

HANDBOOK

ORLEANS AMERICAN HIGH SCHOOL

SY 1965-66

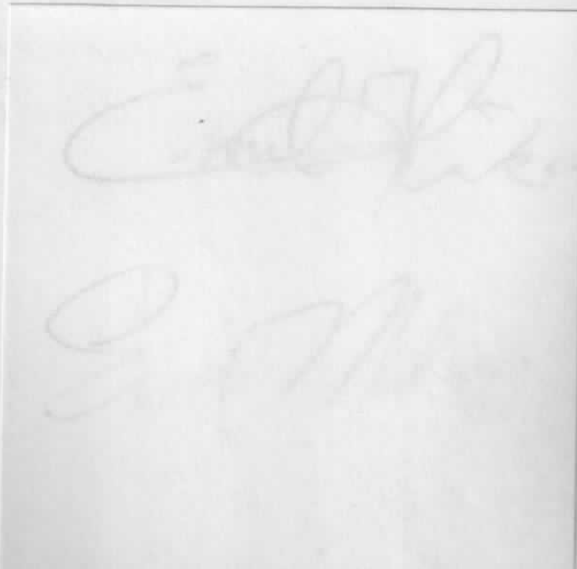
ORLEANS AMERICAN HIGH SCHOOL

School Year 1965-66

Appreciation is expressed to all members of the Orleans American High School Faculty and Staff for their contributions and cooperation in preparing this student handbook.



EMIL A. MIKA
Principal



§§§§§§§§ C O N T E N T S §§§§§§§§

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ORLEANS AMERICAN HIGH SCHOOL
APO 09058 US FORCES

Administration

Mr. Emil A. Mika - Principal
Mr. Arnold Goldstein - Assistant Principal
Mrs. Dorothy O. Ginther - Counselor
Mrs. Beverly W. Whittle - Administrative Assistant

Faculty*

ALEXANDER, Steven A.	Mathematics
ASKEW, Donald R.	Social Studies
BARNES, Virginia	Art
BLISS, Edwin H.	Music
BUDGE, Janet	Business Ed./English
CHULA, Doris	Science
CHULA, Norman D.	Mathematics
EARL, Nancy	Mathematics
GLUMICICH, Elizabeth	Science
GREENE, John	Social Studies
KESHISHIAN, Michael	Industrial Arts
MIKULA, Carolyn	English
NYHOLM, Gunnar A.	Physical Education
PODESTA, Vivian	Physical Education
POTTS, Mary	Home Economics
RICE, Patricia	Science
ROSSIER, Charles K.	Science
SCANDRETT, Marjorie	English/Social Studies
SHARR, Arthur	Librarian
SWEET, Shirley	Business Ed.
SWIFT, William	Music
THOMAS, Beatrice	English/Latin
TWOHY, David W.	English
VALLET, Elizabeth	English/Social Studies
VANZWOLL, Richard M.	Mathematics

* Two teacher/counselor positions to be filled.
One social studies/English position to be filled.

BRIEF HISTORY

The Orleans American High School has been approved continuously by the North Central Association of Colleges and Secondary Schools since the high school was first established in the fall of 1954. The school facilities were first located at Maison Fort, south of Orleans, until the fall of 1960 when the school was moved to its present location at La Foret, north of Orleans. There has been continuous school improvement in all respects, but especially in the school facilities. Student enrollment has increased through the years from less than one hundred to over seven hundred.

SCHOOL ENROLLMENT

Projected for SY 1965-66

<u>Grades</u>	<u>Totals</u>
7	162
8	139
9	118
10	113
11	98
12	90
	<hr/>
	720

ORLEANS AMERICAN HIGH SCHOOL PHILOSOPHY

In the Orleans American High School the student is afforded unique opportunities. Without losing his identity as an American, the student is encouraged to take advantage of the cultural opportunities and physical aspects of Europe.

Our student is proud to be an American and is always mindful of the fact that he is an ambassador of his Country in Europe. The school's emphasis on the Franco-American program provides the initial motivation and the avenues through which the student may partake of the advantages offered.

Provisions for the development of aesthetic capacity through the Humanities is continually sought in the school program.

Living abroad, our students have the advantage of a world-wide view. We have set our teaching pace accordingly. However, this is an American School and the emphasis is on giving the student an American education to equal that of the state-side school. Through its program, the school continually strives to provide for the intellectual and moral growth, and physical development of the student.

School pride and loyalty is instilled in the student. Discipline is based upon the strong rapport among student, teacher, and administration. Ideals of American democracy are incorporated into an enriched program of learning.

STATEMENT

1. The undersigned is a member of the Albany Department of Social Services and is hereby certifying that the following information is true and correct to the best of my knowledge and belief.

2. The undersigned is a member of the Albany Department of Social Services and is hereby certifying that the following information is true and correct to the best of my knowledge and belief.

3. The undersigned is a member of the Albany Department of Social Services and is hereby certifying that the following information is true and correct to the best of my knowledge and belief.

4. The undersigned is a member of the Albany Department of Social Services and is hereby certifying that the following information is true and correct to the best of my knowledge and belief.

5. The undersigned is a member of the Albany Department of Social Services and is hereby certifying that the following information is true and correct to the best of my knowledge and belief.

SECTION II

6. The undersigned is a member of the Albany Department of Social Services and is hereby certifying that the following information is true and correct to the best of my knowledge and belief.

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ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Art

A high school art department should create in the student an awareness of and appreciation for the fine and applied arts by:

a. Gaining knowledge of the history of art and interest in art today.

b. Developing awareness of the relationship of the principles of art to everyday life.

c. Expressing himself by means of skills developed in various mediums.

1. The teaching in this department is most satisfactory and commendable in the following respects:

a. A concentrated block of time for junior high instruction including all 7th and 8th grade students.

b. Separate classes for Art I & II with opportunity for 3rd year students working within an Art II section.

c. Employment of interested, capable students (having completed Art I, II & III) as teaching assistants - giving the student an opportunity for additional instruction at the same time.

2. This department has adopted the following goals and objectives to make additional improvements in its instructional program:

a. To give each student knowledge of the history of art so as to appreciate (or begin to appreciate) the fine arts of today in a more meaningful way.

b. To give each student an opportunity to learn and to express himself through numerous mediums.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Business

or

The aim of the business department is to provide each student with both a vocational education and a general education stressing desired skills, training, traits, and personal qualities necessary for personal use and guaranteed job success.

1. The teaching in this department is most satisfactory and commendable in the following respects:

a. The instructional staff received their bachelor degrees in business education and masters degrees in business education and guidance.

b. Each instructor has five classes per day, and the classes range between 10 to 28 pupils.

c. Textbooks and supplementary materials are available.

d. Each room has sufficient chalkboard and bulletin board space. Regular tables and chairs are used for bookkeeping and shorthand.

e. Speed records are available for typing and shorthand. Other audio-visual aids include films and filmstrips for typing and bookkeeping. Two electric adding machines are used in the bookkeeping class and 30 upright typewriters of different makes, of which 10 are electric, are used for typing instruction.

2. This department has adopted the following goals and objectives in order to make additional improvements in its instructional program.

a. The first semester of typing II will stress skill building and production typing. The second semester of typing II will also contain an office procedures course.

b. The instructional staff is developing grade standards for uniformity in the typing I and II classes.

c. The instructional staff maintains membership in the OEA-NEA organization for overseas teachers.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Counseling/Guidance

A democratic society is based on an educated and informed citizenry. Further, each individual has inherent worth and dignity and capabilities which must be recognized and fostered. In return, each citizen has certain obligations and responsibilities toward society. It is through the school that each individual learns of his rights and responsibilities, as well as receives training commensurate with his capabilities, in order to make the most effective contribution to himself, to his community, to his country, and to the world in which he lives.

The Guidance Department is invested with the responsibility of providing continuous assistance to each student in order to appraise himself as an individual in an organized society; in making the most of his areas of strength and compensating for his weaknesses.

Through the group guidance courses students are acquainted with the academic and social skills necessary to achieve immediate and future success.

By individual counselling an atmosphere is provided for the personal, academic and vocational needs of each student. Individuals whose problems appear to be exceptional in nature are referred to existing agencies.

To aid our students in self-appraisal and to assist them in planning for the future, a compilation of educational, personal and vocational resources is readily available.

To enable each student to acquire a more realistic approach to his future goals, a comprehensive testing program as outlined for the USAREUR schools is annually administered.

DEPARTMENT: Counseling/Guidance (continued)

The teaching in this department is most satisfactory and commendable in the following respects:

1. Guidance services are reasonably well-defined at this institution. Communication with other administrative personnel is more than adequate regarding the duties and responsibilities of the department.

2. The atmosphere for the functioning of the aims and objectives of the Guidance Department is extensive.

3. Availability of supplies necessary to the performance of our duties is sufficient.

This department has adopted the following goals and objectives to make additional improvements in its instructional program:

1. Realizing the need for furthering the improvement of the physical aspects of the Guidance Department, plans are in progress for the separation and division of the existing space into adequate and appropriate segments.

2. Efficient secretarial assistance, joined with sufficient clerical personnel, will enable the counselors to be freed to perform the counseling functions of the department.

3. Aware that many sources of information are out-dated and in need of replacement, plans are in progress for their replenishment.

4. Realizing the need for constant appraisal of the opportunities available for our youth, thought has been given as to possible areas of follow-up and research.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: English

Program of English Courses

English I - Included in the ninth grade program are the following objectives:

1. To increase student interest in reading a variety of good literature, including fiction, non-fiction, poetry, drama and biography.
2. To help students discriminate and evaluate between good and bad literature and to select the type of reading materials that are worthy of their time and attention.
3. To increase student's efficiency in reading fluently with speed and comprehension.
4. To develop clear thinking, vivid speech, intelligible writing, appreciative listening, correct spelling and legible handwriting.

In order to fulfill these objectives the following program is in operation or will be used throughout the year.

In addition to the literature textbook Adventures in Reading, the Literary Heritage Series of paperbacks is being used. This includes Short Stories I, Non-fiction I, Poetry I, and Drama I. The Scholastic Literature Unit, Moment of Decision is also a part of the program, and the SRA Reading Laboratory IIIa should help fulfill objective three.

Compositions are usually a result of student's reading and discussions of the literature read. English in Action I is used as a basis for a review of the grammar taught in the seventh and eighth grades and also as a handbook for the student in correcting his themes.

DEPARTMENT: English (continued)

ENGLISH II

The objectives of the tenth grade program are similar to those of the ninth grade program and the Literary Heritage Series of paperbacks is available in the form of Short Stories II, Nonfiction II, Poetry II and Drama II. The program at this level provides additional and more specific knowledge about the structure and unique characteristics of each type of literature. It also helps students learn how to become active participants in their approach to a literary work, and what they gain by this approach in greater understanding, appreciation, and personal enjoyment and satisfaction. Vocabulary growth through the study of literature is developed in both the ninth and tenth grades. Student writing is correlated with the study of literature. The basic literature textbook Adventures in Appreciation is used as well as English in Action 2. Book reports are a part of both ninth and tenth grade programs and a regular schedule is followed in taking classes to the library where they are encouraged to read a variety of literary types.

English III

The eleventh grade program consists of a combination of intensified study of short story, essay, novel, biography, and the second semester of the year is devoted to a survey approach to American literature. Sets of paperback hits on American novels and plays are worked into the program. Composition, speaking and listening as well as literary criticism are a part of the eleventh grade program too.

English IV

Consists of a survey of English literature, making use of world literature as well. Kits of paperbacks supplement the literary textbooks. In addition to a kit on world literature, we will use kits containing plays and novels.

Guide to Modern English is used as a basis for the intensive work in composition, and Your Language is used to present the linguistic approach to the language. The student is also asked to write papers arising from the discussion of the literature.

A course, Creative Writing, is also offered to interested students. Here the student has an opportunity to write various types of creative work he may be interested in.

Journalism is offered as an extra curricular activity.

DEPARTMENT: English (continued)

A humanities course is being planned for next semester in connection with the music and art departments. An effort to utilize many teachers through team teaching is being planned.

A course in remedial reading is being projected and in-service-training is being conducted at present to prepare the English teachers for this.

The Junior High School English Program

7th Grade English

"The seventh grade student will extend all skills taught in previous grades. He will learn to write a short, forceful editorial and a concise paragraph, to take notes in outline forms, and become more adept at sentence structure."

"They are also mastering new spelling in addition to reviewing the ones learned in previous grades. Pupils are led to discover spelling errors in all their written work and to feel the need for acquiring further skills in spelling."

8th Grade English

In addition to furthering skills in all fundamental mechanics taught in preceding grades, the 8th grader learns to take notes from a lecturer, oral report or meeting; to have sufficient knowledge of grammar to detect and correct his errors; and to be able to talk effectively for several minutes on a prepared subject.

7th and 8th Grade Literature or Reading

Stress is placed on understanding an author's meaning, finding and using information, reading for appreciation and pleasure, increasing vocabulary power and improving rate of reading.

Literature is not taught separately, in most cases, but in conjunction with the entire English program, as is reading, composition and spelling. The in-service program is now in effect for the projected program of a remedial reading section.

DEPARTMENT: English (continued)

1. The teaching in this department is most satisfactory and commendable in the following respects:

a. Teachers are well qualified in their respective fields; they have diverse backgrounds; they are widely travelled.

b. Physical facilities are adequate.

c. Text books are good and supplementary materials allow for variety and individual differences. Extensive paperback books are available and SRA kits are available.

d. The library is good, there is close cooperation between librarian and English teachers. The library is used extensively. Reading lists are supplies by both library and English teachers.

e. Variety of extra curricular activities is offered: Journalism, Creative Writing, Toastmaster's Club, Debate, Drama, Annual.

Each teacher uses a variety of means to present her subject, oral reading by teacher and some students, dramatization of selections, writing of short stories, plays, group discussions and planning.

2. This department has adopted the following goals and objectives to make additional improvements in its instructional program:

a. Use of the Student Council Book Store will be made by the English teachers.

b. Seventh and eighth grade are working on correlating social studies and English under a 2 hour block program.

c. Organize a department professional library.

d. More emphasis will be placed on the teaching of writing.

e. Initiating the remedial reading program.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: French

Modern society is based on an assimilation of ideas and customs from many cultures.

In the modern era, it is imperative that the people of the world understand and respect one another's ideas and customs.

Through the offerings of the French Department, the Franco-American Club and the Bilingual Program one can gain an understanding of and respect for the French people, their language, their culture, and their heritage.

1. The teaching in this department is most satisfactory and commendable in the following respects:

a. We feel gratified by the presence of 4 native French teachers having 4 to 12 years of teaching experience.

b. The materials at our disposition are very ample. We are furnished with fine textbooks, excellent maps and audio-visual aids. Our school library has French books, novels etc... and advanced students also have the opportunity to go to the Orleans Public Library for research work. We are regularly getting pamphlets and good films on France through the French Liaison Office which works very closely with us. The proximity of Paris permits us to have numerous and fruitful contacts with such organizations as B.E.L. (Bureau d'Etude et de liaison pour l'enseignement du francais dans le monde) and C.R.E.C. (Centre de recherches et d'etude de la civilisation). The location of the school enables us to take different worthwhile fieldtrips to museums, Chateaux, Paris, etc... There is also possibility to illustrate our literature courses by going to see classical plays which are presented in the Orleans theater. We had French actors perform excerpts of classical French plays in our school auditorium. The presentation was highly successful. Plans are being made for another such program to be presented this school year.

c. We are offering the opportunity to the top students in the 7th and 8th grades to take French I and II, while all the other junior high students have a course of introduction to French history, French geography, French Culture first hand.

DEPARTMENT: French (continued)

d. Various activities during school time and after school enable us to delve further into the French culture. A Bi-lingual Program has been in effect since December 1963 and a Conversation Club meets every other week.

(1) The Bi-lingual Program was initiated at the Orleans American High School under the direction of Madame LaPlace, Director of the French Department. Mademoiselle Ecault is the program chairman.

Every Friday, 18 French students from the nearby High School Jules Ferry (girls and boys, 13 to 14 years of age), are taken by a US Army bus to the Foret d'Orleans American High School where they attend various classes such as Homemaking, Art, PE, Industrial Arts, Band and English (for the most advanced students). They also have the opportunity to learn American songs, short poems and more about the American customs and the American way of life. This part of the program is being presented to them by an American student under the supervision of a French teacher. Upon their arrival, the students are welcomed by American students who take them around to their different classes and eat lunch with them in the cafeteria.

At the same time, 18 American students, chosen for their ability in French, go to the French school, attend classes with the French students and eat at the French "cantine" with their French friends.

The program has been very successful and beneficial to the students of both schools. Not only does it improve the abilities to speak the language but promotes a better understanding between the French and American students. At the end of the school year a friendly get together was held at the French school. Students exchanged gifts, addresses and talked about vacation plans.

(2) Conversational Club - After school activity - High school French students and American students, under supervision of our high school teachers of the French Department, have a "weekly get-to-gether" to discuss informally the arts of theater, music, "small talk", etc.; an informal atmosphere to provide a natural air of friendliness.

2. This department has adopted the following goals and objectives to make additional improvements in its instructional program:

a. The addition of a Language Laboratory would be an improvement for our language program and we are hoping to have one soon.

DEPARTMENT: French (continued)

b. We hope to involve more students of different ages in our bi-lingual program. The exchange would be made on the 8th and 9th grade levels (as before) and also on the 11th and 12 grade levels. We feel that it would be very worthwhile to those older students taking French III and IV

c. By the introduction of French geography, history and French culture on the junior high level, and the presentation of the oral and written aspects of the French language on the high school level, we are hoping to have an excellent correlation between the Junior high and the high school language program. We think it will lead our students to an excellent understanding and knowledge of France, French culture and French language.

DEPARTMENT: Latin

There are many lasting values which accrue from the study of a foreign language. The results of foreign language study will pay many dividends in all communicative activities, especially in the understanding and use of one's own mother tongue. There is no better opportunity for the student to master a foreign language than the one afforded at Orleans American High School. Not only can the student acquire aural and oral proficiency of the French language from native speakers, but he can also preface and parallel his study of French with the basis of all romance languages, Latin. What better correlation can be made since approximately 90 per cent of the vocabulary of French is of Latin origin?

The aims of Latin I are both vocational and educational. A sound background is essential through various drills, skills and pertinent realia. With a complete and thorough preparation in syntax, the student is able to meet the requirements of second year Latin. However, Latin I should not be mistaken as a mere grammar recitation with exercises. The potential young classicist is also taught to read Latin, to discuss the abundance of Latin words and their English derivatives through numerous English word studies, to gain an increased knowledge of Roman life and institutions, and to become acquainted with stories from classical mythology.

Latin II continues with these same objectives, and at the same time introduces the student to various Roman authors, primarily Caesar. In Latin II the student now has a chance to delve into the actual writings of Caesar and become proficient in the translation of these original passages. He follows Caesar in his conquest of Greece as he himself lives in the very same land, therefore becoming an integral part of this remarkable phase of history. In no more appropriate setting can the student become aware of the great cultural heritage that is his, which comes from the Greco-Roman world into French culture and thence into the whole western world.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Homemaking

The following goals and objectives have been adopted for the instructional program:

1. To provide a basic course for all students on the junior high school level. The improved schedule within the junior high school program allows greater continuity for over-all program. The blocking of junior high classes in homemaking provides:
 - a. A ten week unit incorporating basic techniques in group and individual projects.
 - b. A twenty week unit with emphasis on improving and increasing basic skills.
 - c. Continuity within classes by eliminating "every other day" teaching.
 - d. An additional class period to expand high school classes.
2. To apply principles of Home Economics to modern methods of home living and leisure activity.
3. To develop awareness of the problems of the consumer.
4. To increase use of community resources.
5. To adapt subject matter to "on the economy" living.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Industrial Arts

Mechanical Drawing

In Mechanical Drawing I am going to teach the boys the fundamentals of this field. At the beginning of the semester I placed a great deal of emphasis on free-hand sketching of the various presentation of 3 dimensional objects. To me, this is the crux of the entire situation, not merely being able to reproduce objects but to make a visual presentation of ideas. We cover all phases of machine drawing. Problems are not merely from books. Problems are developed in respect to design of objects mainly modern furniture, especially in the Scandanavian field. It would be further enhanced if we had a machine shop so that we could be stronger in the field of machine designing. The mechanical drawing course is over a two year period.

Recently we acquired texts - architectural drawings to be presented more strongly.

Both first and second pupils are in class at the same time since it is presented on period a day; regardless there is no conflict on this basis.

7th and 8th Grade Industrial Arts

We have switched to a system whereby all of the junior high pupils will be acquainted with the shop on the basis of attending it one fourth of a year. Therefore, a limited facility in school (because of subject enrollment) with one instructor in this field, will be able to handle the entire junior high body in a given academic year.

In the brief time the pupils are with me, they become acquainted with mechanical drawing. This consists only of freehand sketching as mentioned above (orthographic views and pictorials). From here we move into a project in Workshop where various skills are provided by the use of hand tools only. There is a project involving mosaics and the "one quarter" is completed with a simple metal project. This is the way I started out in September

DEPARTMENT: Industrial Arts (continued)

but I intend to incorporate electricity into the next quarter. Since they are obligated to take Industrial Arts regardless of ability, it is good for the pupils who are academically inclined who will never take shop later. This may encourage some of these better pupils to take Industrial Arts later

Industrial Arts is not merely the material reproduction of a plan. The creative aspects have to be taken into consideration and invariably the academically inclined pupils fare far better in shop than one who faithfully follows a plan.

9-12 Grades Industrial Arts

Industrial Arts is offered to all boys on a voluntary basis. For the number of pupils taking Industrial Arts in this school, the facilities are quite adequate. It is a compact unit though there is sufficient room for mobility and safety.

Two high school periods a day consist of 12-14 boys in each period. The boys range in grades 9 through 12 with varied experiences (Shop 1-2-3). Some of the freshman have never had Industrial Arts and some have had two years of experience in the 7th and 8th grade levels. They come from many areas and therefore, their experience is varied. I attempt, as much as possible, to take this into consideration, treating each boy as an individual, taking his background into view. Some come to class with "Metal" as their only experience, some come with only "wood" in their background. Therefore, the program is very flexible.

In "shop", I attempt to present as much as possible in various experiences for the pupils. A great deal of emphasis is placed on the use of hand tools. Designs are different for many projects in order to fit the individual. The classes are medium size and receive individual help in designing the projects. Projects cannot be large, because of the amount of time a pupil can use the shop and also the limited amount of material available.

Some phases of the program are wood, working with iron, aluminum, copper, sheetmetal (we just received some sheetmetal machinery and therefore, we will have a stronger presentation of the subject). We obtained material for an electronic lab which we intend to set up shortly. We utilize mosaics in our projects such as table tops, chess boards, sewing trays, lamps and even bowls. We use upholstery material for making stools.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Library

The role of the school library at Orleans American High School is to supplement the curricula by providing a varied assortment of enrichment materials --- books, magazines, filmstrips, records and pamphlets. A secondary role is to provide leisure-reading material for students and teachers. Besides these essentially service functions, the librarian plays a teaching role in introducing all the students to the resources of the library. All seventh graders, for example, are given a nine week five-days-a-week program in library science. The other grades are introduced to the library through orientation hours. Additionally, English classes, as they reach that part of their textbook dealing with the library, are again brought to the library for regular instruction in the Dewey Decimal System, the card catalog, the Reader's Guide, and other reference works. Finally, all classes are welcomed and provided for through an informal but workable sign-up arrangement. These classes may come to the library with their teacher to find supplemental materials. In searching for these materials, informal learning situations develop and additional teaching takes place.

The philosophy of the library is simple. A book sitting on a shelf is a useless book, a dead book. It comes alive and has value when it is in a reader's hands. The library tries to create an atmosphere so congenial that hands will be eager to pull books off shelves and young minds more eager still to read them. To create this atmosphere and to entice readers, bulletin boards, book lists and school newspaper articles are used. The library itself is made as attractive as possible and rules are few. By keeping the study hall separate, the library has maintained its identity. Study hall students come to the library provided no classes are scheduled.

The librarian tries to keep in contact with the various departments and to provide teachers with materials in the form most convenient to them. For example, reserve shelves are kept for certain English teachers, and one social studies teacher requests and receives a classroom set of books. Class sets of magazines are given to teachers who prefer working in their classrooms. New books or magazines that seem pertinent are routed to teachers. By providing for each teacher separately and flexibly, the librarian hopes to give maximum service directly to the teacher and indirectly to the students whose attitudes about the library are in part passed down from his teachers.

LIBRARY STATISTICS

1. While a library's circulation figures can never provide a qualitative evaluation of a library program, for many books that fatten a day's circulation report spend their two weeks away from home, lean and hungry, in the back of some student's locker, still the circulation figures can give a quantitative overview of library traffic from year to year. With this reservation, then, we present the circulation figures for school year 1963-64.

Short stories.....	565
Fiction.....	5,010
Non-fiction.....	8,723
Pamphlets.....	27
Magazines.....	603
Recordings.....	73
Filmstrips.....	219
Paperbound books.....	<u>597</u>

15,817 Total circulation

2. The library has about 7,300 books, or more than 10 books per student, not an impressive figure but adequate according to American Library Association Standards for School Libraries. The figure becomes barely adequate, however, when one considers the school is providing for grades 7 through 12, and in many subject areas there are not enough books to provide discrimination at 6 reading levels.

3. The periodical collection is probably the library's strongest area. The library subscribes to 100 periodicals, a figure probably higher than any one would find in a comparable school library in the States. Since competition from movies, television, and radio is less overseas, the library's role in providing current information in many subject areas looms larger. Lack of space limits the number of back issues the library is able to house, but the figure at present is about 6,000. A good selection of professional magazines is received and shelved in the faculty room for the convenience of the teachers.

4. The library houses about 600 filmstrips and 150 phonograph records. The audio-visual department provides filmstrip projectors and record players for the teachers.

5. "The New York Times, International Edition", the "New York Herald Tribune, European Edition" and "The New York Times, Sunday Edition" offer current newspaper coverage.

6. The library attempts to keep an up-to-date vertical file. At present there are about 3,500 items in this file.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Mathematics

The High School and Junior High programs in mathematics have made most of the necessary adjustments this year to meet the modern needs of the subject.

The Orleans High School, equipped with an instructional staff capable to satisfy the recommendations of the "Commission on Mathematics" (each member of the mathematics department claims eight to ten years of experience in his field, plus a twenty to thirty credit training on the Graduate level), is taking full advantage of the facilities provided:

1. All 7th grade sections are using a modern textbook, where old topics are approached with new methods and new concepts, such as sets, to promote understanding.

2. No Algebra is taught at the 8th grade level. However, the students are exposed to new learning experiences with the new mathematics textbooks.

3. Modern Algebra is introduced in the 9th and 11th grade level and Modern Geometry textbooks are used by all sections of Geometry.

4. On the Senior level, the Trigonometry course is enriched by outside references such as French textbooks, "Appendices", by the Commission on Mathematics, and "Modern Algebra" by Kelly. Furthermore, the students are doing outside "readings" in Math, for the purpose of giving a report later; and they carry out a project of constructing a hypsometer and trigtractor.

The Math Department at Orleans American High School, in an attempt to bring a correspondence between the grades of different sections (we are aware of the wide range of grading philosophy among teachers), recommended Departmental Semester Examinations for all mathematics subjects. This was accepted by the individual teachers and the administration, and it is expected that both teachers and students will benefit from the attempt. Needless to say, a competitive spirit among sections will result, and it is hoped that teachers will be provided with a diagnostic device!

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Music

1. The philosophy of the Music Education Department of Orleans American High School is to give all students an understanding of music through performing, listening, singing, rhythms, and creating. This department realizes the student's need for having an outlet to express his emotions in this scientific world where relaxation from worldly tensions is so important. To seek out the musically talented students and give these students a thorough preparation in the art of performing and the basic fundamentals of music is one of the main purposes of the instrumental and vocal music programs.

2. The teaching in this department is most satisfactory and commendable in the following respects:

a. Instructional materials and facilities are most satisfactory and the instructors are highly qualified, experienced and trained for their work.

b. Cooperation and backing given by the administration in promotion of the music education program and in scheduling students is very encouraging.

c. Participation by instrumental and vocal students in Franco-American Activities give our students ample opportunity to better understand the life and the music of our host nation.

d. Music Education in the overseas schools is very important since the children are given a chance to get something substantial which they miss while moving from place to place in the military. Music is everywhere.

e. A full program of music training is presented to our students through performing, listening, singing, rhythms and creating. Goals are always high and training is always thorough and exact.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Physical Education

The Physical Education Program at Orleans American High School offers a wide range of activities for both boys and girls. The students partake in activities which produce muscular strength, endurance, co-ordination, poise, agility, and flexibility. Each year we run a Physical Fitness Program in which we emphasize the importance of health and fitness. We make sure that we post the results. We feel that Physical Education practice should have meaning and significance for the individual and should provide a carry-over interest. The development of organic power and vigor and the promotion of desirable social habits and attitudes also hold a significant place in our Physical Education Program. Our main aim is to guide our boys and girls in such a way that they can live a healthy, satisfying and useful life.

The Physical Education Department is attempting to present a rounded program which will reach all students. Both boys and girls are receiving the benefits of the 7 item physical fitness testing program given to all classes. This includes squat thrusts, softball throw, 600 yard run, 50 yard dash, sit-ups, pull-ups, standing broad jump, and figure 8 shuttle run. A student who is physically inept is given corrective exercises and recommended program for development.

All classes are over the maximum in enrollment and are therefore, broken down into squads with squad leaders who assist the instructor in checking roll and administering the testing program.

Each class is having an intramural program within itself in volleyball, basket ball and football. Also available for Physical Education classes, is a wrestling mat and apparatus for gymnastics and wrestling instruction. Instruction is given in season.

1. The teaching in this department is most satisfactory and commendable in the following respects:

- a. Both instructors are fully qualified.
- b. Our gymnasium is in excellent condition and is well kept.

DEPARTMENT: Physical Education (continued)

c. Both instructors have sufficient experience in teaching overloaded classes and are able to handle them with a great deal of success.

2. This department has adopted the following goals and objectives to make additional improvements in its instructional program:

a. Two new football fields are being made ready for the 1945 Spring season.

b. A new softball field is being readied.

c. These new fields enable the large classes to have room to participate without crowded conditions.

d. The Physical Education Department has attempted to increase participation in the intramural program within its department, and to carry on a competitive program which will reach all its pupils.

e. The department is carrying on a complete physical fitness program using the 7 item test which reaches all pupils 7-12 grades.

Girls Program:

The Girls Physical Education Program offers opportunities for self expression in modern dance which proved to be very successful last year. Also well liked by the Junior and Senior girls is body mechanics. In this unit the girls take their measurements and try to perfect their figure through exercising. Much enthusiasm is created among the girls for team sports such as basketball, volleyball, softball, and field hockey. Recreational games such as deck-tennis, badminton, bowling are already looked forward to in the spring. During Physical Education class our main concern is the individual; that she may become equipped to meet the demands of the society in which she lives and to make contributions to that society.

In GAA we stress intramural sports and competition. We also generate a willingness and a desire to play well and at the same time enjoy ourselves. The girls have a choice to participate in team games and the less athletically inclined girls have a chance to join a square dancing group. During Physical Education class and GAA the need and value of good sportsmanship, team spirit, respect for rules, and sound judgement is stressed.

ANNUAL DEPARTMENTAL SELF-EVALUATION SUMMARY

DEPARTMENT: Science

Our students are varied in their ability, background, and educational future; therefore we intend our courses to educate, rather than train them. We believe that the educated mind can apply itself to each new situation, no matter what the previous experience with that situation.

We see science as but a part of the total education of the individual, neither more nor less important than, say, history or the fine arts, but perhaps best suited to educate the individual to educate himself. To help the student help himself is thus our primary objective.

Through the basic skills of scientific investigation, e.g. observing, measuring, communicating, searching for new relationships, we hope to stimulate curiosity and imagination, the beginning of the education of a truly aware and thinking individual. Subject matter is viewed as a selected sampling of experience from which the student can discover the unifying principles of the universe. We hope that our end product will be a person who takes great pleasure in the intellectual adventure of asking and investigating "Why?", and who makes his motto "To strive, to seek, to find, and not to yield".

The Department has initiated a program (advocated for system adoption for four years) to change General Science to Physical Science. Since most of our students elect General Science in the 9th grade and Biology in the 10th grade, it is felt that a smattering of biology in General Science can well be replaced by an improvement in the depth of approach (and its necessary concomitant elimination of much that is interesting but of no value in understanding other material) used in the development of the remaining physical sciences. Further, it is felt that the principles of force, energy, and the nature of matter developed in physics are fundamental to an understanding of chemistry, and that chemistry's consideration of the effect of matter on matter is necessary to an understanding of the subject called Biology. Lastly, it is a regrettable fact that many students will end their formal education without any rigorous study of

DEPARTMENT: Science (continued)

astronomy or geology, unless we correct the oversight at the ninth grade level. Accordingly, we have instituted a course most properly called Physical Science, consisting of four major subdivisions, formally labelled (when necessary) as physical relationships, chemical relationships, astronomical relationships, and geological relationships.

The available ninth grade text for General Science has been discarded, and the conventional physics and chemistry texts are being used as primary references for the first two units, pamphlets from American Education Publications for the latter two. Effort is being made to increase laboratory work e.g., measurement of input-output on simple machines, discovery of equilibrium and vector forces, free discovery of images and equality of the angle of incidence and the angle of reflection, an introduction to atomic spectra and quantized energy. To overcome the complete lack of formal text in the Astronomy and Geology units, great reliance will be put on real library research by the students (not encyclopedia excerpting). Throughout, effort is being made to tie facts, principles and "units" together with the ribbon of theory to make the whole package a coherent whole.

Biology is a complex subject. Students are generally quite ignorant of biological facts, and much of the course must be devoted to teaching facts for their own sake. The text is fairly adequate to this task, but considerable effort is expended to encourage and develop independent, logical, and critical thinking on the part of the student. Project work performed outside of class time encourages this, and the department library, although small, (and superior to the school library) is extensively used by students in preparation for their project presentations. Laboratory work and visual aids are synonymous with Biology. Relevancy of the course orientation to the students abilities is not so self-evident, and effort is being made to convince students, and educational leaders, of the need for scheduling discrimination, or homogeneous grouping.

Chemistry is about to break out of its encrustations into the scientific group of disciplines. Conventional textbooks are not very scientific in that they seldom relate the parts to the whole, and rarely theorize in the depth necessary to integration and understanding. Conventional experiments, like the texts, are largely descriptive and frequently tell the students the "answers" before the student has had time to think, let alone question for himself. An attempt has been made to add

DEPARTMENT: Science (continued)

pertinent theory through lecture, individually purchased film strips and pamphlets, and an augmented personal and departmental library. An attempt is made to give students a feeling of reality, of credulity, by presenting experiments and demonstrations which substantiate the assertions of the text, e.g., measurement of the size of a molecule, determination of Avogadro's Number, the evaluation of a Mole, the counting of the number of atoms in a molecule. It should be noted that the previous list had a logical developmental dequence, and that the accomplishments of the group in making these measurements is quite astonishing, even to the students themselves. Similar developments, such as Static Electricity to Energy, to Atomic Spectra, to Quantum levels, to Properties of atoms, to the Periodic Chart are not so neatly self-contained. Gaps in the facts and logic exist in the presentation. An active vertical file is utilized to help plug the gaps, but more films and experiments are needed to do the job as it should be done. We are currently considering adoption of CHEMS or CBA, or possibly Dull, Metcalf and Williams' Modern Chemistry, all of which would alleviate the problems, but none of which would solve all of them.

PSSC Physics is perhaps the best course offered in the school, though not the best taught. Its text, experiments, problems, films, and teacher's guides are superbly integrated, and its approach to the task of forcing students to reason and stretch their abilities is admirable. The choice of content is subject to question, the depth of material is beyond the absolute grasp of the best of our students in the time available, the presentation is sometimes verbose, the teacher errs about once every two days, and the evaluation of student development (not achievement) is uncomfortably subjective, yet there is nothing here which is trivial, nothing cheap, nothing faked, nothing which is "slipped over on" the students. This course in 1900 pertinent to other scientific study, and at the same time is truly educative for the student who terminates his formal education here. The course can be, and is being, improved, but the improvements will be refinements, not revisions. The path is clear and unquestioned, though the scenery may change. That our other courses might have the same coherence is a consummation devoutly to be wished.

ANNUAL DEPARTMENTAL SELF-EVALUATION

DEPARTMENT: Social Studies

A worthwhile social studies program is designed to enable the student to gain certain basic understandings, acquire necessary skills, and develop attitudes that are needed for effective citizenship in a democratic society.

It is incumbent upon us to guide the future citizen in such a manner as to enable him to understand his country and its place in the Western and Eastern Hemispheres. We must help him acquire an appreciation of the privileges inherent in our way of life and the life of others, an understanding and acceptance of the corresponding responsibilities which it imposes, and the skills required to carry out these responsibilities.

To sum up the philosophy of this department, we are constantly striving to include in our program the following ideas. Continuity and change are fundamental facts in the conception of development. The other "laws" are; the law of interdependence, under which the race prospers or suffers as a unit; the law of democracy, under which control of the processes of life in society tends to become democratic; the law of free consent, under which moral influences tend to become stronger than material influences.

1. The teaching in this department is most satisfactory and commendable in the following respects:

a. Required courses are offered as follows:

- (1) American History--junior level
- (2) Government/International Relations--senior level

b. Elective courses offered as follows:

- (1) World History--sophomore level
- (2) World Geography--freshman level

DEPARTMENT: Social Studies (continued)

c. Seventh and eighth grade required courses in social studies are offered.

d. All instructors are fully qualified to teach social studies in their fields of instruction.

(1) Instructors have traveled extensively and have kept up in the current affairs in the States, by either summer courses in colleges, or by reading and attending lectures and forums.

(2) All are active in some community activities and in professional organizations.

(3) All have taken methods of instruction in the teaching of social studies.

e. There is an adequate supply of textbooks, but in the research field there is an insufficient supply of materials in up-to-date needs.

(1) The library is most cooperative with what they have.

(2) Field trips may be arranged, and are especially good for the world history and world geography courses.

(3) There is an audio-visual room as well as mobile A.V.A. equipment for classroom use.

(4) Current events are introduced in classes and developed by the individual teachers.

(5) Community resources are used whenever they pertain to a unit being studied or whenever possible.

(6) Committee reports, debates, panel discussions, and individual reports are some of the methods used by the teachers in this school.

(7) Democracy is taught in all the classes, but especially in American history or government.

(8) On the junior high level the correlation between social studies and English is integrated to a great extent, but to a lesser extent in the high school.

DEPARTMENT: Social Studies (continued)

2. This department has adopted the following goals and objectives to make additional improvements in its instructional program:

- a. Paper back books for additional classroom study.
- b. The teacher's professional library.
- c. The school library.
- d. Audio-visual materials
- e. The Times or Herald newspaper in classrooms.
- f. Teacher's own copies of books and other materials.
- g. Social studies journals.

Projected ideas for department:

- a. Social studies department subscribe to the Journal of Social Studies.
- b. Collect special film strips for the department.
- c. Buy large lots of paperbacks from the student bookstore for each student to have his own. (Students will purchase at discount)
- d. Additional copies of current magazines for the department alone. (i.e., Time, Life, Newsweek, etc.)
- e. Form a special Social Studies Department library for the use of anyone teaching in the field.

APPENDIX

Administrative Requirements

The production of this report must be supervised by a faculty member who will be responsible for the quality of the work and for the timely completion of the project.

The production costs must include:

1. Supplies - 1000 copies

2. The writer's travel within the continental United States.

The total amount of the work must be submitted to the appropriate authority (including the appropriate department) and a copy must be submitted to the appropriate authority and the appropriate authority must be notified of the work.

3. The total amount of the work must be submitted to the appropriate authority.

The production of this report must be supervised by a faculty member who will be responsible for the quality of the work and for the timely completion of the project.

SECTION III

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PROGRAM OF STUDIES

Graduation Requirements

To be graduated student must have ~~successfully~~ completed $18\frac{1}{4}$ units; at least 12 of which must be earned in the ~~upper~~ three grades.

The graduation units must include:

1. English - four units
2. One major - three units from one additional subject-matter field.
3. Three minors of two units each from other subject-matter fields, including the required minors in both social studies (American History and American Government) and science unless one of these is used as the major.
4. At least one unit of mathematics.
5. One and one-eighth units in physical education (Including first aid and safety) unless excused for medical reasons; one-fourth unit in guidance courses unless exempted for good reason. Students with a certificate in driver education from a stateside high school may be exempted from the driver safety portion of the first aid and safety course. Students who have a Red Cross First Aid Certificate may be exempted from the first aid portion of the first aid and safety course.

Students taking a foreign language are urged to complete three units of the elected language. A minor in foreign language requires two units of the same language. Graduation credit may be received for one year of language, but most colleges do not recognize less than two years as meeting language entrance requirements. Credit will not be granted for less than a full year of foreign language; however, it is possible to earn one-half or two and one-half credits.

Seniors who are at the end of any marking period are failing sufficient courses to jeopardize their graduation, may be declared ineligible by the principal to participate in any senior and or interscholastic activity for the following marking period or until the deficiencies in school work have been corrected to the satisfaction of the classroom teachers.

No student will participate in graduation exercises who has not completed graduation requirements.

PROGRAM OF STUDIES (Continued)

Credits

One unit of credit signifies the successful completion of the study of any subject meeting five periods per week for a full school year of not less than thirty-six weeks and requiring at least thirty minutes daily home preparation. Three-fourths units is given for a subject meeting four periods weekly; one-half for one meeting three times; one-fourth for one meeting twice; one-eighth for one meeting once. Credit toward graduation is received in a full-year course only after both semesters are completed. Credit for semester is permitted in a few courses. A student who fails the first semester of a full-year course, may still receive a unit of credit by passing the second semester with a minimum mark of "C". A student who fails the second semester of a full-year course will normally repeat both semesters of the course unless evidence is such as to indicate that he will pass the second semester upon repeating without benefit of repeating the first semester.

A required subject is one that every student must complete for graduation. An elective subject is not required but is one that may be selected, after consultation with the homeroom advisor and/or counselor, to meet future educational and vocational needs.

A major is defined as three units completed in one subject field or in closely related fields.

A minor is defined as two units completed in one subject matter field.

Each semester each student must carry a minimum of four subjects which each meet five periods per week, plus physical education, guidance, and a reasonable activity program.

Pupil Grading

A report of each student's marks will be given to parents at the end of each nine weeks' marking period. Additional reports, notification of student's poor or failing work, are sent to parents as the need arises.

The computation of grades is determined as follows:

<u>MARKS</u>	<u>GRADE POINTS</u>
A - Excellent	4
B - Good	3
C - Average	2
D - Poor	1
F - Failure	0
I - Incomplete	

PROGRAM OF STUDIES (Continued)

Honor Roll

At the end of each marking period an honor roll will be published consisting of those students who have maintained an honor point average of at least 3.4 in courses meeting five times weekly and not less than a "C" in any course.

Course Offerings

Business Education:	Typing I, II; Stenography I, II; Bookkeeping; Office Procedures; Business Internship
English:	English I, II, III, IV; Creative Writing; Library Practice; Yearbook (Speech/Drama and Journalism are extra curricular activities)
Fine Arts:	Arts and Crafts I, II; Instrumental Music; Vocal Music
Homemaking:	Homemaking I, II, III
Humanities:	Senior course
Industrial Arts:	General Shop: I, II, III; Mechanical Drawing I, II
Languages:	French; Latin
Mathematics:	General Mathematics; Algebra; Plane Geometry; Trigonometry; Advanced Mathematics (Modern methods employed in all math courses)
Physical Education: (including Health, Safety, First Aid)	Physical Education is required for each student each year, unless excused by a medical certificate.
Science:	General Science; Biology; Chemistry; Physics; Laboratory Assistantship
Social Studies:	World Geography; World History; American History; American Government; International Relations

ATTENDANCE

Regular attendance is essential to proper achievement in school. Excessive absence not only will result in lowered marks but also may be considered as a disciplinary matter. While students should not come to school when genuinely ill, high school students should be able to judge when illness is serious enough to warrant absence or is of danger to other students. Dental appointments, hospital appointments, or travel with parents are considered adequate reasons for absence if these events cannot be scheduled outside school time. Travel in Europe is encouraged as it is considered educational and informative: however, most traveling can be arranged when it does not interfere with regularly scheduled school days.

If a student knows in advance that he is going to be absent for some reason that can be deemed adequate, he should obtain a "Permission for Absence" form from the administration and have it signed by his teachers. When a student's parents cannot take leave coinciding with a school vacation, they should seriously consider what effect an absence would have on his school work. When he asks for a "Permission for Absence" he should make arrangements with his teachers to prepare as much as possible of his school work in advance or during his absence.

After an absence each student is required to bring a written note from a parent explaining the reason for the absence. The administration will decide on the adequacy of the excuse. If the reason for the absence is considered inadequate, the classroom teachers will be notified, no make-up privileges will be allowed and the student will receive no credit for the day(s) of absence. When the absence is considered adequate the student is permitted to make up the work with full credit allowed.

Students may not leave the school building during the day without a written request from the sponsor and permission from the Office of the Principal.

Students who have reported to school and then leave the school building or school grounds during school hours without permission of the Office of the Principal will be considered truant.

The SNACK BAR and PX at FORET ARE OFF LIMITS TO STUDENTS DURING SCHOOL HOURS. Students found in either of these facilities will be considered truant from school.

Students are expected to be punctual to all classes.

DISCIPLINE

Conduct

The conduct of high school students shall indicate a sincere interest in their school work and a genuine concern for the welfare of the public property they use. Respect and courtesy for their teachers and fellow students are expected. Wholesome adolescent behavior and attitudes are expected of all students.

Smoking

Students will not be permitted to smoke in the school building or its immediate vicinity.

Appearance

The proper appearance and dress is expected of an Orleans American High School student. Girls must wear dresses or skirts and blouses. Slacks, shirts and sweaters are the approved attire for boys. Dungarees, sweat shirts and tee shirts are not allowed. (Exception shop class) For physical education classes and athletics, uniforms are required for both boys and girls.

Conventional hair cuts for boys are required.

SCHOOL PROCEDURES

School Telephone Usage

Students will not be allowed to use the school telephone except for school business. Do not expect your child to be called to the telephone during class hours unless there is a family emergency.

Sponsor Information Changes

Changes in sponsor status, address, phone number, etc., should be reported to the office as soon as the change is known.

Student Lockers

Wall lockers are provided for the student's books and personal belongings. It is the student's responsibility to provide a combination lock. A copy of the combination will be on file in the office of the Assistant Principal.

SCHOOL PROCEDURES (Continued)

Government Supplies

Supplies (textbooks, workbooks, laboratory supplies, etc.) are Government property. The student is charged with responsibility for proper utilization and care.

Cafeteria Facilities

Cafeteria facilities are available for all students. The cafeteria is operated and supervised by the military. Lunches and other food, whether or not purchased in the cafeteria, must be eaten in a location designated by the school.

Transportation

Transportation is provided and supervised by the military. Rules governing school behavior are applicable to conduct on school busses.

Homework

Homework is an integral part of school work and must be carefully prepared. The amount of homework a student will be required to do will depend upon the difficulty of his academic program and his capabilities. A daily home preparatory period of at least thirty minutes for each subject is considered necessary.

Trips

Trips for educational or recreational purposes under school sponsorship and supervision will be restricted to a distance which will permit their completion within a single day.

Overnight trips will be permitted under school sponsorship for athletic teams, and for students representing the school in other interscholastic activities when the scope of the activity and/or the distance between schools is too great to permit completion of the activity within a single day.

Health

If a student is sick or injured at school he is to report directly to the school nurse. The student must obtain a pass from a teacher in order to be admitted to the nurse's office unless it is of the utmost importance. Parents are notified of all emergencies.

SCHOOL PROCEDURES (Continued)

Health (Continued)

Physical examinations and immunizations, as specified by the Chief Surgeon, USAREUR, are required of all pupils. It is up to the student, as a citizen of his school, to maintain high health standards and to keep his record of immunization up-to-date. Existing medical facilities are furnished through USAREUR for students' use.

Closing of School

A specific closing of school announcement will be made over AFN if and whenever the need arises.

Examination

A final comprehensive examination constructed by the teacher and covering the work of the entire semester will be administered to all students at the end of each semester in grades 7-12 subjects. These examinations account for one-fourth of the final mark of the course.

Transfer of Students

When a student transfers to another high school within USAREUR his student personnel folder will be forwarded upon request of the receiving school. An official transcript of a student transferring to a non-USAREUR school will be sent upon request of the receiving school.

A student with a "C" or better record in a subject who is to be transferred to the U.S. within one month prior to the end of a semester (and will probably not be able to enroll in another school) and who notifies the Principal at least one month prior to his transfer, may be given advance additional assignments to cover the work of the month in that subject. The student will be given an examination on the material covered. He will receive a mark and credit for the semester in the subject according to the examination, effort and achievement on the advance assignments, and his regular class work.

When a student transfers from Orleans American High School during the school year, he will be given a copy of his report card and his clearance sheet. These documents are all that will be needed to enroll the student in his new school.

EXTRACURRICULAR ACTIVITIES PROGRAM

The extracurricular program is designed to help each student develop his individuality in the regular classroom. The program is designed to help the student develop his individuality in the regular classroom. The program is designed to help the student develop his individuality in the regular classroom.

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SECTION IV

- 1. Chess
- 2. Bridge
- 3. Golf
- 4. Tennis
- 5. Soccer
- 6. Basketball
- 7. Football
- 8. Swimming
- 9. Skiing
- 10. Hunting
- 11. Fishing
- 12. Gardening
- 13. Painting
- 14. Music
- 15. Reading
- 16. Writing
- 17. Public Speaking
- 18. Debate
- 19. Model UN
- 20. Robotics
- 21. Coding
- 22. Gardening
- 23. Painting
- 24. Music
- 25. Reading
- 26. Writing
- 27. Public Speaking
- 28. Debate
- 29. Model UN
- 30. Robotics
- 31. Coding

STUDENT ACTIVITY PROGRAM

The student activity program is designed to help meet student needs not encountered in the regular classroom situation. The program at Orleans High School reflects the interests of the student body, and the competencies of the staff.

Participation in the activity program is open to all interested students in grades 9-12. There is also a limited number of activities for students in grades 7 & 8. The aims for our program are:

- provide situations for individual and group development
- provide opportunities for students to perform services for the school with appropriate carry-over to adult life
- develop skills and abilities in non-academic areas
- provide situations for development of initiative and leadership

The following activities are offered at Orleans High School this year:

Audio-Visual Aids Club

Band

Chorus

Dramatic Club

Franco-American Club

Future Homemakers of America

Future Teachers of America

Girls Athletic Association

Latin Club

Lettermans Club

Library Club

National Honor Society

Newspaper

Pep Club

Red Cross

Toastmasters Club

Junior High Student Council

Senior High Student Council

ATHLETICS

A well balanced athletic program is a significant part of Orleans American High School.

The following athletics activities are provided: tennis, golf, track, cross country, football, basketball, soccer, and wrestling.

In order to be eligible for interscholastic athletic competition, a student must be an undergraduate below the age of nineteen and must be passing four subjects meeting five days weekly, must have regular school and practice attendance, and meet other requirements designated in the USAREUR High School Athletic Handbook. Parents are required to give written consent, and the medical certificate must give evidence of excellent health.

It is an honor to represent Orleans American High School in athletics. The athlete must keep training rules in order to keep himself physically fit. Cheerleading squads and GAA have the same significance and eligibility requirements as boys' interscholastic sports.

COMMUNITY-SCHOOL RELATIONS

Scholarship Program

Participating - Local Officers' Wives' Club and NCO
Wives' Club - Order of Rainbow Girls.

Scholarships total: \$2,750.00

Operations: Committee consists of 4 to 5 members who meet with the counseling staff periodically. Counseling staff prepares brochures on each applicant for scholarship eliminating all identifying information and assigning a number to each applicant's brochure. Counselor acts as advisor when called upon to brief new committee on methods of procedure and screening. Committee selects award recipients using criteria established at inception of scholarship program. Counselor acts as resource person and liaison between school staff and committee.

The graduating class of 1965 numbered 88. Of total graduates 80% were college bound.

Scholarships attained - Class of 1965:

- 6 National Merit Scholars
- 5 Letters of Commendation (N.M.S.Q.T.)
- 1 N.R.O.T.C. Scholar
- 6 A.R.O.T.C. (Semi-Finalists)
- 1 A.R.O.T.C. Scholar
- 1 European Congress P.T.A. Scholar
- 1 National Honor Society Scholar
- 4 Orleans Officers and Non-Commissioned Officers'
Wives Club Scholars

Contest Winners:

1st Place winner in French III - French Reading and
3rd Place winner in French II Recitation Contest
Honorable Mention in French I at Sevres.

OHS School Winner - Alliance Francaise Contest

COMMUNITY-SCHOOL RELATIONS (Continued)

Career Information Service

Participating - Local personnel with specialized knowledge in areas interesting to our studentbody.

Operation - Student Council Committee polls students, grades 10-12 to determine areas of career interest. Agenda is drawn to provide a speaker per week to meet with students and to speak to them about the profession in which he or she is experienced. Opportunities and short comings are discussed. A question period is provided to allow for questions of special interest to students present. A Career Day is planned as a culminating activity late in the school year.

Leadership Training Program

Participating - Local personnel with skills in specialized areas, which contribute educationally to better organization, proficiency, coordination and inter-personal relations in group activities.

Operation - Speakers with special training (i.e., Officers Club Treasurer) speak to selected candidates nominated for this special course. Speaker describes how best to accomplish a specific objective or how to master a particular skill. Speakers are encouraged to provide illustrative materials, mimeographed outlines, or slides and/or motion pictures. Sample topic: "Handling Finances of an Organization - Simplified and Effective Procedures."

Students selected for training are nominated by faculty and may apply to faculty members for nomination.

Bilingual Exchange Program and Conversational French Club \

See French Department Evaluation and Program (Department Section)

COMMUNITY-SCHOOL RELATIONS (Continued)

Summer Student Program

A distributive education program is being initiated at Orleans American High School for SY 1965-66. A pilot program was realized during the summer months.

Through the American Red Cross at the La Chapelle Hospital, an in-service training program for Orleans American High School students was inaugurated. The students who professed interest in the program were screened in respect to past experience and future career expectations. A series of classes were conducted at the 34th General Hospital emphasizing the ethics of professional service personnel and pertinent facts necessary for the performance of the program. Twenty students were selected and assigned to the various departments (pharmacy, veterinarian, laboratory, library, diet kitchen, women's wards, materiel section). As the program gains strength, the number of students participating in the program is to be increased and the other departments in the hospital shall be utilized in the ensuing years.

This same program will be expanded in other areas.

Parent Booster Club

See Physical Education Department Evaluation and Program.