin comes out every Monday, is read in homeroom and then posted. Students are responsible for getting all information from the bulletin during homeroom.

ASSEMBLY CONDUCT AND PROCEDURE

Many interesting and entertaining assembly programs are scheduled for the Lincoln student body each year.

The administration is happy to bring these programs to Lincoln because it is felt that they are an important part of school life, and because of the enthusiastic but courteous reception by the student body. Speakers, entertainers, and visitors have often congratulated the Lincoln student body for its outstanding conduct at assembly programs. This has become a tradition at Lincoln and something of which the Lincoln students are justly proud.

Each homeroom has an assigned section of the auditorium for seating and each student is expected to sit with his homeroom and be present at all assemblies. When the assembly bell rings, students are to come directly to the auditorium and be seated without delay.

BEFORE AND AFTER SCHOOL

Students are allowed to enter the library or student center at 7:45 a.m. They should use the southeast entrance for this purpose. All other parts of the building are closed to students until 8:00 a.m., except by pink pass. A student with a pass should use the front or southeast entrance and show his pass to the teacher on duty at either these doors. All doors are open for admittance at 8:15 a.m.

All students are urged to leave the building promptly at 3:05 P.M., unless they must remain for study, library work, activities, special help from classroom teachers, conferences with counselors, detention, or other necessary school business.
Lincoln High School has the reputation of having the neatest, cleanest school building and campus in the city. This has been the result of a student body with enough pride in its school to follow a few simple instructions that make it easy to keep the building and campus attractive for all.

Students are asked to use the sidewalks and not cut across the lawn; to refrain from eating lunches outside the school building; to avoid dumping debris from cars in the parking lot; to consume all food and refreshments in the cafeteria or student center and never carry them into the halls; to check the floor by their lockers before closing the door to insure that none of the contents has spilled into the hall; to take a moment to pick up any litter found in the halls and deposit it in any of the many waste containers located in all of the halls; and to have the self control to refrain from writing, marking, or carving on the walls or school furniture.

If each student does a little, it will be an easy job for all.

BUS PASSES

Students living a distance of three miles or more from school may apply for free bus passes during the first week of school. Applications may be obtained in homeroom for these passes, which are honored by the Des Moines Transit Company between the hours of 6:30 A.M. and 8:30 P.M., Monday through Friday. If a student does not get his application at this time, he may pick it up at any time in the office. Upon filling out his application, the student must return it to his homeroom teacher to be submitted to the administration.

Bus passes are issued every Thursday morning during homeroom. Those students who are absent on this day should pick up their passes in the office on their return to school. Athletes at Lincoln may have their passes started in the office to extend the 4:30 P.M. deadline.

If a student, who has been receiving a bus pass, applies for a permanent permit to drive to school, his pass will be cancelled.

Bus passes are a privilege granted by the school, any abuse of this privilege will lead to its cancellation.
DETENTION HALL

A student may receive detention from the vice-principal or girls' adviser for misconduct, being unexcusably tardy, or truant. Students may also receive detention assignments from classroom teachers.

Room 211 serves as detention hall from 3:00 P.M. to 3:35 P.M. Students assigned detention by the vice-principal or girls' adviser will receive a special card from them. This card designates the amount of time to be made up and must be presented to the detention teacher by the student. The card will be signed and sent to the homeroom teacher. The student is required to take this card with him each night of detention until the total time is made up. At this time, the fully signed card will be returned to the vice-principal or girls' adviser.

Classroom teachers send students to detention hall only when it is impossible to have the student make up the time with them. Detention passes for detention must be presented to the detention teacher for his signature and return to the sending teacher.

DRESS AND PERSONAL APPEARANCE

The dress and personal appearance of the individual student is an important factor in determining the conduct of the student. A good dress and personal appearance that is too casual often leads to casual behavior. Also the personal appearance of the student does much to enhance or degrade the image of the school. A student's pride in himself reflects pride in his school.

For these reasons, the administration insists that students dress appropriately. A simple rule to follow is "clean and comfortable but not too casual." If the vice-principal or girls' adviser feels that a student is not appropriately dressed, he will be sent home to make the necessary changes.

FIRE DRILL AND TORNADO EMERGENCIES

The alarm for a fire drill is one steady sounding of the bell. Upon the fire signal is given, students should leave their classrooms immediately, using the exit specified in that classroom. These
Instructions are posted in all classrooms, work areas, the auditorium, and the cafeteria. During the drill, students are expected to file out of the building with no running, pushing, or talking. Everyone must remain out of the building until instructed to return.

If the air raid sirens used to indicate an approaching tornado are sounded while students are in school, they are to follow their teacher in an orderly fashion to a first floor or lower floor corridor and lay face down on the floor next to an inside wall until the all clear is sounded.

HOMEROOM

Of all the large groups associated with while at Lincoln, the student will usually find his homeroom class the closest.

A student is assigned to a homeroom upon entering Lincoln in the tenth grade and will normally spend the next three years with this group. It is the first group he is associated with as he meets for tenth grade orientation and the last group he is associated with as he turns in his cap and gown at graduation.

Homeroom students get to know each other and their school as they meet together each morning from 7:15 A.M. to 7:20 A.M. They work together as a unit on school activities such as friendship bond sales, pancake breakfast ticket sales, S.A.T. (Student Activity Ticket) sales, and other school promotions. They vote to other in school elective offices and for king and queen candidates. They are represented as a unit in student council and athletic clubs. They are together as a unit in assembly programs and yet the good or bad news together when grade cards come out. They are an administrative unit for attendance purposes, student records, and the dissemination of information on current and future school events through weekly and special school bulletins. They all have the same counselor who works with them in many areas both individually and as a group.

There is so much that they can learn together, from each other and their homeroom teacher, as nearly every activity they share can be a topic for homeroom discussion. Too much can be gained from homerooms to tolerate or participate in its being wasted.
IDENTIFICATION CARDS

Identification cards, which allow all Des Moines students to ride city buses at a reduced rate, are issued semi-annually. Each student is issued this card in homeroom at the beginning of each semester. Unlike bus passes, these cards can be used throughout the year at any time.

LEAVING SCHOOL DURING THE DAY

Any student who finds it necessary to leave school during the regular school hours must present a note to the vice-principal or girls' adviser from his parents or guardian stating the reason absence is necessary.

A student who needs to be excused for a doctor or dental appointment should take his note to the school nurse who will issue a pass excusing him from class.

If a student must be excused for any other reason, he should take his note to the vice-principal or girls' adviser. He will be given a pass stating the time he is to be excused and the reason for it. Before leaving the building, the student must sign out in the book provided for this purpose in the main office. When the student returns to the building during the same day, he must again sign in the office and enter the time of his return in the book. He must then go immediately to the class for which he is scheduled that hour.

No student that leaves the building without following this procedure will be considered truant.

STUDENTS LEAVING LINCOLN FOR GRADUATION

Students permanently leaving Lincoln for whatever reason must notify the vice-principal or girls' adviser to get pupil clearance for checking out.

VEHICLE REGULATIONS

Parking—A new parking lot is located just west of the new gymnasium and is reserved for students who drive cars and motorcycles to school. Parking is also allowed on streets adjacent to the school where not prohibited by city or in sings.
Registration—The school board requires that all vehicles driven to school must be registered with the city and must be licensed. A Lincoln parking permit is also required. These are issued at the beginning of the school year to all students who show a need to drive to and from school.

Regulations—No student is allowed to drive or sit in a car or operate a motorcycle between the hours of 8:15 A.M. and 3:00 P.M. This includes the lunch hour. Any student violating this rule is subject to suspension from school.

NOON REGULATIONS

Students are not permitted to leave the school grounds during their lunch period. Anyone disregarding this regulation will be subject to disciplinary action. Lunch may be eaten in the cafeteria or student center. The library will be open for reading and studying. Students may circulate in the halls on first floor but are asked to stay out of the halls on second floor except at passing time. Those wishing to visit the student center are asked to use the southwest stairs. No one is to be driving or sitting in a car during the noon hour.

PHYSICAL EDUCATION EXCUSES

The school nurse arranges for medical excuses for physical education. The nurse excuses students for only one day at a time. Students who are to be excused for a week or longer must have an excuse signed by their doctor.

PINK PASSES

Students are not to be in the halls after the second bell rings without permission of a teacher or other school official. The pink pass is an indication that the student has permission to be out of the classroom, study hall, or any other place in the building in which he is supposed to be during the part of the day in the hall. Any student unable to produce a pink pass when stopped by a hall monitor, teacher, or other school official will be asked to return to the classroom and explain his presence in the hall without a pass.
There are relatively few good reasons for a student's being in the hall during class period, so getting a pass should be reserved for occasions of necessity, treated as a privilege, and not abused.

REGISTRATION

All students at Lincoln must register with the vice-principal or girls' adviser. Students should bring any report cards or transfer notices to facilitate their placement in the right courses. If a student has moved to the Lincoln district during the summer, he should try to register the week before school begins.

TARDINESS

All students arriving at school after the homeroom bell has rung or before the first period classes begin, are to report to homeroom. The homeroom teacher will ask for an excuse and either accept it or assign detention. Students arriving after the first period classes have begun are required to register in a special book provided for students arriving at the building or leaving the building after the school day has begun. This book is located on the south counter in the main office. After signing in, the student must report to the vice-principal or girls' adviser.

All students are expected to be in their classrooms and in their seats when the second bell rings. Four minutes passing time is allowed between the first and second bell. If a student is tardy and does not loiter in the halls, this should be enough time to get between any two rooms in the building. Students not arriving on time will be counted tardy; no justice detention will occur; either at the teacher or in detention hall at the discretion of the teacher or the office.

A student retained by a teacher between classes should get a pink pass from that teacher before going to the next class to avoid being counted tardy.

TELEPHONES

The telephones are located near the library entrance, by the front office, and on the landing outside of the girls' physical education room. They may be used before or after school, during the
lunch period, or on a pass from a classroom teacher. The telephone in the main office may be used only in cases of extreme emergency.

Except in cases of emergency, the only telephone messages given to students will be those from parents.

SMOKING

Smoking is prohibited in the school building and on the school grounds. Violators of this rule will be immediately suspended for an indefinite period of time.

STUDENT CONDUCT

Lincoln High School is proud of its reputation of having the best conduct of any school in the city. This has been largely accomplished by students exercising self-discipline in matters of conduct. Student conduct is regulated in part by the student court. Formal discipline is the responsibility of the teachers and/or the administration.

Conduct rules are simple. Students are expected to act like ladies and gentlemen at all times.

Disconduct at athletic events will result in the student's being asked to leave the game plus the possibility of losing the privilege of attending any of Lincoln's athletic events.

The corridors should be used as passageways to classes, not as gathering places. Students should walk at a normal rate to their classrooms; running, pushing, and yelling are not permitted.

STUDY HALL

The study hall is a place for quiet study. Students are to bring sufficient materials to study hall to keep themselves busy for the entire period. Attendance is taken in study hall as in any class and students arriving late without a pass will be given detention. With the exception of passage to the library, a student with a pass to another room in the building during study hall period must first check in and out with his study hall teacher.
VISITORS TO SCHOOL

The general public is invited to visit Lincoln High School at any time. Visitors are asked to first drop in at the main office before proceeding through the building.

Student visitors are required to obtain a pass from the vice-principal or girls' adviser before visiting any part of the building. All Lincoln students are asked to inform their friends of this requirement and urge them not to come to the building during the lunch hour.

WORK PERMITS

Regulations on the issuing of work permits are detailed in content and interpretation and are subject to change. Consequently, students wishing information on work permits should contact the Department of Pupil Personnel.
PROGRAM OF STUDIES

AND

RELATIVE CLASSIFICATION
ACADEMIC RESPONSIBILITY

It is hoped that the students will enjoy their three years at Lincoln. They are encouraged to participate in the numerous extracurricular activities available and to have fun at the many school-sponsored functions.

However, the primary purpose for a student's being at Lincoln is to get an education. An education is sought through work and study. It is not come by a magic formula as a gift for merely being present.

Students at Lincoln can expect their classroom work to require them to think, reason, study, listen, speak, discuss, compose, manipulate, create, and do research. They will have homework assignments that are expected to be handed in on time. They are required to make up work missed when absent with the understanding that it is their responsibility to inquire about make-up work to be done and then see that it is handed in as soon as possible.

It is the teacher's responsibility to create the best possible climate for learning, but it is the student's responsibility to take advantage of the learning situation.

GRADE POINT AND CLASS RANK

Each year the student's grade point and class rank are determined. The registrar will include all grades earned in grades nine through twelve. A student's grade point and class rank is very important, especially for those students planning to attend college. It can be the deciding factor that determines whether or not a student is admitted to college, accepted to the college of his choice, or receive financial assistance through scholarships, grants, or loans.

It is well to remember that grades earned in the first years of high school are a grade count just as much as grades earned the last year. The student can wait until his senior year to raise his grade point and class rank, but it is wise to plan ahead to make such a difference.
GRADUATION REQUIREMENTS

A student must have 16 units of credit plus physical education to graduate from high school. Credits earned in ninth grade count toward this total. These credits are accumulated at the rate of 1/2 unit of credit for each full-time subject (one attended five days a week) taken for one semester in which a passing grade is earned. Subjects taken less than five days a week on an alternating basis receive 1/4 unit of credit per semester. These alternating classes include vocal music, instrumental music, speech, Drama I, and driver education. Students receive 1/8 unit of credit per semester for physical education. Students receiving language and algebra credits in eighth grade have a corresponding number of credits added to their graduation requirements. These eighth grade credits are also used in calculating grade points and class ranks for those seniors who have received credit for them. All credits earned in summer school count toward graduation just as do credits earned during the school year.

The 16 units of credit and physical education required for graduation must include successful completion of courses in the following areas:

1. Social Studies—Four years (four credits), grades 9-12
2. English—Three years (three credits), grades 9-11
3. Mathematics—one year (one credit), any grade level, may include any of the math courses offered, commercial arithmetic, or bookkeeping, but not business training
4. Science—one year (one credit), any grade level, may include any of the science courses offered including earth science in the ninth grade
5. Physical Education—Four years (one credit), grades 9-12

PHYSICAL EDUCATION

State law requires all students to take physical education unless officially excused. This includes students participating in athletics. Any student failing physical education must make it up in summer school before graduation. A grade is given for physical education as in any other subject.
PROGRAM CHANGES

Program changes are to be kept to an absolute minimum once the school year begins. Students have ample opportunity to plan and arrange their programs prior to the beginning of the school year so there should be very little reason for a change. If it is absolutely necessary, the student should see his counselor. Upon receiving a note from the student’s parents consenting to the change, the counselor will fill out a change of program form that the student must have signed by the teacher of the course being dropped, the teacher of the class or study hall that he is checking into, the counselor, the vice-principal or girls’ adviser, and the nurse. The student then leaves the change of program form with his homeroom teacher.

If a student dropping a subject follows the same procedure. A grade of "F" is recorded for all subjects dropped after the end of the first grading period of each semester.

REPORT CARDS

Report cards are issued four times a year. After the first grading period of each semester, they must be signed by a parent or guardian and returned to school as soon as possible. In addition to a student’s regular grades, teachers often make remarks on the report card as to why a student received the grade recorded. Students and parents should read these remarks carefully as they indicate areas of needed improvement that will enable the student to better his grades in the future.

Students with outstanding money or equipment obligations to the school will have their grade cards withheld until these obligations are cleared.

HONOR ROLL

All students ending a semester with a 1.5 grade point average are on the honor roll. Students with a 2.0 grade point average receive honorable mention. The names of both honor roll and honorable mention students are published in the school paper each semester.
occasionally, when a student has been absent for an extended period of time for reasons beyond his control, an "incomplete mark" will be given at the end of the grading period. The student will be asked to sign a "Condition Contract" indicating the date on which all back work assigned must be handed in. It is the student's obligation to see that the work is completed by the date stated on the contract. If the obligations stated on the contract are not met by the agreed date, a grade of "I" will be recorded.

FORM 13

Unsatisfactory work reports will be issued by the individual classroom teachers to a student whose work, attendance, or behavior warrants it. On the report, commonly referred to as a Form 13, contributing causes and suggested remedial measures for the student are listed. These forms are to be signed by the student's parents and returned to the issuing teacher. They serve the student and the parents as a warning of unsatisfactory work before report cards are issued. The Form 13 does not necessarily mean that the student is failing, but may be in danger of failing or getting a much lower grade than the teacher feels the student is capable of earning.

TEXT BOOKS

Students in the Des Moines Public Schools are provided use of text books free of charge. The school expects the students to care for these books as if they were their own. When books are turned in at the end of a semester course or the school year, they are checked for damage or unusual wear. Fines may be assessed for books returned in considerably worse condition than when loaned.

A card is filled out by the student at the time the book is checked out to him. There is a section on the card to indicate the specific condition of the book. A student should examine the book carefully and note any damage to the book at the time he receives it. Many students purchase book covers at Sold Supply to avoid excessive cover wear and soiling.

The number of the book loaned is recorded when it is issued and checked at the time it is returned to make sure that the student returns the same book originally issued to him. All books lost are to be paid for by the student. The price is determined by using the new price list which the Des Moines School District uses when purchasing the book.
SUMMER SCHOOL

The Des Moines Public Schools offer a comprehensive summer school program normally beginning the first week following the end of the regular school year. Classes are held at all of the high schools, but each school does not usually carry all of the courses offered in the total program. The size of enrollment in a given course determines whether that course is offered at a particular school. However, Lincoln students are free to attend any other school that is offering the course they want.

There is a tuition charge of $5.00 per hour of instruction. A few subjects, such as driver education, require no tuition. Tuition must be paid at the time of original enrollment and no refund or credit for tuition is allowed. Students will be given advance notice of the enrollment dates and the deadline date by the counselors and through the school bulletin. Any enrollment after the deadline date is subject to a $5.00 penalty unless attendance at summer school is made necessary by an unexpected failure in a subject.

Credits earned during the summer school session in credit courses apply toward graduation just as do credits during the regular school year. Records of credits earned in the summer school session are sent to the school the student expects to attend in the fall and are recorded in his cumulative record. There is no weighting of grades earned in summer school since there is no tracking of subjects.

Students who do not fully intend to remain for the entire summer session, barring illness, should not enroll. No allowance can be made for family vacation plans which come during the summer session.

TUITION

Children between 7 and 21 years of age whose parents are bona fide residents of Des Moines, Iowa, are entitled to the privileges of the Des Moines Public Schools without cost.

Children whose parents or legal guardians live outside the district and who come here to live with relatives or friends must pay tuition fees which is $15.00 per month in grades one through six, $30.00 per month in grades seven through nine, and $72.00 per month in grades ten through twelve. These rules apply also to all students
who wish to attend any Des Moines high school after graduation from a four-year course in an approved high school.

Any person of school age who is a resident of a school corporation which does not offer a four-year high school course and who has completed the work requisite for entrance may be permitted to attend Des Moines high schools. The school district in which he resides must pay the tuition. This applies only for high school tuition.

If the parents or guardian of any child who is required to pay tuition in the Des Moines schools pays taxes on Des Moines property, the amount of school tax which he has paid for the same year may be deducted from the tuition fee.

The rates and conditions outlined are based on the 1966-1967 school year and are subject to change.
COLLEGE-BOUND JUNIORS AND SENIORS

I. Testing Program

A. The National Merit Scholarship Qualifying Test (NMSQT)--This test is given in February to juniors. The primary purpose of the test is to compete nationally for scholarships. It is sometimes used as a measure for college entrance purposes.

B. Preliminary Scholastic Aptitude Test (PSAT)--A test taken in October primarily for juniors but seniors may take it for practice. This test gives college-bound juniors a good preview of what to expect on college entrance examinations to be taken later.

C. American College Testing Program (ACT)--A college entrance examination required of all Iowa colleges and universities except Coe, Cornell, Grinnell, Clarke, and a few others. The majority of Lincoln's college-bound students take this test in one of their junior years, but it can be taken in the senior year. The test is given in August, October, December, February, and May.

D. College Board Test (CBT)--A college entrance examination required by many of the colleges east of the Mississippi, some Iowa colleges, and an increasing number of other colleges throughout the country. The test consists of the Scholastic Aptitude Test (SAT), Achievement Tests, and a writing sample. It is normally taken during the senior year, but a few juniors take it late in the school year or earlier for early college application. The test is given in December, January, March, May, and July.

E. May: College Aptitude Test--A test given at Drake University in December for students interested in the N. R. C. C. (Naval Reserve Officer Training Corps) program at the college they plan to enter.

II. Prior to the Fall semester of the senior year:

A. College Choice

1. Write to the Director of Admissions of colleges you are interested in applying to and request application blanks for both admissions and entrance.
2. Visit the colleges of your choice during the summer if at all possible.

3. Try to reduce the number of your college choices to no more than three.

III. Opening of the fall semester of the senior year

A. Items and/or knowledge that should have been acquired

1. Application blanks from colleges to which application will be made

2. Dates due for application forms and dormitory fees

3. Total cost of tuition and dormitory fees

4. College requirements as to grades to be forwarded (sixth semester grades and finals or seventh semester grades and finals)

5. Per cent of the graduating class the college accepts scholastically, that is, top 75 per cent, top 50 per cent, top 25 per cent

6. Check of high school subjects taken to see if they meet the requirements of the college of interest

7. Entrance test required (ACT, College Boards--SAT, Achievement Tests, and writing sample)

8. Amount of fee to be sent with application and when or if refundable

B. Registration for I.C.T. unless taken in the junior year or registration for the College Boards if required

C. Admissions Policy--Many colleges will accept the student on his sixth semester grades and ACT scores if they meet the requirements of the college. Colleges requiring the College Boards do not accept students until February or March. Applications should be sent to most colleges by October or early November of the senior year.

D. College Enrollment Procedure

1. Fill out the college application form.

2. Take the application form to your counselor with the enrollment fee and a large, stamped envelope addressed
to the Director of Admissions of the college to which the application is being sent.

3. Fill out a request for transcript form that must be secured from your counselor. The number of transcripts sent free of charge is three. A fee of $1.00 is charged for any additional transcripts.

4. Have the counselor check all of your materials. He will then send them to the registrar who will add the transcript and send all of the papers to the designated college.

V. Scholarship Information

1. General Information

a. A student interested in scholarships or a student loan should work closely with his counselor and listen carefully for information through the school bulletin or when his counselor visits his homeroom.

b. Scholarships are based on academic scholarship and/or a need factor.

c. Many scholarships are available in varying amounts through local and national clubs and organizations, industries, businesses, special interest groups, colleges, individuals, school organizations, and the state.

d. A majority of the scholarships, loans, and grants involve a need factor. Thus, many of the sponsoring organizations will require the applicant to submit a Parent's Confidential Statement. These forms are available in the counseling offices and should be filled out and sent in early in the senior year.

e. The state universities require the student to apply for state scholarships or loans. A prerequisite to consideration for these is need, academic, loan, and grants. State Scholarship application forms are available in the counseling offices. The student should file the application in the counseling office and have it sent in early in the senior year. December 15 is the absolute deadline for submitting a Parent's Confidential Statement. A student is to have written any consideration on his State Scholarship application.
2. Specific Lincoln Scholarships

a. The Rosenfield Scholarship—This scholarship is to provide a student from Lincoln High School, male or female, the opportunity and privilege to attend a college of his or her choice who ordinarily would not have the opportunity to attend because of financial reasons. The student must be one who is mentally, morally, and physically able to pursue a course of training on the collegiate level.

As long as the student makes satisfactory progress, he is entitled to board, room, and tuition as billed by his college. Students dropped for scholastic or disciplinary reasons will have the scholarship withdrawn.

This scholarship does not include fraternity or sorority residence or membership in any other social organization on the campus. It does not include books, supplies, breakage, supplementary materials or those items which are in addition to what is ordinarily needed to complete a course of study.

b. The Fred M. Lehman Scholarship Fund—This scholarship is presented to one Lincoln High School senior boy each year. The boy must be mentally, morally, and physically capable of completing a course of training on the collegiate level and need definite financial help to make it possible for him to attend college.

The recipient may choose his own college. His chosen college will be paid $500 per year for a maximum of four years toward his tuition, room, and board pending satisfactory progress in that college or university. The fund does not include money for social activities or fraternity life.

c. The Locke-Lincoln Scholarship Loan Fund—This fund was created in memory of Edward H. Locke, the first President of the College. The fund was created through various contributions and furnishes activities for the purpose of aiding relatively able students to deserve students ready and able for college. The interest rate is 6 per cent and the full amount is...
to be repaid one year after completion of college.
Students wishing to borrow money from this fund
must submit a letter to the principal stating their
qualifications and specific reasons for wishing to
borrow the money.

d. The Lincoln High School Student Council Scholarship--
This scholarship in the amount of $500 is presented
each year that funds are available to a Lincoln student
who has demonstrated outstanding qualities of citizen-
ship and has made distinguished contributions to his
school. The recipient, chosen by a faculty committee,
may use the scholarship at any college of his choice.

e. Application forms for the Rosenfield and Lebans Scholar-
ships are available through the counselors. All seniors
will be informed by their counselors and through the
school bulletin in ample time to make application. The
counselors will also provide information as to procedures
of application for the Student Council Scholarship and the
Weeks-Lincoln scholarship Loan Fund.
ENGLISH

Note: The emphasis in all senior high language arts is on improved communications through reading, writing, speaking, and listening. A track system is used in language arts in which the classes are divided into basic, general, advanced, and ASP sections. The primary difference in the tracks is the depth, scope, and degree of difficulty of the material covered.

The Advanced Standing Program (ASP) is an accelerated program in the Advanced Track Language Arts. The program is a sequential progression from grade 10 through grade 12. The final objective is to offer the most college bound senior students instruction and practice in composition at a level and under conditions which will increase the probability that upon entering college they will require only a minimum of the usual freshman composition requirements and still earn them full college credit. Consideration for admission to the program is normally limited to those students placing in the top 10 percent in the reading and English sections of the Iowa Test of Educational Development; plus the recommendation of the ASF or Advanced Track teacher at the previous level. Students may be accepted into the program only after grade 10 or dropped from the program if they do not meet the college level consistent with the objectives of the program.

Language Arts is required for all students in grade 10 and 11. It is an elective course in grade 12, but is strongly recommended for all students planning to attend college.
English I and II-10 (33, 41)

The first semester is devoted to speech including work on types of speeches, organization of a speech, and the understanding of speeches given by others.

The second semester deals with such areas of English as a review of grammar and composition; an introduction to the world of literature through topics of interest to 10th grade students; and a path to the art of the English language through its history and structure; and exposition in terms of the organization of sentences into paragraphs and paragraphs into papers of various lengths that are unified and effective.

103-113, 11-487

The first semester has the primary emphasis on speech. The second semester covers American literature, the history of language, and the study of various levels of usage. Mechanics and grammatical skills are studied only to correct obvious weaknesses. There is much work with vocabulary development. Literature is studied in terms of analysis. Poets, novelists, short story writers are studied in depth. Different selections by the same authors are read and compared. Authors are identified by styles. A great deal of library work is done.

English III and II-11 (33, 56)

This level English builds on 10th grade skills with further instruction in writing toward papers that are more concise and have greater effective impact on the reader.

Study is made of American literature and authors in areas of both fiction and non-fiction free America's past and present.

Utilization of 10th grade speech skills helps students in making class presentations.

41 (33-481, 41-481)

The content of the course is reading, studying, and evaluating in class work and outside class work following a pattern of Western behavior and attitudes as reflected in literature. The course contains selections from the Greeks, Chaucer, Shakespeare, the development of the English novel, selected European works, and American works. Emphasis is on the continuity of and transition of ideas against an historical background where the student discovers himself mirrored in literature.
The thematic approach to understanding literature is used and the student makes charts which illustrate their ideas. A comparative paper is written on one theme from each class selection and an outside selection. Class participation in a round-table situation is stressed and students are expected to "think for themselves."

English 7 and 8--12 (E7, E8)

Eleventh grade language arts is an elective subject and students from the advance and general tracks may enroll. The course is for the college bound student who wishes to improve his facility in writing, to acquire more depth in his understanding of English literature, and to gain more fluency in speaking.

ASP (E7-ASP, E6-ASP)

During the two semesters, the student performs about 30 writing exercises ranging from informally organized paragraphs of only a few sentences to an exercise in extended argument. In literature, perennial themes of the Western world are covered in novels read and discussed by the class. Books are selected that provide a rich experience in grappling with ultimate problems. A short history of the English language is covered. Introduction to terminology: semantics, philology, etymology. Some work in logic is done such as an introduction of basic terms and common fallacies in reasoning. In the area of speech, an attempt is made to apply principles of writing to speech.

Terminal English--12 (E7-T, E6-T)

Terminal English is an elective course in which students from the general and basic tracks enroll. The course is designed for the student who is not going to college, but who is seeking further satisfaction in the English language through reading, writing, and speaking.

The content of the course includes improvement in vocabulary and spelling skills which will enable the student to communicate successfully at his needed level, especially vocabulary and spelling which is used in business, and the skilled and semi-skilled jobs; emphasis on composition centered on the ability to relate materials read to past experiences, ability to state simple facts and ideas with clarity and in concise expository form, and the organization and development of self-expression expanded through vocabulary recognition skills; and literature units based on contemporary prose and poetry designed to teach the student to apply ideas found in his reading to his own life situation and also establish the reading habit as an enjoyable experience. The use of varying educational devices will be used to promote the student's interest in his society.
Forensics--11, 12 (CR)

This is a two semester, elective course for students with above average command of the English language and oral expression. It is recommended only for general and advance track students. The course will include units of debate, discussion, extemporaneous speaking, and related units. The student will be prepared to participate in speech competition not only in debate but in other divisions as well. However, this does not mean that students in this course are required to do contest work.

Very, very talented 10th grade students may be admitted to the course on the recommendation of the speech teacher. Credits may be earned to satisfy the speech requirement of the 10th grade English/speech course. Otherwise, all Forensics credit will be recorded as speech credit.

This class does not replace Speech I and subsequent semesters of elective speech.

Students unable to fit this course into their program but want some work in speech competition may gain this experience by joining the debate club.

TRAMA

Drama 1 and 2--10, 11, 12 (D1, D2)

This course involves a study of voice and body control, acting with emphasis on method, and beginning directing. The student in the class directs scene acting.

Drama 3 and 4--11, 12, (D3, D4)

A study of the history of the theater is covered in this course. In addition, the students do advanced acting and directing. Prerequisite--Drama 1 and 2.

SPF C1

Speech 1 and 2--10, 11, 12 (Sp, Sp2)

This course is designed to enable the student to think and present his best command of speech. It includes the techniques of dramatic, informative speaking. The student will gain skills in presentation, original, sales, and interviews, discussion, and debate.
JOURNALISM

Journalism 1 and 2--12 (Jnl1, Jnl2)

The first semester of journalism is spent preparing for work on the school newspaper and year book. It involves advertising, photography, copy and proofreading, headline writing, and the writing of editorials, news, sports, and feature stories. The aims of the course are to develop the ability to write terse, correct, forceful English; to learn about the problems of publishing and editing; to develop a complete understanding of how to read and comprehend daily newspapers; and to develop an interest in journalism as a future vocation.

The second semester of journalism is used as a laboratory for practical application of the first semester's work on publications. Students in journalism publish and edit 12 to 16 newspapers per year and a year book. It is imperative that students enrolling for journalism have a strong background in composition, grammar, and spelling.

SOCIAL SCIENCE

Note: The required social science courses use a track system similar to that used for the English courses.

World History--10 (Soc3, Soc6)

The first semester deals with European history beginning with the fall of Constantinople and ancient history. The second semester covers the history of India, China, and Latin America.

United States History--11 (Soc1, Soc6)

American history covers the history of the United States from the age of Columbus to the present. The first semester covers the history to the end of the Civil War. The second semester's work extends from the construction period to the present. The primary units of study include: The Path to Independence, The Establishment of a New Nation, Division and Reunion, The problems of an Industrial Nation, and The Struggle of a World Power.
American Problems--12 (S5c7)

This course emphasizes political science through a study of politics and political systems aimed at giving students a better understanding of their own system of government, how it operates, and what their responsibilities are concerning it on national, state, and local levels. An objective of the course is to encourage and inspire students to take an active part and interest in the affairs of their government.

Russian History--12 (S5c7)

Russian History is designed to give the student a better understanding of the Russian people and Russia today through a concise, accurate study of her history as it relates to her economic development, present economic system, social structure, governmental structure, foreign policy, culture, achievements and contributions made in the areas of science, literature, music, and the performing arts. Russian historical development is seen in contrast to the historical development of the United States and other countries of the world.

This course may be taken in place of American Problems to meet part of the senior social studies requirement or in addition to American Problems as a separate, elective course. In filling the course, preference will be given to students taking Russian language and advanced level students.

International Relations--12 (S5c7)

The first semester of the course provides an introduction to methods and concepts of international and intercultural relations. It analyzes problems of international conflict and cooperation and stresses major international organizations. The second semester stresses total cultural surveys of the major geographic areas of the world. The overall objective is to provide open-minded students an opportunity to increase their awareness of and appreciation for cultures other than their own.

The course will require a considerable amount of high-level, critical work and very extensive reading. It is therefore recommended only for students in the advanced or social tracks who have received with an above average grades in American history. Those who placed in the class, the student must be interviewed by the instructor for an assessment of his study and reading habits. Although it is suggested that the course be taken for a full year, it may be taken concurrently.

The course may be the equivalent of a three-credit course at any social studies requirement or a two-credit, elective course.
Economics--12 (3566)

This is a course dealing with production, consumption, exchange, distribution, government, international trade, and major economic systems. Economics is viewed from a major economic problems approach with some time devoted to personal economics.

MATHEMATICS

Algebra I--10, 11, 12 (61, 82)

The course involves understanding some of the basic structures of algebra (the real number system); recognizing the techniques of algebra as a reflection of this system; acquiring facility in applying algebraic concepts and skills; perceiving the role of deductive reasoning in algebra; appreciating the need for precision of language; and laying a thorough groundwork for future mathematics study.

Geometry--10, 11, 12 (63, 84)

Geometry is a study of the properties, relationships, and measurements of solids, surfaces, lines, and angles. It is an axiomatic system emphasizing mathematical proof. Students learn to discover geometric relationships and the use of definitions, postulates, and patterns of logical reasoning to prove these relationships. Geometry has practical applications as well as applications in non-related fields of study. Prerequisite--Algebra I.

Algebra II--11, 12 (85, 64)

This course starts with a quick review and further development of principles studied in Algebra I. A detailed study is conducted on the introduction of algebra to the solution of simple and complex equations. Emphasis is made of graphing on two dimensions including intersections, relations, and functions. Solutions of linear and quadratic equations in both one and two (or more) variables is covered. Study is made of inequalities in both one and two variables, linear and quadratic. In addition, students develop an understanding of real, irrational, and complex numbers and the ability to use them in computations; the use of exponential functions and equations and computations with logarithms and solutions of logarithmic equations; the use and application of arithmetic and geometric progressions; the use of the binomial expansion and the understanding of proof by mathematical induction. Prerequisites are a successful year of Algebra I and a solid understanding in geometry.
Advanced Mathematics--12 (7, 10)

The first semester deals with a thorough study of trigonometry, including trigonometric functions, identities, polar coordinates, and graphs of trigonometric functions. The second semester is an integrated course of college algebra and analytic geometry. Some of the areas covered are field postulates, delta function, inequalities, discontinuities, remainder theorem, exponential and logarithmic equations, and sequences. Prerequisites are Algebra I, geometry, and Algebra II.

College Math, Probability and Statistics--12 (9, 10)

The first semester is a continuation of Math 1 dealing primarily with college algebra, analytic geometry, and elementary calculus. The second semester is primarily concerned with the study of probability. Students learn to associate probabilistic mathematical models with physical phenomena and to predict the outcomes of related experiments. Prerequisites are Algebra I, geometry, Algebra II, and advanced mathematics.

Basic Math--10, 11, 12 (811, 312)

Basic math is an extensive review of basic operations in addition, subtraction, multiplication, and division with whole numbers, fractions, and decimal fractions. Work is done on review and expansion of the idea of measurement and considerable work is done on per cent. toward the end of the year some preliminary work is done on algebra. If time allows, work is done on the application of mathematics in the business world. This work includes banking, insurance, budgeting, and taxation.

NATURAL SCIENCES

Biology--10, 11, 12 (3C3, 5Ch)

Biology is the study of life through observation and investigation of plants, animals, and man. It concerns functional knowledge of organisms and the many processes and principles involved in their life activities. The student’s natural interest in general knowledge of living organisms is utilized to develop more advanced concepts of life through the application of scientific methods. This is done by classroom and laboratory investigations.
Physics--II, 12 (Sc7, Sc8)

Physics develops a basic understanding of physical laws from the atom to the universe and an appreciation of their significance to the lives of all human beings. It also develops an ability for critical thinking and makes its use applicable for all situations. In other words, it covers methods of physics, measurements, kinematics (analyzing motion), dynamics (relating force to motion), light and sound, and electricity. The student may expect to read at least three short books on physics. Prerequisite is a strong background in mathematics at least through geometry.

Chemistry--II, 12 (Sc7, Sc8)

Chemistry concerns a survey of the basic concepts of the structure of matter, both organic and inorganic. This course uses the experimental approach to understanding these concepts. Prerequisite is a strong background in mathematics at least through geometry.

Human Physiology and Anatomy--II, 12 (Sc9, Sc10)

This is an introductory type course for students who wish a more detailed explanation of some of the functions of the human body beyond those covered in the general biology and health courses. A study of the anatomy and physiology of the body as a whole, bones and muscles, the nervous system, the digestive system, the respiratory system, the circulatory system, the skin, metabolism and excretion, the endocrine system, and genetics is made.

A background in general biology and chemistry is helpful but not required. However, this course is too specialized to be taken as a substitute for general biology.
First year Russian is an introduction to basic grammar principles with emphasis on oral usage. After one year, the student should have the ability to write and read simple Russian and know seven usable conversations. Second year Russian is an extension of the first year in depth and scope.

In third year Russian reading is done in classic and modern Russian writers with continuous emphasis on oral usage. The last year of Russian is an extension of the third.

French--10, 11, 12 (FL-C)

The first year student becomes familiar with the culture of the French people and with their patterns of speech. Emphasis is on listening, speaking, and reading, but some writing is done. A basic vocabulary is learned, along with the major fundamentals of French grammar.

The second year reviews and develops the skills of the first year. The pace is more rapid and the material covered in very much in depth and scope. More attention is paid to reading and writing.

By the third year, considerable depth and variety of experiences in listening, speaking, reading, and writing are all emphasized. Students speak more rapidly and they become more efficient in learning dialogues and participating in them. Individual responses are longer, more frequent, and more varied. A study is made of a variety of literary forms, both simple and complex, ranging chronologically from Villon to Baudelaire.

The fourth year student should be prepared to take advanced courses in college upon completion of the course. However, the work is not sufficient alone to be used by the student taking no further courses in French beyond high school. Prior to this last year, there is work on independence and creativity. Still will be the historical and a complete review of grammar will be included.

Spanish--10, 11, 12 (SP-6)
Latin--10, 11, 12 (11-6)

The first year of Latin is spent using the text to learn the basic grammar, develop the basic vocabulary, and read fluently. Work is done on expanding the student's English vocabulary by means of Latin. Second year Latin is an extension of the first in depth and scope.

Third year Latin students read Cicero in addition to continuing their work in the skills of the first two years. Virgil and other select ones are read by the students in the fourth year of Latin. Work continues on grammar and vocabulary.

SEVERAL BUSINESS

Bookkeeping--10, 11, 12 (3/1, 3/2)

The students are introduced to the bookkeeping cycle--a series of operations designed to keep complete records for a simple business. The cycle is repeated several times during the first year with new variations that help the student understand the bookkeeping problems of business. Areas of bookkeeping covered the second semester include sales and purchases of merchandise on account, payroll, depreciation, notes and interest, accruals, and partnership and corporation bookkeeping. A practice set with forms used by business is one of each semester.

Advanced Bookkeeping--11, 12 (3/3, 3/4)

Students gain a deeper knowledge of bookkeeping through studies of accountancy accounting, adjustments for depreciation and accruals, internal controls, the voucher system, special types of sales, identification and control, and the interpretation and analysis of financial statements. The role of machines in accounting is explained by the various activities. A practice set with business papers is used with a calculator. In one year bookkeeping.

Economic Law--11, 12 (3/)

Economic Law is a one-quarter course available either first or second semester designed to make the student aware of his rights and responsibilities under the law, with a special emphasis on the area of contracts and their effect on all of the course of their situation. The topics covered include the nature of contracts, transferring
titles, warranties, sales, consumer protection, employment laws, agency, negotiable instruments, insurance, motor vehicle laws, and planning project.

**Commercial Geography--10, 11, 12 (2)**

This is a one semester course available either the first or second semester dealing with a study of climate, soil, topography, and related areas, and their effect on people living in all areas of the United States.

**Commercial Arithmetic--10, 11, 12 (1a)**

Commercial arithmetic is a one semester course available either first or second semester involving a review of basic fundamental processes of addition, subtraction, multiplication, and division of whole numbers, decimals, and common fractions. Percentage applications are thoroughly covered. Upon completion of the review, practical application of these functions is made to business situations.

**Salesmanship--11, 12 (31a)**

This is a one semester course available either in the first or second semester covering the fundamentals of selling. Salesmanship is not only a course in "how to persuade people to your way of thinking." Emphasis includes the production of goods, why people buy, finding prospects, the sales approach, demonstrations, closing the sale, handling objections, and advertising fundamentals. Near the end of the semester each student chooses a product, builds a sales presentation, and then makes the sales presentation to the class.

**Distributive Education--12 (2)**

This is a two semester course designed to prepare and train young people for a future, successful career in the field of marketing or distribution. The course is divided into two parts: "Problems and Field Training."

Problems is a classroom course in school covering human relations, sales school relations, and leadership development; review of sales principles; sales promotion including advertising and display; principles of marketing; and business principles of organization and management. Personal, media, and employer-employer relations are also stressed.

The "Field Training" section is on-the-job training in which the student has the practical experience of applying these principles learned in the classroom in an actual job situation.
As the number of DE students that can be accommodated each year is limited, the student must submit a formal application for the program to the DE teacher and arrange for an interview with him. Application forms may be secured from the DE teacher, salesmanship teacher, or the counselors. Acceptance into the program is based on the student's qualifications as evidenced in the application and interview as well as recommendations of teachers and counselors. A course in salesmanship prior to Grade 12 is required and as many other business courses as possible are suggested. DECA Club membership is required of all students in the DE program.

STENOGRAPHIC

Note: Students who plan to take the full four semesters of shorthand must take five semesters of typing and should arrange their programs to have Typing 2 to be taken the same semester that they take Shorthand 1. This can be accomplished by taking Typing 1 during the second semester of tenth grade.

All students not taking shorthand are limited to two semesters of typing.

A student may not receive credit for both Shorthand 1 and Notehand. Thus, the student who takes Notehand after receiving credit for Shorthand 1 will lose it for no credit. If he takes Shorthand 1 after receiving credit for Notehand, the Notehand credit shall be canceled. This is done because there is too much duplication of content to allow credit for both courses.

Similarly, a student taking Typing 1 for 1/2 unit of credit who has already received 1/2 unit of credit for Personal Typing in summer school will have the Personal Typing credit canceled.

Shorthand 1 and 2-11, 12 (Sh1, Sh2)

The first semester of shorthand is a presentation of the theory of normal shorthand as a basis for dictation which is begun the first semester.

The second semester consists of a review of theory and continuing dictation practice with an introduction to transcription.

Shorthand 3 and 4-12 (Sh3, Sh4)

Shorthand 3 involves shorthand, theory, review, dictation, and transcription. The objective of Shorthand 4 is to increase dictation
speed, to produce usable transcripts, and to take office-style dictation. Prerequisites are Shorthand 1 and 2 and Typing 1-3.

**Typing 1 and 2--10, 11, 12 (Ty1, Ty2)**

The course is designed to develop mastery of the keyboard by the touch system, knowledge and control of the operative parts of the typewriter, correct typewriting techniques, speed and accuracy, systematic work habits, a critical attitude in judging work and pride in workmanship, and the application of typing skills for personal use and adequate skill upon which to build vocational competencies.

**Typing 3--11 (Ty3)**

The purpose of this class is to improve typing skill and typing technique as used in the general business office. Production typing is stressed and Shorthand transcription is introduced. Prerequisites are Shorthand 1 and Typing 1 and 2.

**Typing 4--12 (Ty4)**

Production typing, stenographic typewriting, the operation of duplicating machines, and Shorthand transcription occupy most of the time in this class. Prerequisites are Shorthand 1 and 2 and Typing 1-3.

**Typing 5--12 (Ty5)**

This is a terminal course for secretarial training students. Office machines, transcribing machines, and office techniques are all stressed. Prerequisites are Shorthand 1-3 and Typing 1-4.

**Clerical Practice--12 (CP)**

Clerical Practice is a terminal course for the non-shorthand student involving production typing, filing, office procedures, transcribing machines, and duplicating machines. Prerequisites are Typing 1 and 2.

**Shorthand--11, 12 (SH)**

This is a one semester course available either first or second semester designed primarily for college-bound students. In addition to regular use of Shorthand, the student will learn effective study and note-taking, how to listen for shorthand, how to read for shorthand,
how to take notes in one's own words, how to organize notes as they are made, how to use notes in original writing, how to make notes for research papers, how to use notes in reviewing and preparing for exams, and how to make notes at discussions and conferences.

**Business Communications--11, 12 (3C)**

This is a one semester course that presents a general review of business English, spelling, and letter writing.

**Business Skills Career--11, 12 (3')**

This is another one semester course normally taken by students who have completed business communications the first semester. The course offers a review of basic business skills just prior to graduation. For this reason, it is suggested that it be taken in Grade 12. The course is divided into three parts: Spelling, Punctuation, and Arithmetic. While the basic reason for the course is review, there will be a good deal of new learning for most students.

**FOOD ARTING**

**Homeaking 1 and 2--10, 11, 12 1(11, 2).**

The first year of homemaking deals with interior decorating with the emphasis on the girl's room; meal planning and preparation; in-the-kitchen ships; clothing selection, care, and construction; and child development.

**Homeaking 2 and 3--10, 11, 12 (13, 14).**

The subject matter for the first semester which covers care of one's own body in time, energy, equipment, and materials used in meal preparation: planning attractive and convenient kitchens; planning, cooking, and serving family meals; planning for protection and health of the family members; preparing and serving a complete and special diets and in preparing an emergency shelf for civil defense; and planning for hospitality in terms of parties and meals.

This course deals with clothing including such topics as buying, planning, consumer buying, clothing construction, and care and use. Prerequisites are Homeaking 1 and 2.
Woodworking 1 and 2-10, 11, 12 (MA, M2)

The first semester of woodworking is hand woodworking in which the student learns the nomenclature of tools and develops skills in the use of hand tools; learns such operations as squaring stock, making various joints in wood, fastening boards together, finishing wood, and sharpening tools.

In the second semester, the student begins machine woodworking. One month is spent in classroom study covering the proper operation of machines. The student develops skill in machine operation and learns shop and safety procedures.

Woodworking 3 and 1-11, 12 (MA, M4)

This course is a continuation of machine woodworking of a more advanced nature in which the student works on projects in the construction of cabinets, tables, and similar items. Pre-requisites are hccorking 2 with a course in drafting considered very helpful.

Woodwork 1 and 2-11, 12 (M1, M2)

The first semester includes metalworking experiences in forming and fabrication of the more common metals, and a study of the refining, rolling, applications and properties of these metals.

The second semester work involves the study and application of techniques utilizing heat in shaping, fabricating, and heat treating metals. A limited amount of welding and brazing, arc welding, riveting, forging, forging, and heat treating.
Metal Shop 3 and 4-12 (633, 634)

This is a course in machine metalworking which involves proper techniques and methods of performing basic operations on the lathe, milling machine and shaper, and the associated bench operations. The second semester consists of advanced techniques and activities in the three previous metal shop course areas. Prerequisites are Metal Shop 1 and 2. A course in drafting may be very helpful.

Metal Shop 5 and 6--12 (635, 636)

This course is for a select few of the very best students from second-year metal shop courses. These students must be shop leaders and may sign up only with the approval of the instructor.

Mechanical Drawing--10, 11, 12 (611, 612)

The course introduces the student to the language of industry. Emphasis is placed on the basic skills and techniques needed for any type of drafting. The student does some work with lettering, free-hand sketching, geometrical constructions, orthographic projection, sectional views, auxiliary views, revolutions, and pictorial drawing--oblique, cabinet, isometric, and one and two-point perspectives. Some time is also spent in workshop drawing, sheetmetal, welding, aircraft, furniture, as well as pipe and engineering, as well as technical drawing.

Mechanical Drawing 3 and 4--11, 12 (63, 64)

The course is for the first-year but more advanced in the problems worked, developing greater skills and techniques by solving intricate problems in machine drafting. Prerequisites are Mechanical Drawing 1 and 2.

Mechanical Drawing 5 and 6--12 (65, 66)

This is actually a beginning course in architecture. During the first semester, students study the symbols and details of small house construction. Each student takes a set of blueprints, including a perspective, of a small house or cottage.

In the second semester, the student takes a complete set of plans, with all details, for a home of his choice. Complete construction and room plan details are worked out. Prerequisites are Mechanical Drawing 1-3.
Auto Mechanics 1 and 2--10, 11, 12 (AM1, AM2)

The course content includes fundamentals, preventive maintenance (emphasized), tire service, small engines, cranking circuit, ignition circuit, brake service, tuneup, and accessory systems.

Auto Mechanics 3 and 4--11, 12 (AM3, AM4)

These students do more work on preventive maintenance and tuneup. They work on various parts of the vehicle system, the body unit, and engine overhauls. The prerequisites are Auto Mechanics 1 and 2.

Auto Mechanics 1 and 2--11, 12 (AM5, AM6)

This is an individualized course offered only by special approval of the instructor.

Note: Industrial Arts Auto Mechanics is primarily for the purpose of helping a student choose a vocation. It should not be confused with Vocational Auto Mechanics, although much of the same equipment and tools are used.

Although not required, at least one semester of mechanical drawing and metal shop is highly recommended for the auto mechanic students.

An auto mechanic student must supply himself with a pair of coveralls and make a lock deposit if he is to take this course.

Driver Education (AD)

By state law, all students wishing to obtain a driver's license before age 18 must successfully complete a course in driver education. Students enrolling in the driver education must be 15 years of age before they begin the driver education course. Prior to the first day of class, the student must obtain an instruction permit. To obtain an instruction permit, the student must pass a written examination and vision test and, if under 16 years of age, present a signed parent's affidavit. Both parents, if living, must sign the affidavit in the presence of the examiner or notarized. If neither parent is living, a notarized affidavit may be taken and permits obtained at 16.67 and not over 18. A valid

In the event the number of students enrolled exceeds the number of students who can be handled, preference will be given to those 11, then 12, then 10 according to age.
State law requires that the course include a minimum of 30 clock hours of classroom instruction and six clock hours of behind-the-wheel instruction, or three clock hours of behind-the-wheel instruction and 12 clock hours of simulation.

All students at Lincoln will have the opportunity to sign up for driver education. This can be done when planning your future schedules with your counselors or during a special driver education session in September.

Art 1 and 4-10, 11, 12 (A3, A4)

Art 2 deals with design and composition with an introduction to color.

Art 3 and 12-11, 10 (A3, A4)

Art 3 is an introduction to art covering design and its application to the visual arts. Art 3 is a prerequisite to all other art courses offered at Lincoln.

Art 1 and 2-11, 12 (A3, A4)

The study of the four basic types of printing is covered in the first semester. Printing is introduced during the second semester.

Art 2 and 9-12 (A7, A8)

The first semester is devoted to sculpture, while the second semester involves an advanced study in printing, painting, and sculpture. It is possible for some students to transfer to the art major after specialization.

Art 1 and 2-11, 10, 12 (A1, A2)

Art 1 is a prerequisite for all other applied art courses. Areas covered in the first year include basic drawing using materials in the transformation of visual ideas to reality; basic principles and application of art materials; and leadership in the use of art materials, etc. A3, A4, A5, A6, A7, A8, A9.

Art 2 and 1-10, 11 (A3, A4)

Preparation is mandatory.
and

"..."
VOCAL MUSIC

Any student at Lincoln is welcome to participate in vocal music groups. There are groups available to accommodate varying degrees of talent. All vocal groups meet on an alternating basis. Most of the students alternate with physical education. One-fourth unit of credit per semester is given for each vocal group in which a student participates.

It is important that any student make known his interest in any special group before school is out in the spring as the assignments are made in June for the coming year.

The vocal music program at Lincoln High School includes the following groups:

1. **Juniorsingers**—This group is limited to the top ability singers chosen by the vocal music director. They are assigned to a special homeroom which is partially used for practice. The group meets for additional practice at times outside of regular school hours. They perform at a variety of school and non-school functions.

2. **Senior choir**—The members are chosen from the best singers. Good voice and accurate pitch is required and music ability is helpful. The group is limited to 100 singers.

3. **Mixed choir**—This group is for beginning singers. It does not require music reading ability of the student. Work in choir is very helpful for beginning voices.

4. **Chorus Club**—The club is limited to 20 boys that sing and are interested in music. An boy that can hold a part is eligible.

5. **Choir Club**—Here are several groups of special interest to a small group of students. These groups are listed in the discussion of the music program.
Instrumental Music Program

The Instrumental music program at Lincoln is divided into two groups: band and orchestra. Since the band instructor is in the classroom only half of the day, no lessons are offered except through the band program.

Lincoln High School has two bands. Band I consists of a marching band and a concert band. All students in Band I are expected to participate in both unless physical problems eliminate them from marching. Marching band, small ensembles, and the pep band that plays at home games are composed of Band I members. Some of the members of Band I also work for contests, participate in festival band and in the state bands and orchestras. Membership in Band I is limited to students who have completed an intermediate band method or lesson book. This band meets daily during sixth period. Students carrying Band as a fifth subject are released one day a week to meet the minimum physical education requirements.

Band II is a training band for students who have not completed their book I methods or are beginners interested in studying a band instrument. This band meets fifth hour on alternate days. It is a non-performing band.

The string program at Lincoln is presently sparse, an orchestra at present is offered to students who are either beginning or have played a stringed instrument. It is hoped to have a full string ensemble at Lincoln in the near future. The orchestra group meets fifth period opposite Band II.

School Organ

Lincoln High School has a large Baldwin organ in the auditorium. It is available for student practice with the permission of the vocal or instrumental music instructors.
STUDENT ACTIVITIES

CLUBS, ORGANIZATIONS

and

RELATED STUDENT INFORMATION
TRADITIONS

Over the years, a number of traditions have grown at Lincoln High School. Some are old, some more recent. Among the more familiar traditions are:

- The practice of students not walking on the school emblem in the front vestibule of the school with a penalty of cleaning it with a toothbrush being imposed upon those that do.

- The practice of rubbing the nose on the bust of Abraham Lincoln for good luck.

- Students wearing the maroon and gold school colors on Abraham Lincoln's birthday.

- The ribbon cutting ceremony on class day at which time each graduating senior receives a portion of maroon and gold ribbon as a keepsake.

- The wearing of gold mums on the Friday of Homecoming Week.

- The rally and snake dance to the football field before the contest in case.

- The ringing of the victory bell following a football or basketball victory.

- The checker colors and cheerleaders wearing their uniforms on the days of football and basketball games.

- The practice of making days of athletic events "dress up" days for the members of the participating teams.

- The appearance of Abraham Lincoln, portrayed by a student, at pep assemblies and all games.

- The reputation of having the cleanest building and neatest campus of any school in Des Moines.

- The reputation of having the best assembly conduct and lining the正确 selection to assembly events of any school in Des Moines.

These are traditions of the past and present. Others will be added by future generations of Lincoln students.
ELECTIVE OFFICES

There are many elective offices in student organizations at Lincoln High School. Offices held while in high school are part of the student's record that does not go without notice. All students are eligible for elective offices but no student may hold more than one such office at a time.

STUDENT COUNCIL

The student council is the organ of student government through which students express their opinions, plan projects, and make suggestions for the improvement of the school and community. It is composed of one representative from each homeroom and five officers. Meetings are held every Tuesday morning at 7:40.

Students wishing to be student council members should inform their homeroom teacher of the fact. Each student desiring to represent his homeroom will be given the opportunity to outline his goals and qualifications before his homeroom. A homeroom election is held to choose a representative. The student receiving the second highest number of votes will be the alternate that attends meetings if the elected representative is unable to attend. Any student can attend student council meetings, but only the elected representatives may vote.

At the first meeting of the student council the homeroom representatives act as a nominating committee at which time two candidates for each office are nominated. The officers of the student council are president, vice-president, secretary, treasurer, and chief justice. After each candidate has been allowed to express his platform before the student body, an all school election is held. One candidate is chosen for each office and they begin their duties at the next student council meeting.

The student council uses a committee system in which all representatives serve on a committee. Committee members need not be homeroom representatives. Students wishing to be committee members should consult the committee sponsor or its members.

The standing committees of the student council are as follows: Admissions, Buildings and Grounds, Publicity, International relations, Scholarship. Other committees are added as they are needed.
The student council sponsors a number of annual events. A Student Council Assembly is held near the end of May each year. At this time, the winner of the Student Council Scholarship is announced and other awards presented. About mid-year, the student council works with the International Club as a joint sponsor of a fund-raising campaign for foreign exchange students in which they sell friendship bonds. In the fall, the Student Council and the P. T. A. sponsor after-dance dances. On the Friday before the homecoming football game, the Student Council sells chrysanthemums. Another annual event is the council sponsored clean-up day.

The student council is unquestionably one of the most important student organizations at Lincoln. It plays a vital role in school and student life. It provides a real experience in representative government. The student council represents the voice of the student body and should receive support of its programs, student interest in its functions, and backing of the activities it sponsors.

STUDENT COURT

The student court consists of two justices from each class headed by a Chief Justice who is elected by the entire student body. Students may be issued passes to appear in court for such offenses as not cleaning up after themselves in the student center, running in the halls, and other unbecoming behavior that has a negative reflection on the Lincoln High student body. When a student receives a pass from one of the justices, he must report to Student Court at the time designated to be tried. Failure to report will result in stiffer punishment.

MISSION STATEMENT

Lincoln offers Lincoln students the opportunity to travel abroad for a summer or the school year. Lincoln sponsors two programs, the American Field Service (AFS) and the Youth for Understanding (YF). AFS, juniors may apply for the summer program, and juniors and seniors for the school program. Students must have studied two years of a foreign language by the time they leave. YF accepts juniors and seniors for the summer program and seniors for the school program. There is an entrance requirement for most countries. Students for both programs need a good grade average and recommendations.
Applications should be submitted by October 1 for the next summer or school year. The homeroom bulletin will announce the exact time and place to sign up.

Students from several foreign countries also study at Lincoln. A family interested in taking a student for the school year should apply by January or the first part of February.

STUDENT ACTIVITY TICKETS

The Lincoln High School student activity ticket (S.A.T.) is unique in the city. It was the first, and at present the only, S.A.T. using the student's picture in color. Each year a picture is taken of every student against a new and colorful background design.

The S.A.T. admits the student to all Lincoln High School athletic contests, all paid assemblies, and pays the subscription to all issues of the school newspaper. The cost to the student for all of this for a full year is less than the admission to the Lincoln football games alone. The S.A.T. is accepted as full admission to all city athletic contests in which Lincoln participates and allows the student to purchase tickets at half price to out-of-town contests and contests between other city schools. Any student not possessing an S.A.T. is charged the full adult admission price to each contest by all schools in the city. Students are encouraged to pay the full price of the S.A.T. at the time of purchase, but for those who find it necessary, an installment plan is available. Students using this plan must make a minimum down payment of $5.00 and then pay $1.00 a week until the total amount is paid.

Students losing their S.A.T. should inform the ticket office, located in the front hall, before homeroom period. A new S.A.T. will be printed for a $1.00 fee.

The Lincoln S.A.T. is one that can be displayed with pride, and it is an indication of school spirit and support of school activities.

SCHOOL PLAYS

All school plays and other stage production are handled through the Speech and Drama Department. These activities are not limited to students in speech and drama classes but are open to all students.
The purpose of these activities is to provide actual experience to talented students not only in speech and drama but also in the production areas of lighting, sound, scenery, and other production related areas.

**STUDENT SOCIAL FUNCTIONS**

Lincoln High School has a social activities program that is broad and extensive enough to demand that the program be carried on in an organized manner. To accomplish this, the girls' adviser is the chairman of and has jurisdiction over all school social activities. However, student committees assist and help in the planning of all social activities.

Any group planning a school connected social event must secure a date on the school calendar from the girls' adviser. They must get her approval of the place, time, type of program, and any special arrangements being made. Any additional information that she requests must be provided.

**COMPUTER CLUB**

The club is open to students with an interest in computer programming and the ability to master the computer language, theory of computer operation, and preparation of a program that also involves using data cards and a key punch machine. The club members at these skills to use by writing programs to solve various types of problems. Some of the members have the opportunity of entering their work in a test in the National Computer Programming Contest. The club usually meets on Saturday mornings.

**FORENSICS CLUB**

The club is open to students interested in debate work aimed in skill, and in the context of a participation. Members should be above-average students in the general or advanced track who are talented in oral work in the use of the English language.

The club meets three days a week after school for the forensics team. These students are not required to attend all of the activities. New members are welcome to join. The debate club offers a chance to develop oratory of college-bound students.
DECA CLUB

All students of distributive education are required to belong to the DECA Club. The club develops the student both socially and vocationally and cultivates civic and leadership qualities. The club also serves as a show case for student achievements.

Drama Club

This club is open to any student at Lincoln with an interest in acting and the theater. Members have an opportunity to get additional practical experience outside the classroom. Work is done on school plays and out-of-school productions. Other projects are undertaken for the enjoyment and enrichment of the members. Meetings are held after school. Their frequency is determined by the particular activities being undertaken by the club.

Camera Club

The Camera Club is open to any student at Lincoln. The purpose is to develop an interest in photography as a hobby or a profession, to develop skill in taking pictures, and to develop skill in processing black and white pictures.

Meetings are held the second and fourth Thursday of each month at 7:15 p.m. No fees are charged. Junior projects include a photography contest and work with the S.A.H.I. picture program.

Dorian Art Club

The purpose of the Dorian Art Club is to help students form a better understanding of art, establish good art principles in everyday life, and to promote good design. During the year, the members assist with art work other than that done in the art classes. They visit various industries and institutions which do work relative to art and have art work of interest to the student. In addition, the members have opportunity for several of the school dances and fall pep assemblies.

Students who have had at least one semester of art with a C or above and who plan to continue in art while at Lincoln are eligible to join the club. Meetings are held twice a month after school.
The Executive Board is the governing body of the club. Its membership is composed of elected representatives from each home-room. Meetings are held the first Monday of each month.

Girls Club sponsored events include:

Big and Little Sister Tea—The junior and senior girls act as a big sister to a sophomore girl. This tea, held by them the first week of school, serves to acquaint new students to Lincoln and to the various activities of the school.

Girls Club Dance—A Sweetheart Dance is held every February. The girls invite the boys and elect a "man of the year."

Age 30 Programs—Several assembly programs are held throughout the school year. Each includes topics such as nutrition, etiquette, and related subjects.

Scouting Trojans—The club is involved in community service projects throughout the year for nursing homes, crippled children's homes, and other institutions where help is appreciated.

Mother-Son Tea—The tea is held in May and consists of an age 30 program prior to the installation of new officers followed by a social gathering in the library at which punch is served.

FALC CAREERS CLUB

The purpose of the club is to interest students in learning about careers available in the health field and the requirements needed for preparation in these fields; and to aid students in their decisions about professional or practical careers in medicine and related fields. The function of the club is to provide volunteer work in health fields for its members in addition to information through speakers, field trips, films, and brochures.

The club is open to any student with an expressed interest in any medical career. It meets after school every second week of the month. Each year special projects are planned for in addition to the regular activities. It is sponsored by the Polk County Area's Auxiliary of the American Medical Association. Clubs belong to one local chapter.
INTERNATIONAL CLUB

One of the best places around Lincoln for a student to express his interest in promoting understanding and better relations with foreign countries is through the International Club. The club is open to anyone who is willing to exert a little time and effort in the club's work. Fund raising drives which sends Lincoln students to foreign lands and brings foreign students to Lincoln.

Meetings are usually held in the evenings at students' homes.

KINANIS KAY CLUB

The Kinanis Kay Club is open to any young man who is a good student, has high moral standards, and is a gentleman at all times.

The group is organized to be of service to both the school and the community. Proof of this are the many worthwhile service projects undertaken by the club each year. An objective of the club is to create leaders who will maintain a nucleus of good moral character in the community at Lincoln High. Officers have the opportunity to associate with prominent businessmen in the immediate area. Meetings are held every Thursday morning at 7:30.

LATIN CLUB

An student with one year of Latin is eligible to join Latin Club. The club captures the atmosphere of old Rome by dividing its members into slaves, senators, knights, and counselors.

Meetings are held the second and fourth Wednesday of each month, with the fall meeting being a time of initiation and the annual banquet.

BETTINA'S CLUB

A wetter and rain in a sport, soood for us all. We have all the fun we could want on the beach. We spend most of our time under the sun, getting our skin dark and healthy. Your own friends are having fun, too, so come and join us.

DANIEL'S CLUB

With a letter and paper in a sport, a good game is well played. We have a lot of fun on the field, and it's a great way to relax after a long day at school.
Lincoln High School. Also, the club has purchased and donated equipment usable by athletes in all sports.

One of the highlights of the year is the party held for the<br>initiation of new members.

PEP CLUB

The main purpose of the Girls Pep Club is to support Lincoln<br>High School activities and to promote school spirit. The club is<br>open to all girls who have a sincere desire to support Lincoln High and contribute in every way possible to the development of school spirit. Club membership in good standing for one year is a prerequisite for any girl trying out for cheerleading, flag<br>twirling, or the drill team. Meetings are held on a regular<br>basis but as needed. The meeting is called at 3:00 in the auditorium. Club funds are allocated for special projects. One<br>project was the erection of the Victor bell and its carrying trailer.

RED CROSS CLUB

The Red Cross Club is dedicated to teach the obligation and<br>importance of public service, to educate young people about Red<br>Cross activities, and to give them the opportunity to participate<br>in the work of our student at Lincoln High School interested in<br>these activities.

The club is a part of the city and county Junior and Cross<br>Organization. There are council meetings once a month to<br>which the school club sends representatives. The meeting at school<br>is held the first Wednesday of each month at 7:45 a.m. Any student<br>who is interested in the projects is participated in each year.

FIRE CLUB

More than any other club is the interest in<br>the public and the importance of the missions it carries on to other all<br>clubs. The Fire Club is the only one that has a formal meeting and<br>production of a weekly newsletter, "Fire and Burn," and its<br>members publish a monthly newsletter.
FOLK CLUB

Anyone interested in music will appreciate Folk Club. Different styles of folk music are presented at each meeting.

FRENCH CLUB

Any student who has previously taken one semester of French or who is currently taking French may become a member. The club's purpose is to encourage an interest in France and her language, and to aid a knowledge and understanding of her manners and customs.

Meetings are normally held from 3:05 P.M. to 3:15 P.M. on the second Tuesday of each month. In the past, they have included a style show, with students modeling some of their own clothes while a commentator describes the ensembles in French; a potluck dinner featuring French foods; a tea; and a Sardi Cras. Films and filmstrips have been shown at meetings.

TEACHERS CLUB

The purpose of the club is to interest students in a teaching career and to acquaint them with the requirements for preparation in this field.

The club is open to any student interested in teaching. Members elect their officers and take an active part in several projects.

One project of the club's teachers' students is Shell Club.

The Shell Club of Lincoln High is automatically a member of this club. The purpose of the club is to develop friendship among the girls and to provide opportunities for new girls to become familiar with the school and the students; to live service for the betterment of the school and the community; to create interest in and to promote school activities.
April 19. Tables are held the fourth Thursday of each month.

U.S. NAVY CLUB

A group of students dedicated to educating other youth in the principles and purposes of the United Nations, established themselves to an area of service to the United Nations, and are working to promote within the community, an active enthusiasm for the United Nations. This is the United Nations Club.

Any one interested in these objectives is eligible to join. Meetings are held the fourth Thursday of the month at 3:30 P.M. Special projects include publicizing and promoting interest in the United Nations trip to New York and Washington; the sending of a delegation to the Governor's Day Observance of United Nations Day; the making of a delegation to the High School Local U.S. at Cedar Falls; and the individual helping at U.S. booths at the State Fair and U.S. E.F.A. Convention.

WATER POLO CLUB

Boys are not out for fall sports and are interested in water sports are invited to join the Water Polo Club. The boys do not have a chance of obtaining to join. An interest in water polo is the criterion for membership. See the school bulletin for the time and place that meetings are held.

MUTUAL AID STAFF

The work of staff has the responsibility of keeping the auditorium in good, running condition and delivering it to the classroom in reports by teachers. They are also in charge of lighting and other audio-visual equipment for assemblies, parades and other school functions needing this equipment. As part of their work is done before school or after, the members of this staff are in a special arrangement. A few of the boys are on duty each period of the day in the event that the classroom teacher has trouble with the equipment. The boys must be very dependable and have U.S. in contact and citizenship as much of their work is done without close supervision.
ART STAFF

The Art Staff duties involve doing art work for the whole school as special projects arise and assisting the art instructor with small projects, other than class work, during the day. An interested student should have good grades since he must give up a study hall to do the work. Conduct and citizenship are also considered in selecting Art Staff members.

BOYS' GYM STAFF

Boys can be used each period as gym leaders. These boys should be those that enjoy physical education and are skilled in the activities of the class so that they may aid the gym teachers in these large group situations. Regular attendance, grades that are average or above, and dependability are additional characteristics the gym teachers look for in assigning gym leaders. The boys must have a study hall available for gym work. Students interested should contact the gym teachers.

COUNSELING CENTER STAFF

Both men and the Counseling Center Staff act primarily as receptionists. The girls work each period of the day routing students and others coming into the counseling center to the various counselors' offices. The girls also receive all incoming telephone calls either transferring the calls to the counselors or taking messages. In addition, they can answer and help with some of the clerical work of the counseling center.

Girls interested in working on the Counseling Center Staff should contact one of the counselors.

PEST CONTROL STAFF

Girls on this staff assist the physical education teachers with the clerical work of attendance. They must have good grades as they must give up a study hall to do the work. The staff girls are expected not to create mess or the class, especially cleanliness.
HALL MONITOR STAFF

Each year a staff of hall monitors is selected by faculty representatives in charge of portions of the hall near their classrooms. The hall monitor staff fills one of the most important student staff functions in the school.

To be a hall monitor, a student must have average grades or above, must have enough self discipline to get to his post on time and not leave it early or unattended, must have the courage and diplomacy to carry out his responsibilities, must be pleasant, must be a good citizen of the school, and must have a record of good attendance. Appointed hall monitors not fulfilling these requirements will be replaced.

Purposes of the hall monitor include greeting visitors to Lincoln and assisting them in any way he can, maintaining order in the halls, and checking pink passes of all students in the halls during class period.

The hall monitors are doing an important job for the school and deserve the respect of the student body. Their represent authority in the halls and have the support backing of the faculty and the administration.

HALL STAFF

These are the twelfth graders who have a free study hall under the supervising teachers by performing certain duties. These duties include, but not limited to, picking up supplies, cleaning area, preparing for labs, cleaning area or arrange displays.

HOSPITALITY VISITOR COMMITTEE

The purpose of the committee is two-fold. The committee acts first as representatives of the school in welcoming guests to Lincoln with activities and to assist in many ways in conducting these activities. Secondly, the committee gives its members the opportunity to develop confidence and poise in meeting people and assuming responsibility.

The members usher for all school assemblies, serve as hosts and hostesses for the school functions, and are involved in each other.
activities as selling tickets, taking tickets, giving out programs, and managing check rooms. Some of the special events at which members help are the pancake breakfast, career day, plays, mermaid show, all-sports banquet, and baccalaureate and commencement.

Membership is open to any student who has shown that he is capable, honest, and a good citizen with satisfactory grades and a pleasant personality. Meetings are held at 7:05 A.M. the first Monday of each month.

OFFICE STAFF

The purpose of the office staff is to relieve the regular office personnel of some of the time-consuming, routine office tasks while gaining valuable office experience that may help them obtain future employment.

Staff members must have at least a 3.0 grade point average, a history of good attendance, neat appearance, a pleasant personality, and a full time study hall they are willing to give up to do the work.

Girls operate the intra-school switchboard, operate the duplicating machine, greet and help visitors to the office, help students and teachers who come to the office, deliver messages, distribute mail to the teachers' boxes, and perform any other routine clerical function that they can handle.

Girls interested in being a staff member should contact any of the regular personnel in the main office and fill out an application form. Any girl grades 10-12 meeting the qualifications is eligible.

LIBRARY STAFF

The library staff serves as a liaison group for the librarians and the student body. Staff members aid in the many routine duties such as checking books in and out, shelving books, helping with attendance slips and lists, pasting pockets and slips, checking over books, moving bookshelves, and in general help the librarians. The regular library clerk is Mr. [Name], and Mr. [Name] is responsible for the library.
To be a staff member, the student must have satisfactory grades, the ability to serve the student body and faculty with tact and dependability, and some knowledge of library procedures and correct shelving. Work is done during study hall period, before, and after school.

MURSE’S STAFF

Students interested in nursing as a career will find serving on Nurse’s Staff a very helpful experience. Any girl with an alternating or full time study hall interested in nursing may apply. The girls aid the school nurse in performing her many duties. Staff members usually belong to the Health Careers Club and must have a history of good attendance in school.

SECRATARIAL STAFF

The function of the secretarial staff is to render service to the secretarial teachers in which they supplement classwork with actual office procedures and activities. Staff members must be in the upper 15 per cent of the secretarial classes.

STUDENT CATER STAFF

Girls on the Student Cater Staff help in the student center during lunch hour. Their duties include stock- ing, setting up, rolling, cleaning these items for students, and receiving money and a change. Work is done before school and on available study periods. The Student Cater Staff needs girls that are neat, hard-working, intelligent, and conscientious workers. They must have a history of good attendance and grades that are average or above.

Girls interested in serving on the Student Cater Staff should contact Mr. Varner.

THE STUDENT COUNCIL

The Student Council is composed of two representatives from each of the four classes, with an equal number from each sex. The two officers of the Council are President and Vice-President.
each homeroom. They represent their homerooms in selecting committees for senior activities.

Senior activities include a senior mixer, informal dance, banquet, prom, class day, baccalaureate, and commencement.
GIRLS PERFORMING

ORGANIZATIONS
CHEERLEADERS

Each year twelve cheerleaders are chosen by the Girls' Pep Club to represent Lincoln High at athletic events and pep assemblies. Competition for the cheerleading squad is keen. Qualifications for membership are high as these girls are representatives of Lincoln before the public and their leadership plays a big part in promoting that spirit so important to every school—school spirit.

Any Lincoln High girl may try out for the squad if she has been a member of the pep club for one year, has a 3.0 grade point average or better, and is above average in citizenship.

Try-outs are held in the spring of each school year. The school bulletin will announce the time and place of the first meeting for all girls interested in trying out.

Candidates must first appear before a faculty review board presenting their qualifications and demonstrating their abilities. After this first screening, the remaining girls appear before the pep club at which time the top twelve candidates are chosen.

Each try-out member has a check sheet on which she gives the factors on which candidate rates on physical ability, vocal quality, personality, poise, enthusiasm, and grade and citizenship credentials. The results of these point ratings determine the positions on the squad.

Voting must try out each year, including returning letter winners from the previous year.

DRILL TEAM

The Drill Team is an organization dedicated to the establishment of school spirit and pride. It is part of the Lincoln High atmosphere at football games, basketball games, and other in which the school is involved. To be a member, a girl must have a 3.0 grade point average, have been a member in good standing of the pep club for a period of one year, and demonstrate desirable and a sense of responsibility.

Try-out for membership is held each spring. Practice is held every day during the season—after school and once or twice
a week during the summer months. Girls must buy their own uniforms.
Special, worthwhile projects such as helping needy children at
Christmas are participated in each year.

FLAG TAILLERS

All girls attending Lincoln are eligible to try out for flag
taillers if they have a good attendance record, a 2.0 grade point
average or above, a record of good citizenship, and are or have been
a member in good standing of Girls Club.

Spring tryouts are preceded by a one-week clinic in which the
basic skills are taught to all girls interested. Following the
clinic, two after-school tryouts are held. The original screening
by the sponsor and varsity taillers takes place the first night.
The final selection is made the second night by the band director
and varsity taillers. All those chosen must receive the final
approval of the girls' adviser. Dates and times of the clinic and
tryouts will be published in the school bulletin.

The girls practice with the band during the month of August
and work on their own the remainder of the year. It is desirable
for the girls to have a sixth period study hall as they practice
during that period and after school.

All girls are required to make their own uniforms. It is
not essential that they be purchased, but if none can be solicited for material.

The flag taillers perform at football games, raise the flag and
play the national anthem at football meets, and march in parades that
mark school and.

Majorettes

Majorettes march and perform with the band at
some school, social and a few other social events. These girls
are selected by the band director in the spring of the year
with the majorettes are held after school. All those interested
should listen for the time and place when it is read in the weekly
Newspaper bulletin. Uniforms are furnished by the school. Cost of the
tryout for majorettes have had at least two or three years
of dancing lessons prior to the tryouts.
MERMAIDS

Mermaids is a club for girls skilled in synchronized swimming. Members are chosen through a test of their synchronized skills. This is a difficult test as the girls have had an opportunity beforehand in clinics to learn the skills.

The highlight of the year is the Mermaid Synchronized Show held in the spring of each school year. Practice is held the first and third Friday mornings each week at 7:30 A.M. and after school for weeks prior to the show. Practice is also held at every available time possible after school in the fall and spring. Following the show, a clinic is held each spring to help new potential members learn the skills. Junior high school girls who might attend Lincoln are also invited. In addition, the girls have opportunities to compete in I. A. A. competition or clinics of colleges in surrounding towns.
SCHOOL SONGS

and

YELLS
LINCOLN HIGH SCHOOL SONGS AND DUTIES

School Song

We are the 'ear old' song from LHS
And we are pretty good
You must confess,
We'll have our reputation
This is our tradition.
We're going to win this game
Or know the reason why.
We're gonna fight, fight, fight
Just watch us step.
We're gonna win this game
And save our rep, save our rep.
LHS has lots of pep, lots of pep.
Hah - hah - hah!

School Song

We're loyal to you, Lincoln High
We're from and and cold, Lincoln High
We'll back you to win
Against the best in the land.
For we know we are men, Lincoln High
Hah! Hah!
Go block that blockade, Lincoln High
Go crashing ahead, Lincoln High
Our team is our fate protector
In boys for we expect a
Touchdown from you, Lincoln High.

Loyalty Song

To Lincoln High, caring and cold
To feed our loyalty
As through the years we come and to
Be true to thee we'll be
The halls that we have known so well
Our friends that we have made
All cheer with us in honor
And never will the fade.
**Mr. Touchdown**

They always call him Mr. Touchdown.
They always call him Mr. T.
He can run and kick and throw.
Just pass him the ball and just look
at him go!

Hip, Hip, Heeerey for Mr. Touchdown!
We're gonna win it tonight----so
For a great big chee-hee-
The hero of the year.
Mr. Touchdown—L-I-S.

**La La La**

Line it up—-
I've got a—-

(Repeat)

What does it spell?
La La La etc.

We've got a team now, with Tech,
They're on the beat now,
We're gonna win it now,
That you tonight now,
La La La etc.

Clap your hands now
Sing your feet now
We'll win High School
Can't be beat now
La La La etc.

**SIX**

**Victory**

V - I - L - 's - 6 - -
Victory, Victory;
With our cry,
Will we win
All our foes
Lincoln High School
- - -
Fight
Hey
F - I - G - H - T
A Fight Fight

(Repeat two more times)
Hey Fight
Hey Fight
A Fight! Fight!

Good Luck
Good Luck Heyes
L - Hey U - Hey G-K
Heyes
Lot's of luck is
Coming your way---
So take it and then---
Now let's begin---
Heyes
Good Luck!

Hello
M-E-L-L-C
Hello
I just came over
To say hi to you
With an ---C--- and an ---E---
and an ---G---
Lincoln says (clap, clap)
Hello!

Are we Going to seat?
Are we going to seat?
Yeah, Jo!
Are we?
Yeah, Jo!
But are we going to do:
got.

Yeah!
Give us an "L"

Give us an L ----------- L
Give us an X ----------- X
Give us an N ----------- N
Give us a C ----------- C
Give us an O ----------- O
Give us an L ----------- L
Give us an I ----------- I
That does it spell! --- Lincoln!
Louder! ------------------ LINCOLN!
Louder! ------------------ LINCOLN!

Two Bits, Four Bits

Two Bits
Four Bits
Six Bits
& Bellr
Everyone from Lincoln
Stand up and Bellr!

Maroon and Gold

Maroon and Gold
Right! Right!
Maroon and Gold
Right! Right!
We'll Right!
Maroon and Gold
Right! Right!

We're Great

Give me a touch on our team
We're Great!
Give me another touch on our team
We're Great!
Give me all the bells in our team
We're Great!
Keep it up, we'll
We're Great!
SCHOOL PUBLICATIONS

The school newspaper, the Railsplitter, is published and edited by the students in journalism class and issued from 12 to 14 times each school year. The staff members write most of the stories for the paper, but any student at Lincoln may submit a story for publication. The subscription to the Railsplitter is included in the price of the student's S. A. T. It can also be purchased at the time of publication for ten cents per copy. The students at Lincoln have learned to expect the best in their school paper as it consistently won state and national recognition for its excellence.

The yearbook published at Lincoln is also called the Railsplitter. The staff works on layout, copy, photography, and editing throughout the year. Subscriptions are usually sold the week before and after Christmas vacation. The yearbook is one of the favorite souvenirs of Lincoln students as it is a pictorial record of things that happened as well as a tool the students use for autographs and to remember those who have been in their high school years.

The yearbook staffs are selected from the.

...
IN - CLASSROOM

STAFF, SERVICES,

and

FACILITIES
VICE-PRINCIPAL

The vice-principal assists the principal in the coordination and direction of the total school program. He is the acting principal when the principal is not in the building. The vice-principal supervises the activities of all the boys assigned to Lincoln and works with them, their parents, teachers, and counselors in areas of difficulty involving attendance, conduct, and school obligations. He also handles all student insurance matters including athletic insurance.

GIRLS' ADVISER

The girls' adviser, in addition to assisting the principal in the operation of the school, coordinates and supervises the activities of all the girls enrolled at Lincoln. This includes matters concerning their attendance, conduct, and general welfare. She acts as the chairman of all school connected social activities. The girls' adviser is also responsible for all senior activities including class play, commencement, and coronation. She is in charge of the assembly and is in the guidance director.

Lincoln is active in a number of school activities. Apart from primary responsibilities concern the academic program, official junior records, functioning as the school accountant, treasurer, and auditor; providing transcripts for all students; and in counseling careers, lives of enrollment, and careers at Lincoln High School; and supervising the checking and maintaining of student grades, point averages and class rank.

To Lincoln
Sports achievements, and newspaper articles concerning school activities as well as noticeable plays announcing club projects are also posted.

Newspaper and bulletin boards displaying pertinent information are located in the main hallway, poster and the entrance hall to the student center.

SUPPLY ROOM

The purpose of the supply room is to sell those stationary items necessary for the completion of school work, such as paper, pencils, notebooks, and other supplies. The supply room is located in the back hall on first floor across from the stage door. It is open the first week of school from 7:15 to 8:15 in the morning and from 3:00 to 3:30 in the afternoon. For the remainder of the school year it is open only before school, from 7:15 to 8:15.

STUDENT CENTER

The lost and found department for articles of clothing is in the student center. All other items are kept in the main office. Students should turn in lost items or turn in found items in these two locations.

STUDENT CENTER

The student center provides a social atmosphere for all Lincoln students. Here snacks, fruit, soft drinks, and other snacks may be purchased. A jukebox is provided for entertainment. This is a place where students can talk, socialize, and have fun. It is hoped that the students will take pride in the student center and help keep it clean and attractive. This can be a simple task if each student will clear his or her table before leaving and use the new waste basket located there before leaving the student center. Students may not cash checks in the student center and are requested not to ask for change to be made for one dollar bills for items purchased.

Students may use the student center from 7:15 to 7:30, with lunch being served from 11:30 to 12:15. The center is also open for athletic club hours from 11:00 to 1:30 a.m. after school.
LIBRARY

The library, a place of silent study, is used by students during their study hall period, lunch period, and before or after school. The physical facilities are composed of an office, workroom, periodical room, a class-size lecture room, two conference rooms, and a main reading area with a seating capacity of 125.

The library is open from 7:45 AM to 4:00 PM. Except for the lunch hour, admission during the school day is by pink pass.

Although periodicals and reference books are to remain in the library, other books may be checked out for two weeks and are renewable. Many bibliographies have been compiled to guide students in their reading. Teachers often bring their entire class to the library to do research.

The library is staffed by two professional librarians and a library clerk. A student library staff is selected each year to aid the professional staff.

The eleven thousand two hundred books in the library reflect the curriculum at Lincoln, as they are selected by teachers and librarians. Approximately one thousand volumes are added each year.

CABINETRIO

There are four lunch periods offered each day. Students are assigned lunch periods by their fourth hour teacher. Thirty minutes are allotted for lunch, with four extra minutes to return to class. Lunch times are from 1:00 to 1:30, from 1:30 to 2:00, from 2:00 to 2:15, and from 2:15 to 2:30.

When choosing to eat in the cafeteria, a student may select food from one of three lunch lines. The first is the plate lunch line in which standard food items are served for a nominal charge. The second line is à la carte, where students select their food cafeteria style and pay the price per dish. The third is the snack bar line, where potato chips, ice cream, and sandwiches may be purchased.

Students may not cash checks in the cafeteria and are requested not to ask for change to be made for anything higher than one dollar bills.
Cafeteria seating is left to the students. However, everyone is expected to clean up his lunch area when finished. Empty trays and bottles are to be returned to the designated area in the cafeteria.

COUNSELING SERVICES

The function of the school counselor is to aid students in the choices, decisions, and adjustments they must make as they develop toward maturity.

Lincoln has a staff of counselors working full time to provide special individual and group services to students. Each student is assigned to a counselor when entering school and normally will have the same counselor until graduation. The counseling center houses six offices that assure complete privacy to the student when he visits his counselor.

There are no limitations as to the subjects about which a student may consult his counselor. These may involve personal problems or objects and social difficulties, plans for high school or college, career counseling or training, career counseling or training, training in occupational counseling, vocational training, training in research and application, job placement, testing, and test interpretation to mention a few.

A student wishing to see his counselor should fill out a request for counseling appointment form that can be obtained from the homeroom teacher who will send it to the counselor. The counselor will give a pass for the student to come to the counseling center during a study hall, before school, or after school.

THE SCHOOL NURSE

School health services help to protect and improve the health of students. The nurse helps school personnel become aware of the health needs of students and tries to help students secure solutions to their health problems.

The intitroductory duties of the school nurse are as follows:
1. Keeps permanent health records on each student

2. Plans for and assists with medical appraisals on tenth grade students and students in athletic programs who are unable to have examinations by their private physicians.

3. Carries out a program of vision screening for all tenth grade students. Students with vision problems are rechecked each year and students are often referred for vision checks by teachers and parents.

4. Administers fine tests to all tenth grade students. These tests are provided by the Polk County Tuberculosis Association to determine which students may be sensitive to the tuberculin.

5. Assists with the hearing program. All students with previous hearing problems have their hearing tested each year by a hearing clinician.

6. Provides first aid care to all students. All injuries should be reported to the school nurse. The nurse does not administer any medications—including aspirin.

7. Provides resource materials for teachers and students.

8. Reports to teachers, counselors, and advisers on health problems of students to aid them in being of maximum service to the individual student.

9. Assists pupil personnel by making home calls for absenteeism.

10. Arranges with pupil personnel for bedside teaching programs for home-bound students.

11. Has additional duties concerning physical education excuses, medical, dental, and hospital appointments, and leaving school because of illness or illness in the Policies and Procedures section of the handbook.
directly supervised by approved persons. These policies include medical and hospital allowances, allowances for dental injuries, injuries and death benefits, all subject to the terms stated in the policy.

Each insured student will receive an individual policy showing his coverage and the indemnity schedule provided. Two important features of the policy are:

1. Benefit payments in the event of injury will be made to the insured without regard to any other insurance policies which the insured or his parents may have for his benefit.

2. Policies issued by the Iowa High School Insurance Company provide for an automatic insurance coverage transfer. This means that if a person insured under a policy with this company participated in an activity for which this company provides coverage but which is not covered by the policy carried by the individual insured, the insured shall automatically have full protection under the coverage which this company offers for such activity, for a period of fifteen days during which time his insurance may be exchanged for a new policy covering the new field of activity by paying only the difference in premium.

If an injury occurs which is under coverage of this policy, the injured student should report to the vice-principal within 24 hours.

If a student is unable to report, a parent or guardian should contact the vice-principal. This is most important.

All activities for this insurance are passed out in homerooms at the beginning of the school year. It is not compulsory.

All athletic insurance, which is not covered by this policy, is handled at the school level.
ANNUAL SCHOOL

and

COMMUNITY EVENTS
Achievement Awards Assembly is an assembly at which awards are presented to students for outstanding academic achievements.

Christmas Music Program is presented during the last week before Christmas vacation by the vocal music groups at Lincoln.

Color Day is February 12, Abraham Lincoln's birthday. Students display school loyalty by wearing something maroon and gold. Pins and ribbons may be purchased at school.

March's show is a water-puppet presented by the girls in Mermaids, Lincoln's synchronized swimming group.

Spring Music Festival is a show put on by the vocal and instrumental groups of Lincoln each spring.

Student Council Assembly is held on the third Friday of May at which a written conclusion of the year's activities and accomplishments of the council is presented to the student body. In addition, trophies for the Freshman and Sophomore Homecoming court are awarded to the winning homerooms.

Alumnae Board Sale is a joint promotion of the Student Council and the Dramatic Club. Funds are sold to the students and faculty with the proceeds to be used to finance foreign exchange students and to help in cashing in soliciting for students going abroad. A contest is held between senior and junior classes and trophies are awarded to the first, second, and third place winners at the Student Council Assembly.

Proctor will be celebrated by many events including a snake dance, pep rally, stockCar roast, etc. Among these events are a game of basketball played by the students. Winners are announced during the celebration of the Race and the coronation ceremonies take place "mid-way".

Little Drama Assembly is an assembly at which awards are presented for athletic-connected activities. The assembly is held for fall sports and another for winter and spring sports.

A Scholarship Day is an event in which members of service clubs and fraternity are informed by departmental groups canvas South Side lines to sell subscriptions.

Car programs is held in November. A preliminary survey is taken to determine how to go to 60 special or general account in order with the students' business. Authorities in some selected accounts are made to indicate their intentions. See October, December, January, and February information in their respective issues and the May news for account.
Students attend the sessions indicated as their choice on the preliminary survey.

A general session is also held covering information that all future job seekers or prospective college students should know.

Anchored in these broad areas are secured to speak.

When possible, State Employment Service personnel and Personnel Department representatives of local businesses are invited to school in the afternoon to interview seniors seeking jobs immediately upon graduation.

Open House is a P. T. A. school event held each fall during American Education Week. The public is invited to tour all of the facilities in the building. Administrative personnel, classroom teachers, the school nurse, counselors, and librarians are in their rooms or offices to visit with parents about their function in the school program.

P. T. A. homeroom mothers are on duty and the P. T. A. sells refreshments and baked goods to raise funds to support their activities.

P. T. A. memberships are also available.

P. T. A. - Tenth Grade Orientation Night is another P. T. A. school event held each fall. A preliminary meeting is held in the auditorium in which the principal greets the parents and introduces the principal. After the meeting, the parents of tenth grade students follow their children's daily schedule, meeting each of their teachers, and learning something about the classes they are taking. Those parents not having tenth grade students in school remain in the auditorium for an informal discussion conducted by the principal on school policies and practices. The evening is concluded with refreshments being served in the library.

P. T. A. - Faculty Fat Luck Dinner is held in the school cafeteria each spring. All members and prospective members of these groups are invited to attend. Music is provided by Lincoln band and the dinner is held in the auditorium. After the dinner, a short program is held in the auditorium following the dinner. The program is conducted by the principal and a guest speaker is heard and an informal question and answer session is conducted by the principal.

S. B. Dinner is an annual event sponsored by the P. T. A. of Lincoln. All members of letter winners at Lincoln. The event features dance, recognition of the athletes by their coaches, and an outstanding speaker. The dinner is held in the gymnasium and all parents of student athletes and interested guests are welcome.
Pancake breakfast is an annual affair sponsored by the Lincoln Faculty. From a modest beginning, the pancake breakfast has become a very well-attended school-community function.

The student body has contributed a great deal in making this a successful affair by selling a majority of the tickets prior to the morning of the breakfast. Tickets are sold through the homerooms with first, second, and third place engraved trophies being awarded to the homerooms selling the most tickets. Competition is keen. A chart indicating daily and total sales by each homeroom is kept outside the ticket office in the front hall.

The food is served, prepared, and carved by faculty members in anticipation that all attendees will be full before they leave. Music and entertainment is provided throughout the breakfast and door prizes are given away. Don't miss this event!

There are other annual events of students' organizations not mentioned here as they are covered in other parts of the handbook.
SCHOOL - COMMUNITY

ORGANIZATIONS
BUILD LINCOLN HIGHER CLUB

The Build Lincoln Higher Club (BLH) has made major contributions to Lincoln High School since parents, friends, and former students joined together to form the club in the early 1940s. This group of loyal Lincoln supporters is dedicated to doing all it can to make Lincoln a better school.

Among its many projects, BLH is largely responsible for Lincoln's excellent football stadium and adjoining athletic fields. Club members have worked hard raising funds for projects and in spending many hours of their time actually working on projects at the field. Just to mention a few of their many projects, the club made possible the first concession stand on the field, which provided refreshments and snacks for fans attending football games. The club also installed lights on the field, purchased two movie cameras for games, installed the first scoreboard, built the present concession stand and ticket booths, and contributed $7,500 toward the latest remodeling taking place on the football stadium. This past year the club organized the first annual All Sports Banquet in the new gymnasium, which should develop into one of the big yearly affairs at Lincoln.

The Build Lincoln Higher Club is an action group. They are interested in doing whatever must be done for the betterment of Lincoln High School. Since their beginning, they have spent $32,500 for the improvement of Aaron Hettinger's athletic field. These are cost figures that do not include donated materials and labor. Funds have been raised through memberships, paper drives, donations, candy sales, and refreshment sales at ball games.

Membership is open to anyone interested in building Lincoln High. The membership fee is only $1.00 and everyone in South Des Moines is urged to join and become an active, participating member by attending the meeting, the time of which is published in the school bulletin, and working on Build Lincoln Higher projects that promote Lincoln High School.
All parents who have students enrolled at Lincoln High School are invited and urged to join the Parent-Teachers Association. Normally, seven meetings are scheduled during the school year. There are several night meetings, but most of the meetings are held in the afternoon at 3:00. The dates of the meetings are listed in the monthly school calendar issued to each student at Lincoln.

The Parent-Teachers Association has done much good for Lincoln High School. Parents can promote their program and show an interest in the school by becoming active, attending meetings of the Parent-Teachers Association.
LETTERING

Lettering is restricted to those athletes participating on a varsity head. Sophomores are eligible to letter if they participate on a varsity squad. The head coach of each sport is responsible for the system used to determine letter winners. Information on the lettering system used in each individual sport will be given to the participants prior to the beginning of the season by the coach.

EQUIPMENT

Lincoln High School furnishes most of the equipment used by its athletic teams. Exceptions to this rule are stated in the individual sport descriptions. Equipment is marked and checked out to the individual athlete by number. The same piece of equipment must be returned at the end of the season or upon dropping a sport before the end of the season, by the person checking it out. Any equipment not returned to the athlete must be paid for at the new replacement price. For this reason, athletes are urged not to loan or give any equipment to other boys or us to check out and return it. It is not returned that matches the number of the piece of equipment. It is not relieved to a student of any obligation to return any particular piece of equipment and paid for if lost or broken or damaged by the student while in his possession.
3. If you have attended high school more than eight semesters.
   (Where regular attendance constitutes a semester.)

4. If you are not passing three regular credit subjects.

5. If you were out of school last semester.

6. If you entered school this semester later than the second
   week of school.

7. If you have changed schools this semester. (Except upon like
   change of residence of your parents).

8. If you have ever accepted for high school participation an
   honor other than the unattached letter of your school.

9. If you have ever received any money, expense, or otherwise
   promised for your participation in any athletic activity.

10. If you have competed during the school year on a team other
    than your school team without the written consent of your
    principal.

11. If you have trained with or been a member of a college squad
    outside of school and have failed to qualify.

12. If, at any time, a scene, malicious, or abusive
    incident, through, promise, or conduct, or because of the
    character of the person, or any part of the player, it be such
    as to represent such school or the association in a
    manner injurious to its interests and will be excluded
    from participation in the athletic participation until the
    board has ruled on the case.

13. If in any incident, the player has taken part both in and out of
    school, from the school team or any of the former coaches,
    or physically or otherwise represented his school
    and the association shall be held liable and shall be
    subject to all rules and regulations until reinstated
    under control.

14. If there is a violation of the regulations.

15. If any of the above rules and regulations have been violated.

16. If any other rules or regulations.

17. If the college has been violated.

18. If there is any violation of the rules.

19. If any of the above rules have been violated.

20. If any of the above rules or regulations have been violated.

21. If any of the above rules have been violated.

22. If any of the above rules or regulations have been violated.

23. If any of the above rules have been violated.

24. If any of the above rules have been violated.

25. If any of the above rules have been violated.

26. If any of the above rules have been violated.

27. If any of the above rules have been violated.

28. If any of the above rules have been violated.

29. If any of the above rules have been violated.

30. If any of the above rules have been violated.

31. If any of the above rules have been violated.

32. If any of the above rules have been violated.

33. If any of the above rules have been violated.

34. If any of the above rules have been violated.

35. If any of the above rules have been violated.

36. If any of the above rules have been violated.

37. If any of the above rules have been violated.

38. If any of the above rules have been violated.

39. If any of the above rules have been violated.

40. If any of the above rules have been violated.

41. If any of the above rules have been violated.

42. If any of the above rules have been violated.

43. If any of the above rules have been violated.

44. If any of the above rules have been violated.

45. If any of the above rules have been violated.

46. If any of the above rules have been violated.

47. If any of the above rules have been violated.

48. If any of the above rules have been violated.

49. If any of the above rules have been violated.

50. If any of the above rules have been violated.

51. If any of the above rules have been violated.

52. If any of the above rules have been violated.

53. If any of the above rules have been violated.

54. If any of the above rules have been violated.

55. If any of the above rules have been violated.

56. If any of the above rules have been violated.

57. If any of the above rules have been violated.

58. If any of the above rules have been violated.

59. If any of the above rules have been violated.

60. If any of the above rules have been violated.

61. If any of the above rules have been violated.

62. If any of the above rules have been violated.

63. If any of the above rules have been violated.

64. If any of the above rules have been violated.

65. If any of the above rules have been violated.

66. If any of the above rules have been violated.

67. If any of the above rules have been violated.

68. If any of the above rules have been violated.

69. If any of the above rules have been violated.

70. If any of the above rules have been violated.

71. If any of the above rules have been violated.

72. If any of the above rules have been violated.

73. If any of the above rules have been violated.

74. If any of the above rules have been violated.

75. If any of the above rules have been violated.

76. If any of the above rules have been violated.

77. If any of the above rules have been violated.

78. If any of the above rules have been violated.

79. If any of the above rules have been violated.

80. If any of the above rules have been violated.

81. If any of the above rules have been violated.

82. If any of the above rules have been violated.

83. If any of the above rules have been violated.

84. If any of the above rules have been violated.

85. If any of the above rules have been violated.

86. If any of the above rules have been violated.

87. If any of the above rules have been violated.

88. If any of the above rules have been violated.

89. If any of the above rules have been violated.

90. If any of the above rules have been violated.

91. If any of the above rules have been violated.

92. If any of the above rules have been violated.

93. If any of the above rules have been violated.

94. If any of the above rules have been violated.

95. If any of the above rules have been violated.

96. If any of the above rules have been violated.

97. If any of the above rules have been violated.

98. If any of the above rules have been violated.

99. If any of the above rules have been violated.

100. If any of the above rules have been violated.

101. If any of the above rules have been violated.

102. If any of the above rules have been violated.

103. If any of the above rules have been violated.

104. If any of the above rules have been violated.

105. If any of the above rules have been violated.

106. If any of the above rules have been violated.

107. If any of the above rules have been violated.

108. If any of the above rules have been violated.

109. If any of the above rules have been violated.

110. If any of the above rules have been violated.

111. If any of the above rules have been violated.

112. If any of the above rules have been violated.

113. If any of the above rules have been violated.

114. If any of the above rules have been violated.

115. If any of the above rules have been violated.

116. If any of the above rules have been violated.

117. If any of the above rules have been violated.

118. If any of the above rules have been violated.

119. If any of the above rules have been violated.

120. If any of the above rules have been violated.

121. If any of the above rules have been violated.

122. If any of the above rules have been violated.
A fall football season begins about 20 with two a day practices until the season starts. A student who is eligible may go out for football regardless of size. All boys planning to participate in the fall should have a physical examination during the preceding summer by their family doctor. Both varsity and sophomore teams compete in the Des Moines Metropolitan League. Sophomore games are usually played after school the day prior to the varsity game. Several junior varsity games are scheduled each season. The junior varsity team is not made up of varsity players not playing regularly on the first unit.

WRESTLING

Wrestling practice begins when the football season is over. It includes both a varsity and sophomore schedule with some junior varsity games scheduled in the afternoon after school. The junior varsity team is selected from varsity squad members that are not involved on the first six or seven. The sophomore games are played against other schools.

The team also participates in beach handball, a sport with other members outside the school, and with some home and out of town games.

BASKETBALL

Fall practice begins with both a varsity and reserve schedule, which normally consists of 12 and plus Mona High School athletes in addition to tournament competition. Participants should have their winter clothing before practice begins. All athletes participating are expected to furnish their own shoes since the exception of catcher's mitts and first baseman's gloves. Players are given protective helmets both at bat and in the field. Each player is furnished with his own protective helmet.
Lincoln has a cross country squad that participates in the fall and an all-events track team competing in the spring. The track team has both a varsity and reserve schedule. Anyone can go out for track and everyone gets a chance to compete. Fall competition includes city and state cross country meets plus state mile team participation. During the spring, the track team participates in dual and triangular, scheduled and invitational, city and out of town meets. The state athletic association sponsored championship competition.

WRESTLING

Wrestling practice starts the first Monday following the end of the football season. Any boy is welcome to try out for the team as there is a weight class to fit everyone. The wrestling schedule includes both varsity and junior varsity meets. Team positions are partially determined by challenge matches within the squad. The season consists of ten dual meets plus city, district, sectional, and state tournament meets. Each wrestler is expected to provide his own shoes and wrestling clothes.

TRACK

Lincoln's track team has both a varsity and reserve schedule with dual meets throughout the season. In addition, the team or individuals within the team may participate in city, district, and state championships.

ATHLETIC PARTICIPATION

Lincoln High School offers a wide variety of athletic activities for students to participate in. Although some activities are only for special teams, most of the students out for self will find their team one of the most wholesome of the area. The team competes throughout the season and in addition to participating in city and state meets gives out of county. Students out for self must supply their own equipment and uniforms.
Lincoln has both a boys and a girls tennis team. Any boy or girl at Lincoln is welcome to try out for tennis. However, most of the competition for team positions will be with those who have had some type of previous instruction. Sophomores must start at the bottom and work their way up through position matches with those ranked above them. Any sophomore planning to be out for tennis should contact the coach in the fall of the school year and arrange to participate in a round robin tournament that helps determine positions in the spring. Students that do not come out in the fall may still come out in the spring but at a lower position. Any boy cut for a fall sport is not penalized position-wise in the spring.

The tennis team competes against other Des Moines schools and out-of-town schools in dual matches. Tournament competition includes the city, indoor and outdoor, district, and state. Several regular season meets are participated in during the season. The girls play from 10 to 17 matches while the boys compete in 15 to 21 matches.

Each player is expected to furnish his or her own tennis racket and balls.
<table>
<thead>
<tr>
<th>Water Polo Club</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>Work Permits</td>
<td>22</td>
</tr>
<tr>
<td>Wrestling</td>
<td>103</td>
</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The problem was to prepare a student handbook for Lincoln High School students that could (1) assist in the orientation of new students, (2) serve as a ready reference for all students and their parents, (3) aid teachers, counselors, and administrative personnel in working with students and their parents, and (4) promote good school-community relations.

Preparations for writing the handbook involved:

1. A review and study of the literature concerning student handbook development, writing, distribution, use, and financing.

2. The distribution of a questionnaire to teachers in each academic, vocational, and physical education area, and to sponsors of all student activities.

3. Interviews with the principal, vice-principal, irls' advisor, school nurse, counselors, students, music teachers, art and shop heads, school registrar, leaders of school-community organizations, and school district personnel.

4. A study of the school history, Iowa High School Athletic Association rules and regulations, and state and local laws and regulations affecting public school students.
5. Securing a cover design done by an art student.

6. Examinations of six student handbooks from schools of comparable size.

Based upon the preceding preparations, a student handbook was written and will be published. In regard to its use, distribution, financing, and revision, it will be recommended to the school principal that:

1. Initially, a free copy should be given to every student at Lincoln High School. This should be followed by a policy of giving free copies to new students only.

2. Copies should be given to all Lincoln High School personnel and personnel of feeder junior high schools.

3. Copies should be made available to those in the community nearest the school.

4. An orienting procedure should be established on the use of the handbook as a homeroom and guidance function.

5. The school should underwrite the cost of the publication with a charge being made for additional and replacement copies.

6. The handbook should be turned over to a student council committee, supervised by the writer, for a complete revision every three years with a print-out of major changes to be distributed at the school for annual distribution.

7. The handbook size should be 6-1/2 inches by 11 inches with a color matched to the left-hand side to the standard text-editor. The cover should be white with person lettering in black with several colors.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


Patterson, Call. How to Help Achieve These Objectives," The School Administrator, 26 (December, 1960), 1-2.


Lichtman, Francis L. "Preparing a School Handbook," Instructor, XLV (June, 1936), 51.
APPENDIX A

WHAT CurrRNT DISTRIBUTION TO TEACHERS AND DEPARTMENT HEADS,
LINCOLN HIGH SCHOOL

The following is a copy of a questionnaire distributed to
teachers and department heads of each course offered at Lincoln High
School:

...the results of our various yearly conferences, discussions, and
meetings has been incorporated into this questionnaire. It is hoped
that the handbook will be ready for publication by the beginning of
the 1977-78 school year. In discussions with students, teachers,
counselors, and administrative staff, one of the most often
expressed needs was for a synopsis of each course offered at
Lincoln. Consequently, this area will be given thorough coverage.
To be of value, the information must be complete and accurate;
thus, I will appreciate all of the information you can give me
regarding... Will you please indicate those items that apply to this
course. Please return this questionnaire to me as soon as
possible.

Thank you for your cooperation.

Richard Ballard

...and current and major objectives...

...the essential objectives (as given in the course syllabus).
The following is a copy of a questionnaire distributed to all sponsors of activities, clubs, and student organizations at Lincoln High School.

As the result of a very apparent need for a student handbook, I am beginning work on this project. It is hoped that the handbook will be ready for publication at the beginning of the 1967-1968 school year. As student activities is a section of great interest, this area should be carefully covered. As a result of __________, I will appreciate all of the information you can supply concerning it. Fill in only those items that apply to each activity. Please return this questionnaire to me in the office.

Thank you for your cooperation.

Richard Naffie

function

purpose

membership requirements

general time and place of meetings or practice

special projects

other information