DOCUMENT RESUME

ED 021 662 RC 001 137

By- Allan, Blaine W., Comp.

A DESCRIPTIVE OUTLINE OF A MODULAR SCHEDULE, FLEXIBLE SCHEDULING USING THE DATA PROCESSING METHOD. A REPORT FROM VIRGIN VALLEY HIGH SCHOOL, ESQUITE, NEVADA.

Nevada Western States Small Schools Project. Carson City.

Spons Agency- Ford Foundation, New York, N.Y.

Pub Date Mar 63

Note- 55p.

EDRS Price MF- $0.25 HC- $2.28

Descriptors- COURSE DESCRIPTIONS, *DATA PROCESSING, DATA SHEETS, *FLEXIBLE SCHEDULES, GROUP DISCUSSION, GROUP INSTRUCTION, *ILLUSTRATIONS, INDEPENDENT STUDY, INDIVIDUAL INSTRUCTION, INPUT OUTPUT, LARGE GROUP INSTRUCTION, MASTER PLANS, RECORDS (FORMS), *SCHEDULE MODULES, SMALL GROUP INSTRUCTION, *SMALL SCHOOLS, STUDY FACILITIES, TEACHER ROLE

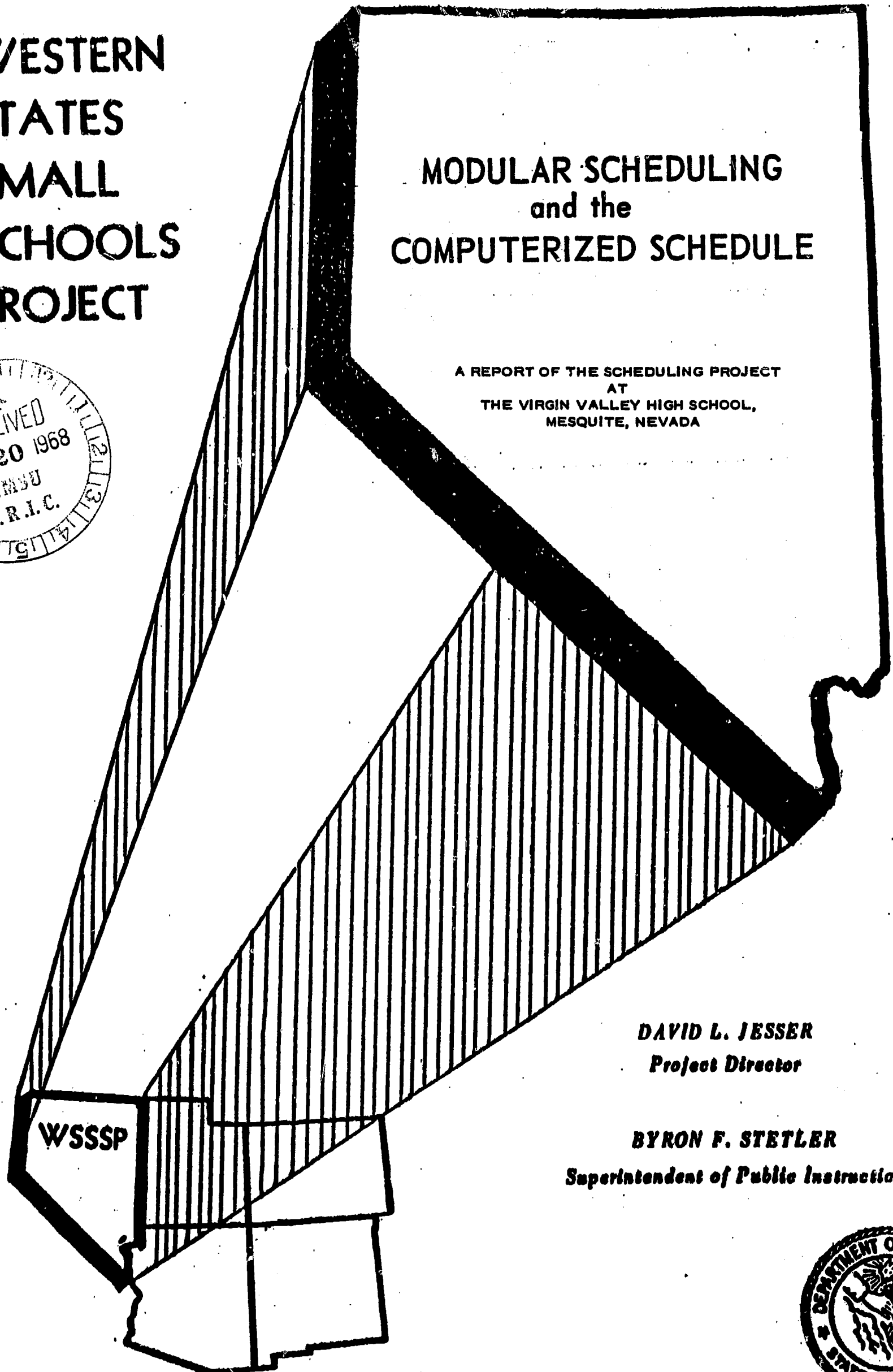
Identifiers- *Virgin Valley High School, Mesquite, Nevada

The procedures, forms, and philosophy of the computerized modular scheduling program developed at Virgin Valley High School are outlined. The modular concept is eveloped as a new approach to course structure with explanations, examples, and worksheets included. Examples of courses of study, input information for the data processing center, output information from the data processing center, instructions to teachers and students, group instruction techniques, and a master schedule add significance to the narrative. The document concludes with anticipated results. A related document is RC 002 478. (SW)

WESTERN STATES SMALL SCHOOLS PROJECT

MODULAR SCHEDULING and the COMPUTERIZED SCHEDULE

A REPORT OF THE SCHEDULING PROJECT
AT
THE VIRGIN VALLEY HIGH SCHOOL,
MESQUITE, NEVADA



DAVID L. JESSER
Project Director

BYRON F. STETLER
Superintendent of Public Instruction

They're Not Kids! They're Modules!

By RONALD WARMAN
[illegible]

Dorwin GGreer fell asleep while Alph, the sacred river, ran through caverns measureless to man, down to the sunless sea.

DORWIN, a stubby, pugnacious blond, used his independent judgment to determine that he could afford to pass up a few minutes of the famous Coleridge description of the real estate at Xanadu.

His teacher, reading to the 12th grade English class, let Dorwin have his little sneeze in peace. ("Oh, well, he isn't bad," the boy later said of Coleridge.)

Dorwin is going to be an electronics engineer. Mr. Smith, who teaches literature, as well as music and speech, figured his pupil's future would not be seriously hampered by his missing a gaudy poem about a pleasure dome.

ON THE next row of seats in the 12th grade English class at Virgin Valley High School in Mesquite is Mike Easton. Mike digs Xanadu — he talks like he's been there — and he is extremely hip to writing science, math, football, basketball, government, photography, yearbooks, business and lunch. Mike knows how to live.

Dorwin and Mike are among 160 secondary students at Virgin Valley. They are all undergoing one of the most important experiment in the history of education.

"We shot the works," said Blaine W. Allan, principal of Virgin Valley. "We threw everything at them."

"EVERYTHING" means a conception of schooling in terms of modules. A module, in architecture, is an arbitrary measurement — of one pillar, for instance — by which the size and strength of everything else in the structure can be computed.

In schooling, Dorwin, Mike and all the rest are modules. So are their teachers. So are their classrooms. So is their time.

Into a data computer at Stanford University go these details:

— THE STUDENT. What kind of person is he, what does he want, what can he do?

— The school. How much is available for what?

(See VIRGIN VALLEY, Pg. 13)

'49er • Final

Las Vegas REVIEW-JOURNAL
NEVADA'S LARGEST AND MOST COMPLETE NEWSPAPER

VOL. 84, NO. 55 © Southwestern Publishing Co., Inc. 1964 LAS VEGAS, NEVADA, MONDAY, FEBRUARY 24, 1964 PHONE 384-4660 10¢ PER COPY THIRTY-SIX PAGES

Virgin Valley Students Aid in New Experiment

(Continued from Page 1)

— The teachers. How can their time be best used? How can their particular talents be best exercised?

OUT OF IT, miraculously, come these decisions:

— Which class is held at which time. And where.

— Which students go to which class at what time.

— HOW FAR a student can go in his special field, or one which he may acquire along the way?

The computer allows the kids free time, as much of it is their records show they can handle.

The free time is not only for homework — though Virgin Valley kids get most of it done during school hours — but for the independent, the little pursuits that a kid might not ever do.

THIS IS A curious school. It may be the only one in the country which reconvenes a class on the same day, two-and-a-half hours after it has been dismissed.

Harold Wittwer was conducting his youngsters under a disadvantage. The boy who was supposed to make the current events report was serving as scorer in an elementary school basketball game between the 5th and 6th graders of Virgin Valley and those of Moapa Valley.

"WE'RE going," said Wittwer, "to take an alternate topic and discuss it."

"THE BEATLES!" cried a girl.

Wittwer, who may have found the Beatles the farthest thing from his mind, assented.

THE LENGTHY discussion — "didn't the juniors scream while Bobby Rydel was at the hotel?" — ended in confusion.

At the end, nobody knew why girls scream at the Beatles. They only had suspicions.

"It's kind of childish," Mike Easton said afterward. "But it sort of makes you think."

TOMORROW: Wide place in the road.

INTRODUCTION

Early in the fall of 1963 the faculty and staff of the Virgin Valley High School, located at Mesquite, Nevada, began to experiment with modular scheduling, using the computerized technique developed by Dr. Dwight Allen and the Secondary School Project of Stanford University. The computer technique had been used previously with several larger schools, but had not been attempted in a smaller school.

Through the joint efforts of the Secondary School Project and the Western States Small Schools Project, of which Virgin Valley High School is a member, a computerized modular schedule was developed and placed in operation. It was (and is) hoped that the information gained might prove to be helpful not only to other schools within the WSSSP, but to all small schools in which scheduling problems occur.

Mr. Blaine Allan, Principal of the Virgin Valley Schools, is primarily responsible for the compilation of material and information contained in this report. To him, and to all who have been associated with the effort, much credit is due.

As the Mesquite Project enters its second year, changes, based on knowledge gained, will be made. These will be reported in follow-up reports. Meanwhile, questions pertaining to the first phase may be directed to either Mr. Allan or the WSSSP.

March 9, 1963
Carson City, Nevada

David L. Jesser

A REPORT FROM

VIRGIN VALLEY HIGH SCHOOL

MESQUITE, NEVADA

"The Biggest Little School In The Country"

A DESCRIPTIVE OUTLINE OF A MODULAR SCHEDULE-- FLEXIBLE SCHEDULING USING THE DATA PROCESSING METHOD

Blaine W. Allan, Principal

TABLE OF CONTENTS

I INTRODUCTION

A. Factual information regarding Virgin Valley High School.

B. Explanation of Types of Instruction.

1. Large Group Instruction.

2. Small Group Instruction.

3. Laboratory Instruction.

4. Independent Learning.

C. Courses of Study.

D. Western States Small Schools Project.

INTRODUCTION

Virgin Valley High School is located in Mesquite, Nevada. The school is in Clark County, 85 miles east from Las Vegas. It is a kindergarten through 12th grade school with a total enrollment of 365 students, operating on a 6 - 6 plan.

The school is a member of the Western States Small School Project and is one of four schools selected by Stanford University to pilot Modular Scheduling, using the data processing method. The school now operates on four types of instruction:

1. Large group.
2. Small group (seminar size).
3. Laboratory group.
4. Independent learning (study or project size).
(See NOTE on Pages 4 & 5.)

The time and size assigned to each group are determined by the task, or lesson to be learned.

Accreditation

Virgin Valley School is accredited by the Northwest Association of Secondary and Higher Schools and has been continually since 1939.

Faculty

Teachers with Master's Degree 5 Teachers with Bachelor's Degree 14

All classroom teachers have a minimum of a Bachelor's Degree, including one Special Education teacher.

Enrollment

7th Grade . . . 24 students	10th Grade . . . 28 students
8th Grade . . . 17 students	11th Grade . . . 27 students
9th Grade . . . 38 students	12th Grade . . . 25 students

Student - Teacher Ratio

k - 12 is 19.2 7 - 12 is 13.8 .Northwest Accreditation 14.36

Percentage of graduates who enter college is 67%.

Students of Virgin Valley High School are above the national average on test scores.

VIRGIN VALLEY HIGH SCHOOL COURSES OF STUDY

	GENERAL HIGH SCHOOL: Leads to High School diploma ONLY; not beneficial for College entrance	COMMERCIAL: Leading to future work as salesman, buyer, clerk, accountant, secretary, steno, receptionist, storekeeper, office and clerical work.	VOCATIONAL: BOYS: Apprentices in trades of carpentry, auto mechanics, electricians, welders, etc. GIRLS: Future work as dressmaker, homemaker, hostess, cafeteria work etc.	COLLEGE PREPARATORY: Leading to future work as teacher, engineer, doctor, inventor, mathematician, lawyer, social worker, librarian, designer, psychologist, writer, or other professional work	ELECTIVES:
FRESHMAN:	English I Phys. Education World History Algebra or Gen. Math 3 Electives	English I Phys. Education Algebra or Gen. Math Type I 3 Electives	Boys: English I, Phys. Ed., Alg. or Ma., Ag. I, 2 Electives Girls: English I, Phys. Ed., Alg. or Ma., Home Ec. I, 2 Electives	English I Phys. Education Algebra or Gen. Math World History Language (Recommended) 2 Electives	Chorus, Tennis Band, Type I Ag. I, Swimming, Home Ec. I, Spanish, Ind. Arts, Arts & Crafts, Speech & Drama
SOPHOMORE:	English II P. E. & Health Biology or Gen. Science 4 Electives	English II P. E. & Health Type I or II General Business Biology (Recommended) 2 Electives	Eng. II, P.E. & Hea., Biology or Gen. Sci., Gen. Bus., Ag. II, 2 Electives Eng. II, P.E. & Hea., Biology or Gen. Sci, Gen. Bus., Home Ec. II, 2 Electives	English II P.E. & Health Geometry Biology (Recommended) Gen. Bus. (Recommended) 3 Electives	Chorus, Band, Type I, II, Home Ec. II, Ag. II, Geometry, Alg.II Sp. & Deb., Drama Arts & Crafts, Tennis, Swimming Athletics, Gen.Bus.
JUNIOR:	English III P.E. & Health American History 4 Electives	English III P.E. & Health American History Shorthand I or Bookkeeping Type II 2 Electives Office Practice	English III, P.E. & Hea., Am. Hist., Ag.III, Farm Shop, 2 Electives English III, P.E. & Hea., Am. Hist., Home Ec.III, 3 Electives	English III P.E. & Health American History Chemistry or Physics 3 Electives	Chorus, Geometry, Band, Type I, II, Home Ec. III, Alg. II, Arts & Crafts, Drama, Ag. III, Shorthand, Sp. & Deb., Phys-Chem., Gen. Bus. Bkkg., Off. Practice, Adv. Foods
SENIOR:	English IV or Business English American Government 6 Electives	Business English American Government Shorthand II Office Practice 3 Electives	Eng. IV, Am. Govt., Economics & 4 Electives Eng. IV, Am. Govt., Family Liv., Adv. Foods, Clothing, 3 Electives	English IV Am. Govt. Chem. or Physics 4 Electives	Chorus, Band, Type II, Ag. IV; Home Ec. III, Geometry, Sp.-Deb., Chem, arts-crafts, Drama Physics, Bkkg, off. practice, Shorthand Bus. Eng., Econ. & Family Living.

NOTE:

TYPES OF INSTRUCTION

1. Large Group Instruction.

Examples:

1. Illustrated lecture.
2. Making assignments.
3. Testing.
4. Guest speaker or resource person.
5. Televised lesson.
6. Motion picture.

Purposes:

1. Conserve teaching time.
2. Improve quality of instruction.
3. Use resource persons.
4. Efficient use of audio-visual.
5. Efficient use of facilities.

Physical Facilities:

Writing boards or chairs with arm for writing available for large group.

2. Small Group Instruction. (Groups of students having the same interests.)

Examples:

1. Analytical discussion.
2. Exploratory discussion.
3. Reporting.
4. Testing of understanding.

Illustrative purposes:

1. To provide opportunity --

For individual participation.
To discuss ideas raised in large-group or laboratory discussion.
For close student-teacher relationship.
To test effectiveness.
For grouping of pupils.

Physical Facilities:

Table and chairs.

3. Laboratory Group Instruction.

Special Equipment

Examples:

Science Lab.	Libraries
Language Lab.	Social Studies Lab.
Math Lab.	Office Machines
Art & Shop	Playing Fields & Gym
	Instructional Materials

Types of Labs:

1. Experimental
2. Drill
3. Application
4. Research

Physical facilities are unique for each type of laboratory.

4. Independent Learning.

Examples:

1. Reading
2. Writing
3. Drill
4. Conferences
5. Memorization

Purposes:

1. Promote independence.
2. Provide opportunity for study under optimum conditions.
3. Provide opportunity for study of topics beyond regular curriculum.
4. Permit maximum use of instructional resources.

Physical facilities required:

1. Library
2. Laboratory
3. Study rooms
4. Individual study alcoves

CLARK COUNTY SCHOOL BOARD MEETING August 22, 1963

Western States Small Schools Project

During the course of the 1962-63 school year, the Director of Area Schools, Lyal W. Burkholder, attended four, separate one-day conferences of principals of small high schools in the State of Nevada that are project schools of the Western States Small Schools Project. This project operates in five states (Arizona, Utah, Colorado, Nevada and New Mexico) under a grant from the Ford Foundation. Its purpose is to discover and develop, through experimentation, new and different techniques in teaching and space utilization that will improve the educational program of the small high school, both in quality and enriched curriculum offerings. The WSSSP was organized in Nevada in January of 1962 under the directorship of David L. Jesser, with ten Northern Nevada small high schools as project member schools. As a result of the Director's attendance at these WSSSP workshops, two Clark County Schools have been invited to become project member schools. These schools are Virgin Valley High School and Blue Diamond Elementary and Junior High School. During June, 1963, Principals Blaine Allan and Ronald Riding, together with four of the teachers of these schools attended a two week workshop of the WSSSP conducted on the campus of the University of Nevada at Reno. Expenses for attendance for these staff members were paid by the Ford Foundation. In order for a school to be admitted as a member project school of the WSSSP, it is necessary that the governing Board of School Trustees adopt and transmit to the Project Director, David L. Jesser, State Department of Education, Carson City, Nevada, the following resolution:

WHEREAS the Board is willing to participate in and do everything to assure the success of the Ford Foundation Program in the small schools;

BE IT RESOLVED that the Board of Trustees of the Clark County School District agrees to the following conditions:

(1) provide reasonable and necessary equipment and materials to successfully conduct the project within the school.

(2) waive those requirements which appear to restrict, deter, or in any way, deny the free and unrestrained perusal of methods and techniques which are specifically designed to assist in the development of the project.

(3) permit participating administrators and teachers reasonable and necessary released time to participate in in-service training activities connected with the project.

(4) declare an intent to make available to its project schools, administrators, and teachers any and all local resources that may be necessary to conduct the project.

(5) declare an intent to participate in the project for the remaining term of the grant unless extenuating circumstances dictate otherwise.

(6) agree to submit necessary and reasonable reports for evaluating information and to submit other information as may be necessary.

Signed this 22nd day of August, 1963.

/s/ Dell H. Robison

/s/ Chester T. Sewell
/s/ Helen C. Cannon
/s/ Walter A. McCall

Mrs. Cannon seconded the motion. The motion carried.

II MODULAR SCHEDULING - DWIGHT W. ALLEN

A. Developing a Modular Concept of Course Structure.

B. Course examples with Different Time Module Allocation.

C. Sample Course in Chorus.

D. Sample Course in Spanish.

E. Sample Course in Seventh English - Large Junior High School

F. Teacher's Work Sheet.

MODULAR SCHEDULING

FOR

A NEW DISIGN FOR HIGH SCHOOL EDUCATION

WORKSHEETS
AND EXAMPLES

July 12, 1963

Dwight W. Allen
Stanford University

Note: Each teacher is to structure his own classes according to blocks of time desired, to complete the teaching cycle. This is known as course structure.

Blaine W. Allan

Dwight W. Allen

Developing a Modular Concept of Course Structure

Tradition has led us to assume that each class offering is structured like every other class offering, i.e., each class is composed of 30 students and meets about fifty minutes daily Little variation has evolved from this basic format of secondary education established over one hundred years ago in the Boston Grammar School. Nevertheless, educators will agree that all curricular offerings should be taught in a manner which maximizes the ability to learn -- and that this probably is not possible for all subjects in the same structural format.

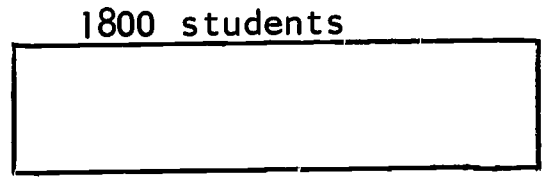
The purpose of the accompanying worksheets and examples is to help conceptualize a new approach to course structure - an approach build upon the concept of a modular schedule with the assumption that widely variant course structures are appropriate.

A modular concept of course structure is predicated on the premise that those involved with curriculum planning can determine explicitly what kinds of specific learning activities students need to have. The modular concept is then adapted in such a manner that the facilitation of those elements (namely: organization of course structure, number of students involved in specific groups, teacher-pupil ratio and specific time allocations) associated with the learning activities becomes manageable.

The Curriculum May Be Considered a Function of Area

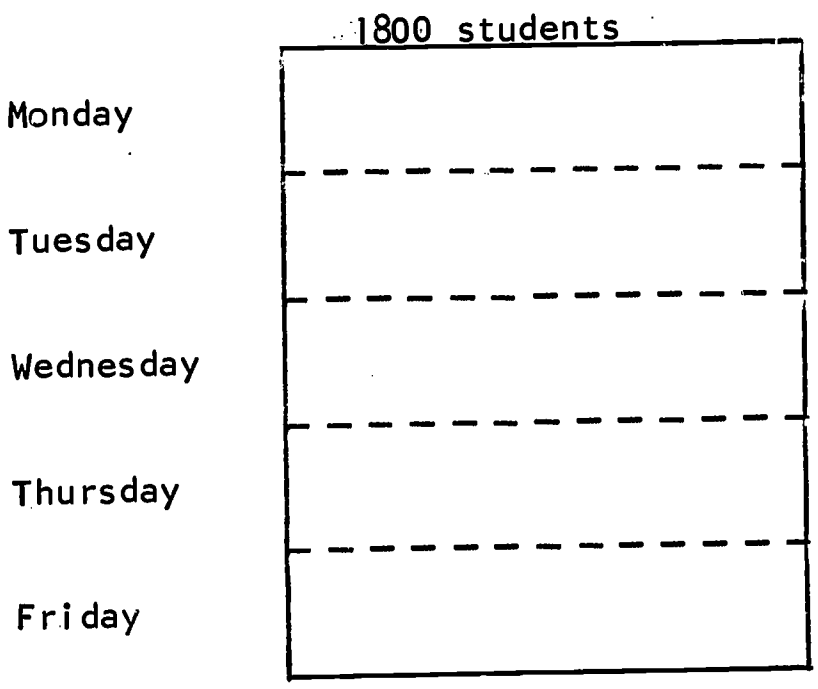
The entire curriculum can be thought of as an area to be scheduled. The horizontal dimension represents the number of students, the vertical dimension represents the length of time. If the school has eighteen hundred students and the school day lasts from 8 A.M. to 4 P.M., the curriculum area could be shown in Figure 1.

Figure 1: The area of the curriculum when a daily schedule is used.



If a weekly schedule is used, the curriculum area becomes that area shown in Figure 2.

Figure 2: The area of the curriculum when a weekly schedule is used.



The curriculum, conceived as an area to be scheduled, is made up of sub-parts called modular units which are derived from units of time and numbers of student schedules. The modular unit chosen for time should be chosen according to the smallest amount of time that is desired for any instructional purpose. If 40 minute, 60 minute, or 120 minute classes are desired, a 20 minute module would be appropriate. The number of students selected should be also stated in terms of desired class sizes. A ten-student module would accomodate classes of 10, 20, 30, 40, etc. Though any modular unit can be selected for either period length or class size, it is desirable to select as large a modular unit as appropriate to reduce the complexity of scheduling.

One possible modular unit is that of 15 students meeting for a single half-hour period.

15 students

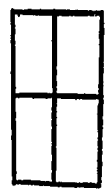
1/2 Hr. 

Scale: 15 students = 3/16" width

1/2 hour = 3/8" length

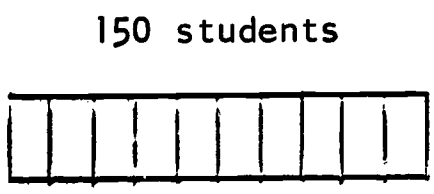
Thus a "class" of 30 students meeting for an hour (a conventional class unit) would appear as a multiple of the modular unit:

30 students

1 hr. 

A wide variety of structures is possible, all multiples of the basic modular unit;

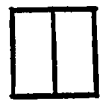
150 students

1/2 hr. 

15 students

1-1/2 hrs. 

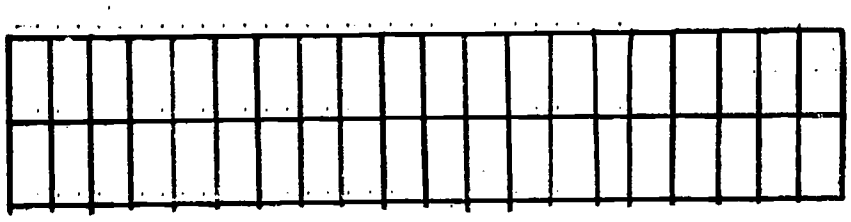
30 students

1/2 hr. 

60 students

2 hrs.

300 students

1 hr. 

Note that many other basic modular units are possible:

5 students		10 minutes
10 students		15 minutes
15 students		20 minutes
30 students	for	30 minites
50 students		60 minutes
etc.		etc.

Modular units that have been considered by school districts for planning are:

15 students for 30 minutes
15 students for 20 minutes
30 students for 15 minutes
15 students for 25 minutes
10 students for 10 minutes

The smaller the modular units, the greater the flexibility -- but also the greater the complexity.

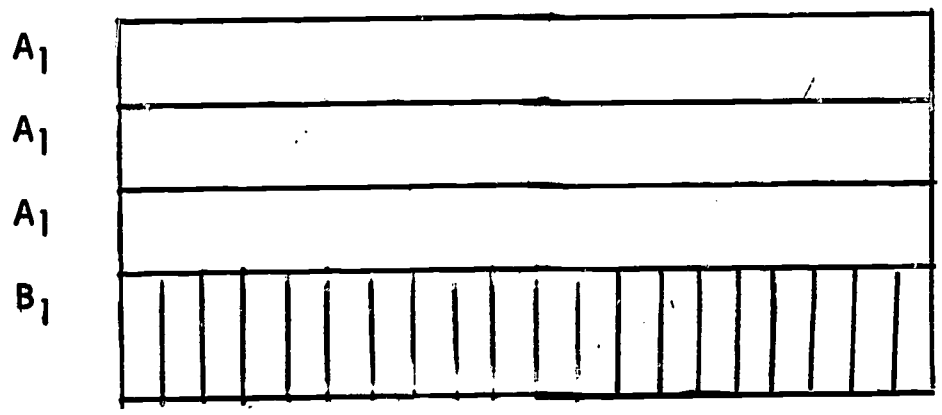
On the pages which follow are examples of various course structures which have been developed from the modular concept of the course structure. Before progressing to the worksheets and attempting various course structures, familiarization with the examples presented is highly recommended.

Dwight W. Allen

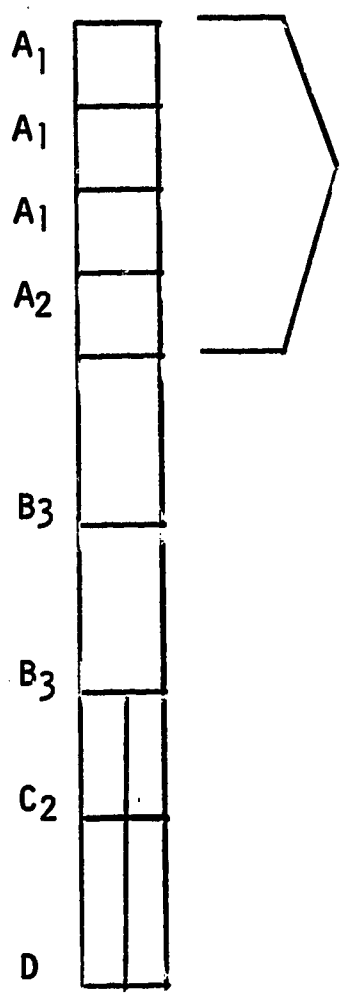
COURSE EXAMPLES WITH DIFFERENT TOTAL TIME MODULE ALLOCATION

U.S. HISTORY

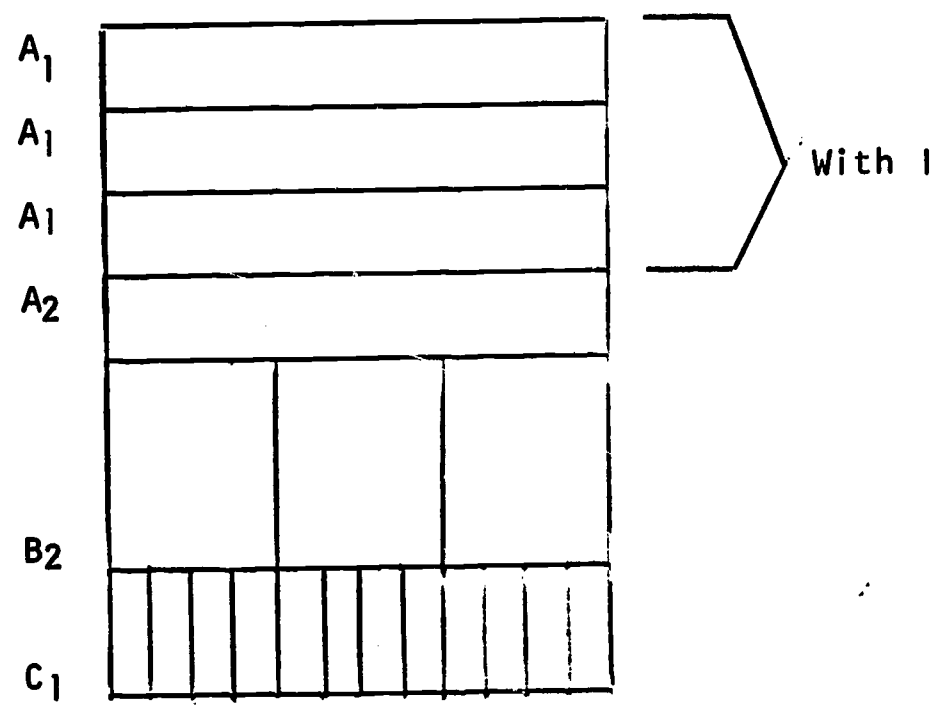
With 5 Mod. I



With 15 Mod. III



With 10 Mod. II



MODULAR DEFINITION

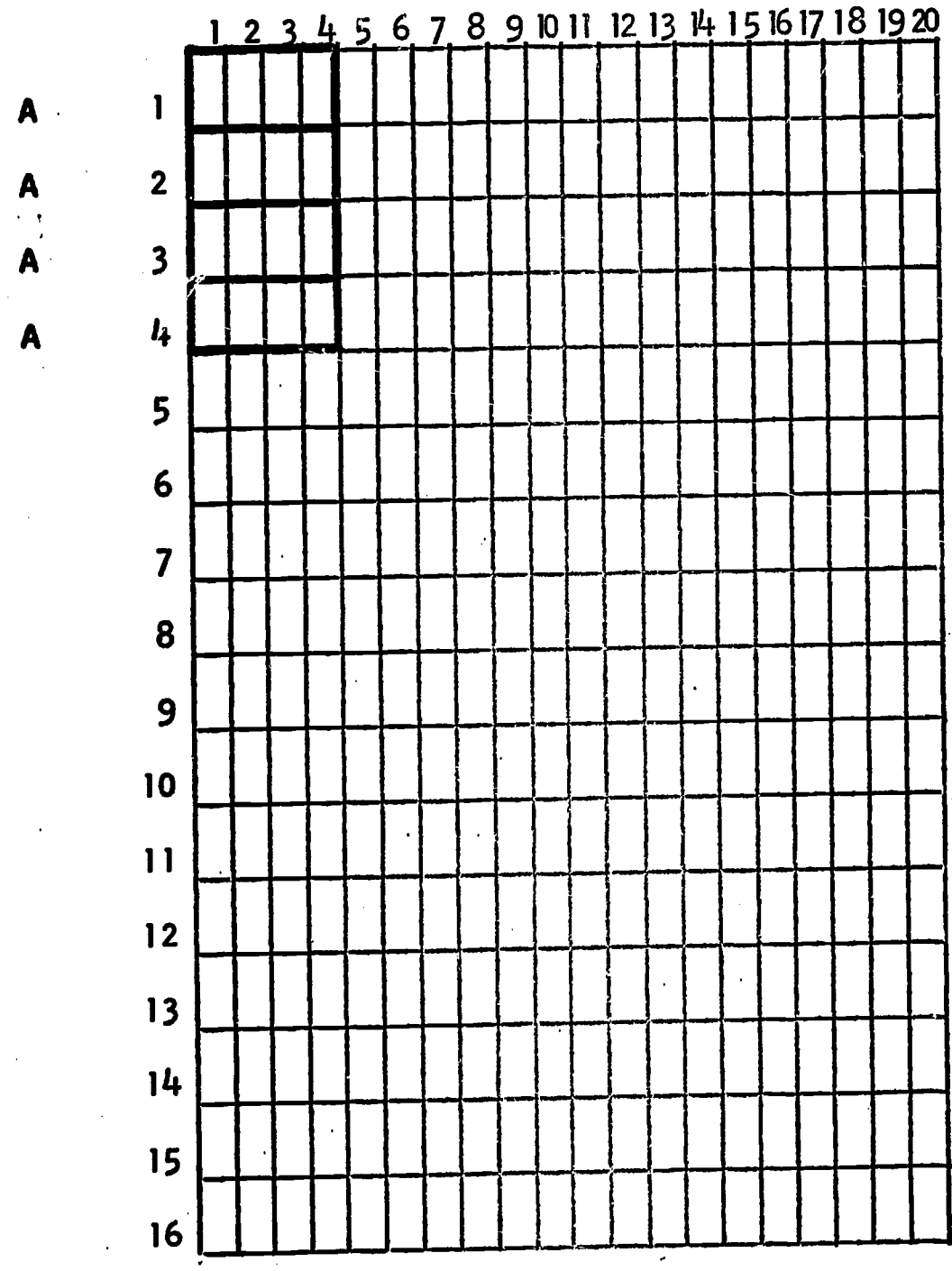
VIRGIN VALLEY HIGH SCHOOL

Course Chorus Instructor Smith

WORKSHEET

DEVELOPING
A MODULAR CONCEPT
OF COURSE STRUCTURE

60 Number of Students



Time

In

Mod.

4

Structure*

PHASE A 4 x 1 x 4

PHASE B _____

PHASE C _____

PHASE D _____

PHASE E _____

PHASE F _____

*Key Order for structure

1. Modular # stud. x
2. Modular # per. x
3. # mtgs. per cycle

MODULAR DEFINITION

☐ Time

Student

Student Module 5

Time Module 30

(Less passing period 3)

Input Information

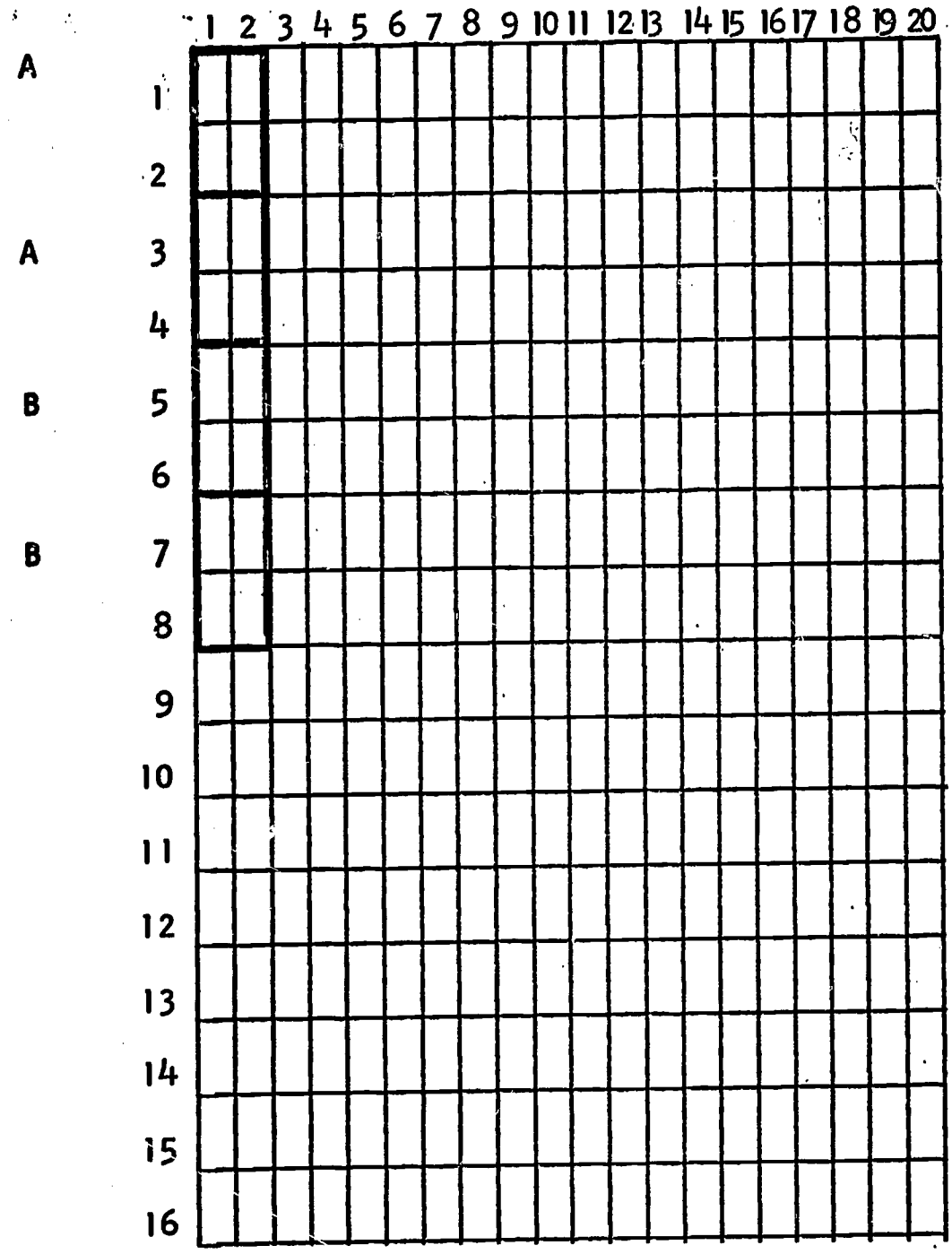
VIRGIN VALLEY HIGH SCHOOL

Course Spanish Instructor Evans

WORKSHEET

DEVELOPING
A MODULAR CONCEPT
OF COURSE STRUCTURE

30 Number of Students



Structure*

PHASE A 2 x 2 x 2

PHASE B 1 x 2 x 2

PHASE C _____

PHASE D _____

PHASE E _____

PHASE F _____

*Key Order for structure

1. Modular # stud. x
2. Modular # per. x
3. # mtgs. per cycle

MODULAR DEFINITION

☐ Time

Student

Student Module 15

Time Module 30

(Less passing period 3)

Input Information

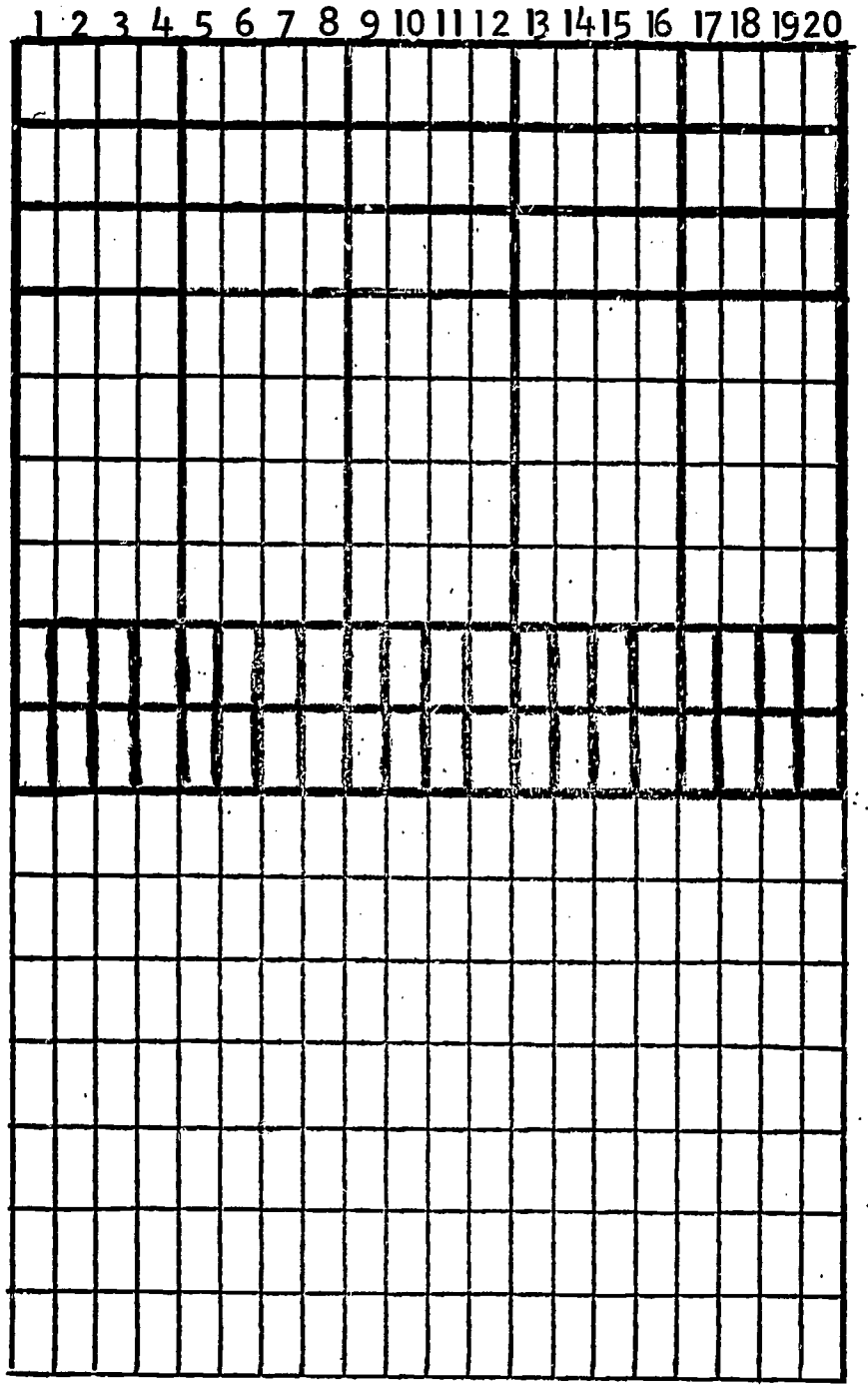
A LARGE JUNIOR HIGH SCHOOL

Course 7th English

WORKSHEET

DEVELOPING
A MODULAR CONCEPT
OF COURSE STRUCTURE

300 Number of Students



Time in Mod. 9

Structure*

PHASE A 20 x 1 x 3

PHASE B 5 x 4 x 1

PHASE C 1 x 2 x 1

PHASE D _____

PHASE E _____

PHASE F _____

*Key Order for structure

1. Modular # stud. x
2. Modular # per. x
3. # mtgs. per cycle

MODULAR DEFINITION

☐ Time

• # Student

Student Module 15

Time Module 30

(Less passing period 3)

Input Information

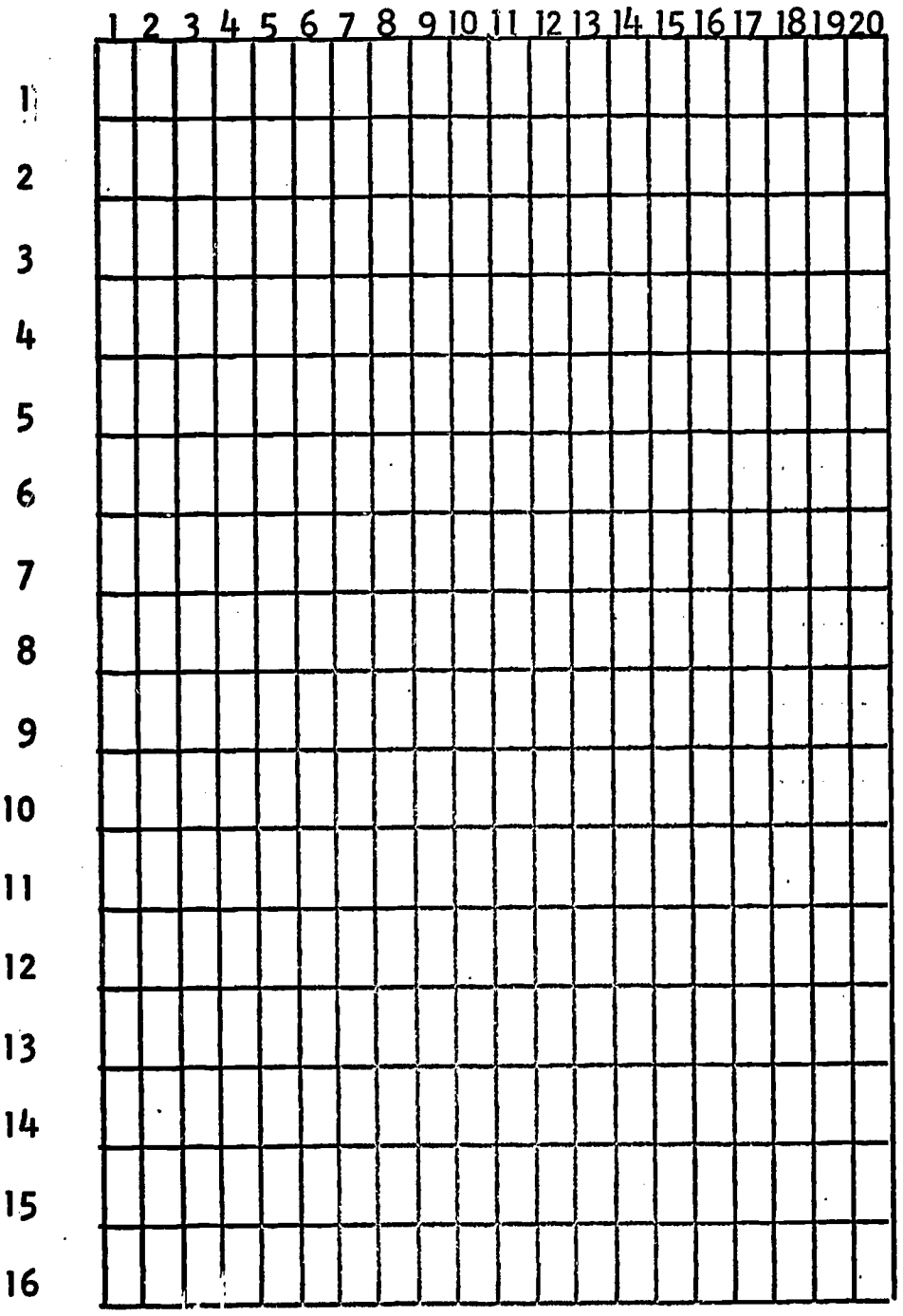
VIRGIN VALLEY HIGH SCHOOL

Course_____

WORKSHEET

DEVELOPING
A MODULAR CONCEPT
OF COURSE STRUCTURE

_____Number of Students



Time in Mod.

Structures*

PHASE A _____

PHASE B _____

PHASE C _____

PHASE D _____

PHASE E _____

PHASE F _____

*Key Order for structure

1. Modular # stud. x
2. Modular # per. x
3. # mtgs. per cycle

MODULAR DEFINITION

☐ Time

Student

Student Module _____

Time Module _____

(Less passing period_____)

Input Information

III INPUT INFORMATION - FOR DATA PROCESSING CENTER

A. Teachers' Course Assignments.

B. Teacher's Course Structure (Teacher's Request).

1. Sample Course in Vo-Agriculture II - Reid.

2. Sample Course in Physics - Prows

C. Student Registration.

1. Evon Bundy

2. Todd Tobler

D. School Facilities.

E. Limitations for Programing.

NOTE: Each teacher is required to structure each course according to his teaching assignment.

C L A R K C O U N T Y S C H O O L D I S T R I C T
Virgin Valley High School
Mesquite, Nevada

T E A C H E R ' S C O U R S E A S S I G N M E N T S

TEACHER	COURSE DESCRIPTION	CLASS
Barrett	Girls' Phys. Ed.	Grades 7-8
	Girls' Phys. Ed.	Grade 9
	Girls' Phys. Ed.	Grades 10-11
	Drill Team	Selected H. S. Girls
	Type I	Section I
	Type I	Section II
Chamberlain	Math	Grade 7
	Math	Grade 8
	General Math	Grade 9
	Science	Grade 7
	Science	Grade 8
	Ind. Arts	Grades 7-8
	Ind. Arts	Grades 9-12
Clarke	Art	Grade 7
	Art	Grade 8
	Arts-crafts	Section I
	Arts-crafts	Section II
	Arts-crafts	Section III
	General Math	Grade 9
	Yearbook	Selected Staff
Dunn	English (Remedial)	English I, II, III, IV
	English I	Grade 9
	English II	Grade 10
	English III	Grade 11
	English IV	Grade 12
	Speech-debate	Grades 10-12
	Journalism	School Paper Staff
Evans	Shorthand I	Grades 10-12
	Bookkeeping	Grades 10-12
	General Business	Grades 9-12
	Type II	Grades 11-12
	Spanish I	Section I
	Spanish I	Section II
Hughes	History	Grade 7
	History	Grade 8
	History	Grade 9
	Health	Grades 11-12
	Boys' Phys. Ed.	Grade 9
	Boys' Phys. Ed.	Grades 10-11
	Athletics	

Input Information

C L A R K C O U N T Y S C H O O L D I S T R I C T
Virgin Valley High School
Mesquite, Nevada

TEACHER ASSIGNMENT (continued)

Lee	English	Grade 7
	English	Grade 8
	English I	Grade 9
	Reading-spelling	Grade 8
	Family Living-Econ.	Grades 10-12
	Attendance Records	Admin. Office
Olsen	Remedial Reading	Elementary
	Reading-spelling	Grade 7
	Kindergarten	one-half day
Prows	Science	Grade 7
	Science	Grade 8
	Gen. Science	Grades 10-12
	Biology	Grades 10-12
	Physics (alternates bi-annually with Chemistry)	Grades 11-12
	Algebra I	Grade 9
	Algebra II	Grades 10-12
	Higher Mathematics	Special arrangements
	Tennis	Grades 7-12
Reid	Voc-Agriculture I	Grade 9
	Voc-Agriculture II	Grade 10
	Voc-Agriculture III	Grade 11-12
	Voc-Agriculture IV	Grade 11-12
	Farm Shop	Grades 11-12
	Counseling	Two hours each day
Smith	Band	Grades 7-12
	Chorus	Grades 9-12
	Music Appreciation	Grades 10-12
	English IV	Grade 12
	Drama	Grades 10-12
	Speech-chorus	Grades 7-8
Williams	Home Economics I	Grade 9
	Home Economics II	Grade 10
	Home Economics III	Grades 11-12
	Home Economics IV	Grades 11-12
	Home Economics beginners	Grades 7-8
	Family Living-Econ.	Grades 11-12
Wittwer	Boys' Phys. Ed.	Grades 7-8
	Athletics	Grades 9-12
	Health	Grade 10
	World History	Grade 9
	Am. History	Grade 11
	Am. Government	Grade 12

Input Information

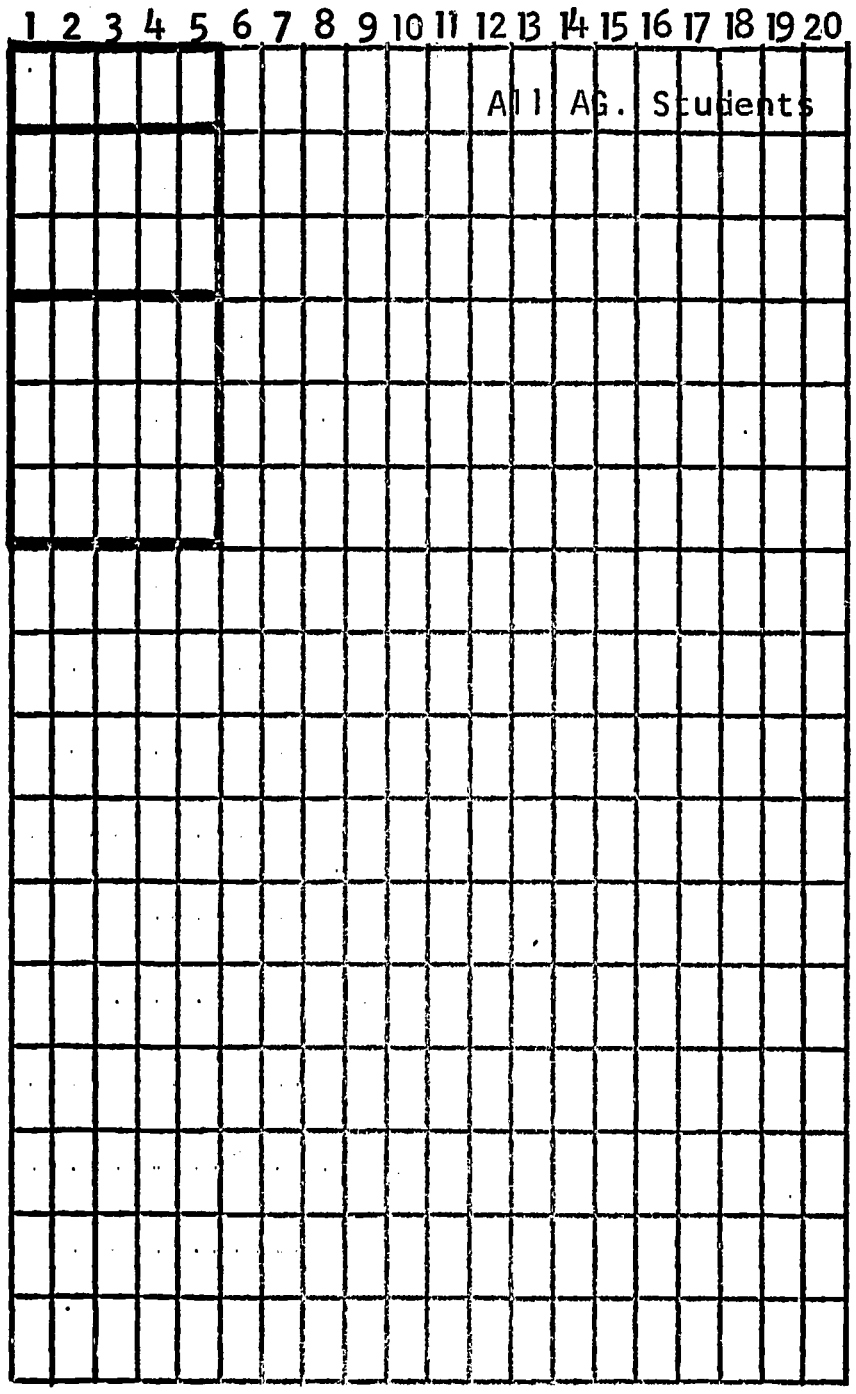
VIRGIN VALLEY HIGH SCHOOL

Course Vo-Agriculture II **Instructor** Reid

WORKSHEET

DEVELOPING
A MODULAR CONCEPT
OF COURSE STRUCTURE

22 Number of Students



Structure*

PHASE A 5 x 1 x 1

PHASE B 5 x 2 x 3

PHASE C 5 x 3 x 1

PHASE D _____

PHASE E _____

PHASE F _____

*Key Order for structure

1. Modular # stud. x
2. Modular # per. x
3. # mtgs. per cycle

MODULAR DEFINITION

☐ Time

Student

Student Module 5

Time Module 30

(Less passing period 3)

Input Information

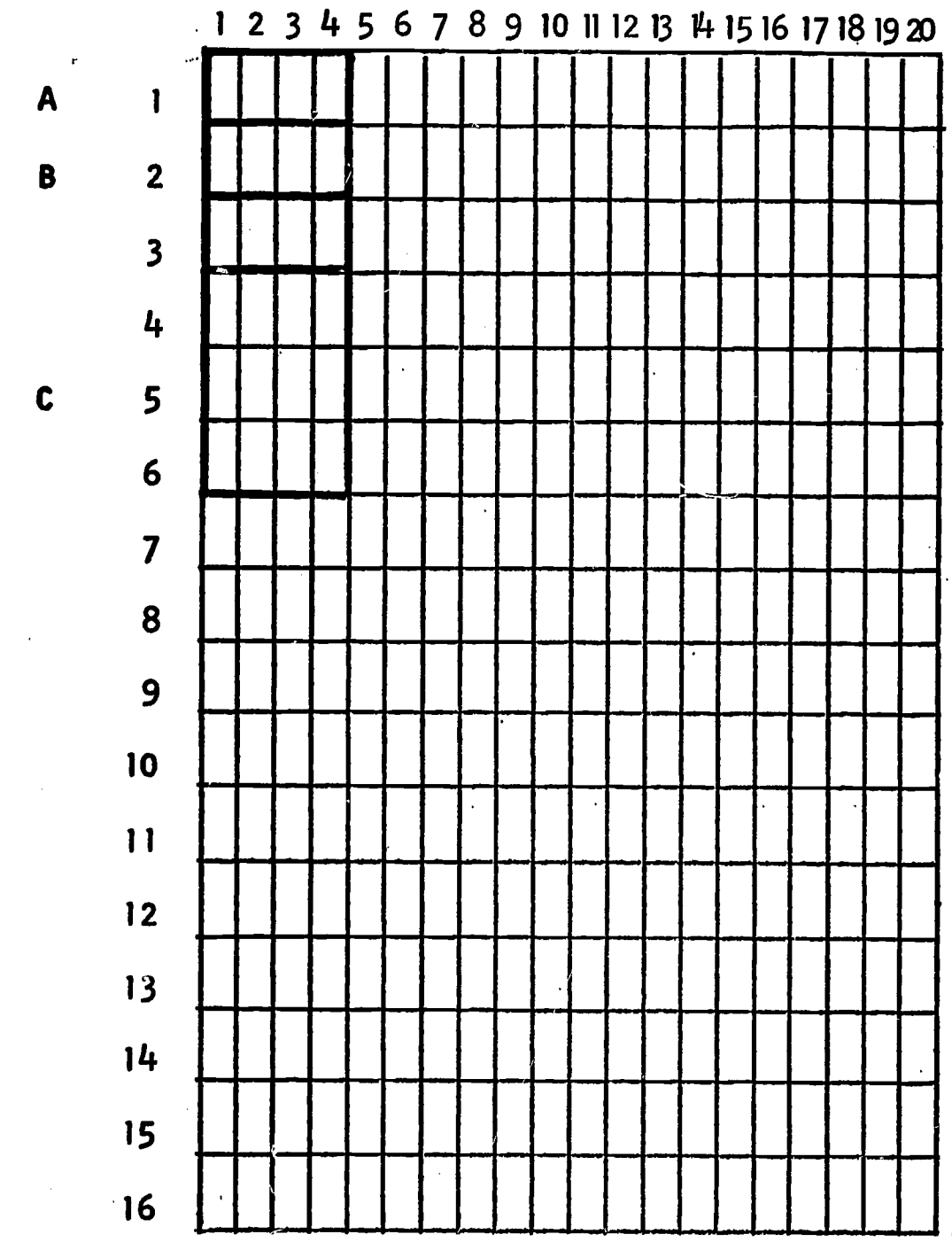
VIRGIN VALLEY HIGH SCHOOL

Course Physics Instructor Prows

WORKSHOP

DEVELOPING
A MODULAR CONCEPT
OF COURSE STRUCTURE

20 Number of Students



Structure*

PHASE A 4 x 1 x 1

PHASE B 4 x 2 x 2

PHASE C 4 x 3 x 1

PHASE D _____

PHASE E _____

PHASE F _____

*Key Order for structure

1. Modular # stud. x
2. Modular # per. x
3. # mtgs. per cycle

MODULAR DEFINITION

☐ Time

Student

Student Module 5

Time Module 30

(Less passing period 3)

Input Information

R E G I S T R A T I O N F O R M

VIRGIN VALLEY HIGH SCHOOL

Date Of Registration Sept. 3, 1963 Grade 7th

Name of Student Evon Bundy Religion L.D.S.

Date of Birth Sept. 11, 1951 Age 13 Place of Birth St. George

Full Name of Father David A. Bundy of Mother (Maiden name) Bodil Jensen

Residence Bunkerville, Nevada

SCHEDULE OF CLASSES

Subject	credit	Teacher
History		Hughes
Science		Chamberlain
Math		Chamberlain
Phys. Ed.		Barrett
LUNCH		
Reading		Olsen
English		Barrett
Art 1st Sem. Home Ec. 2nd Sem.		Clarke - Williams
Speech & Chorus		Smith

Kelton Chamberlain
Advisor

Secretary

Fees Paid

Student Activity Card	$6.00
Book Deposits	3.00
Shop or Ind. Arts	
F.F.A.	
Towel Service	3.00

Input Information

REGISTRATION FORM

VIRGIN VALLEY HIGH SCHOOL

Date of Registration August 29, 1963 Grade 12

Name of Student Todd Tobler Religion L.D.S.

Date of Birth November 12, 1946 Age 16 Place of Birth St. George

Full Name of Father Iren Tobler Maiden Name of Mother Myra Shaub

Residence

SCHEDULE OF CLASSES

Subject	credit	Teacher
American Government	1	Wittwer
Arts & Crafts	1	Clarke
Physics	1	Prows
Study & Physics Lab.		
Study 1st Sem. Health 2nd Sem.	½	Wittwer
LUNCH		
English	1	Dunn
Farm Shop		Reid
Yearbook	½	Clarke
Athletics	½	Hughes

R. A. Reid
Advisor

Secretary

Fees Paid

Student Activity Card	$6.00
Book Deposits	3.00
Shop or Ind. Arts	3.00
F.F.A.	
Towel Service	

Input Information

C L A R K C O U N T Y S C H O O L D I S T R I C T
Virgin Valley High School
Mesquite, Nevada

SCHOOL FACILITIES

Large group instruction --

Room	Capacity
Auditorium	300
Cafeteria	40
Music Room	60
Gymnasium	60

Small group instruction --

Music
Cafeteria
Art
Commercial
English
Science
Social Studies I
Social Studies II
Vo-Agr.
Home Ec.

Individual study --

Library	35
Cafeteria	15
Teacher Room	6
Student Council	6

Input Information

C L A R K C O U N T Y S C H O O L D I S T R I C T
Virgin Valley High School
Mesquite, Nevada

LIMITATIONS FOR PROGRAMMING

1. Faculty meeting - two modules per week.

2. Class meetings - one module per week.

3. Girl's P.E. and Drill Team A.M. for Gym.

4. Boy's P.E. and Athletics P.M. for Gym.

5. Co-ed P.E. for 7th and 8th grades.

6. All Vo-Agriculture boys - one module per week.

7. All Home Ec. girls - one module per week.

8. Spanish - two sections.
   Health - two sections.
   English 1 - two sections.
   Typing I - two sections.

9. Team teaching:

Science 7th and 8th	Prows & Chamberlain
English IV	Smith & Dunn
Athletics	Hughes & Wittwer
World History	Hughes & Wittwer
Gen. Math	Clarke & Chamberlain
Family Living & Econ.	Williams & Lee

Input Information

IV OUTPUT INFORMATION - FROM DATA PROCESSING CENTER

A. Student Programmed Class Schedule.

1. Evon Bundy, 7th grade.

2. Todd Tobler, 12th grade.

Five copies of each of the following programmed sheets are printed by the computer. The five student schedules are used as follows:

1. For administration office.
2. For the counsellor.
3. For the attendance officer.
4. For the student.
5. For the student.

In the event the student loses the second copy, he is required to purchase another from the office.

B. Student Programmed Teacher Assignment.

1. Mr. Reid

2. Mr. Prows

C. Student Programmed Room Assignment.

1. Sample: SS 1 (Each room is scheduled similar to this sample copy: the open spaces indicate when the room is available for independent work.)

D. Class List.

1. Mr. Reid - Vo-Ag. 901

2. Mr. Wittwer - Am. History 263

NOTE: The teacher assignments, room assignments and class lists are utilized at the discretion of the administrators and teachers.

Each teacher received a class list for each phase of the course structure. From this class list he makes up his permanent roll, adding to and taking from it as needed.

STUDENT: 9Bundy Even (Grade 7)

STUDENT PROGRAM

Class Schedule

SCHOOL: Virgin Valley H. S.
YEAR: 1963-64

PERIOD	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER
1				BG PE877	Gym	Barrett	Soc St 207	0000	Hughes	BG PE877	Gym	Barrett	BG PE877	Gym	Barrett
2				BG PE877	Gym	Barrett				BG PE877	Gym	Barrett	BG PE877	Gym	Barrett
3	SCI 467	SCI	Prows	Math 307	SS2	Chamb	SCI 467	SCI	Prows				SCI 467	SCI	Prows
4	SCI 467	SCI	Prows	Math 307	SS2	Chamb	SCI 467	SCI	Prows				SCI 467	SCI	Prows
5	SOC St 267	SS	Hughes	SP CH 112	SS1	Smith	Soc ST 267	SS	Hughes	SP CH 112	SS1	Smith	Soc St 267	SS	Hughes
6	SOC St 267	SS	Hughes	SP CH 112	SS1	Smith	Soc St 267	SS	Hughes	SP CH 112	SS1	Smith	Soc St 267	SS	Hughes
7	ENG 167	SS	Lee	SCI 407	SS1	Prows	Eng 167	SS	Lee	SCI 407	SS1	Prows	ENG 167	SS	Lee
8	ENG 167	SS	Lee	ENG 167	SS	Lee	ENG 167	SS	Lee	ENG 167	SS	Lee	ENG 167	SS	Lee
9	LUNCH			RD SP 117	SS2	Olsen	LUNCH			LUNCH			LUNCH		
10	RD SP 177	SS2	Olsen	LUNCH			RD SP 177	SS2	Olsen						
11	RD SP 177	SS2	Olsen	Art 667	Art	Clarke	RD Sp 177	SS2	Olsen	Art 667	Art	Clarke	Art 667	Art	Clarke
12	RD Sp 177	SS2	Olsen	Art 667	Art	Clarke	RD SP 177	SS2	Olsen	Art 667	Art	Clarke			
13	Math 367	HE	Chamb				Math 367	HE	Chamb				Math 367	HE	Chamb
14	Math 367	HE	Chamb				Math 367	HE	Chamb				Math 367	HE	Chamb

NOTE: THE AREAS LEFT OPEN ARE FOR INDEPENDENT STUDY.

STUDENT: 4TOBLER TODD (12 Grade)

STUDENT PROGRAM

CLASS SCHEDULE

SCHOOL: Virgin Valley H. S.
YEAR: 1963-64

PERIOD	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER
1				YRBK 175	0000	Clark				YRBK 175	0000	Clark	PHYS 434	SCI	PROWS
2				YRBK 175	0000	Clark				YRBK 175	0000	Clark	PHYS 434	SCI	Prows
3															
4				PHYS 434	SCI	Prows									
5	AGOVT 264	0000	Wittwer	Phys 434	SCI	Prows	AGOVT 264	0000	Wittwer	PHYS 434	SCI	Prows	AGOVT 264	0000	Wittwer
6	AGOVT 264	0000	Wittwer	Phys 434	SCI	Prows	AGOVT 264	0000	Wittwer	PHYS 434	SCI	Prows	AGOVT 264	0000	Wittwer
7	ENG 104	SS1	Dunn	Eng 104	SS1	Dunn	Eng 104	SS1	Dunn	Eng 104	SS1	Dunn	Eng 104	SS1	Dunn
8	ENG 104	SS1	Dunn	Phys 404	COmm	Prows	Eng 104	SS1	Dunn				ENG 104	SS1	Dunn
9	Lunch			Lunch			Lunch			Lunch			Lunch		
10	AGOVT	AUD	Wittwer				AGOVT 204	AUD	Wittwer						
11	Farm Sh 965	Shop	Reid												
12	Farm Sh 965	Shop	Reid				Art 663	Art	Clarke				Art 663	Art	Clarke
13				HEA 815	SS2	Hughes	Art 663	Art	Clarke	Hea 815	SS2	Hughes	Art 663	Art	Clarke
14				HEA 815	SS2	Hughes	Art 663	Art	Clarke	Hea 815	SS2	Hughes	Art 663	Art	Clarke
15	Boys PE 872	Gym	Hughes	Farm Sh 965	Shop	Reid	Boys PE 872	Gym	Hughes	Farm Sh 965	Shop	Reid	Boys P.E.872	Gym	Hughes
16	Boys PE 872	Gym	Hughes	Farm Sh 965	Shop	Reid	Boys PE 872	Gym	Hughes	Farm Sh 965	Shop	Reid	Boys PE 872	Gym	Hughes

NOTE: THE AREAS LEFT OPEN ARE FOR INDEPENDENT STUDY.

STUDENT: REID

STUDENT PROGRAM

SCHOOL: VIRGIN VALLEY
YEAR: 1963-64

Teacher Assignment

PERIOD	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER
1							VO AG 901	AUD	(All Vo-Ag students)						
2	VO AG 564	SHOP													
3	VOAG 963-4	SHOP		VO AG 963	SHOP					VO AG 963	SHOP				
4	VOAG 963-4	SHOP		VO AG 963	SHOP					VO AG 963	SHOP				
5							VO AG 962	SHOP		VO AG 962	SHOP		VO AG 952	SHOP	
							VO AG 962	SHOP		VO AG 962	SHOP		VO AG 952	SHOP	
6															
7	VO AG 932	SHOP		VO AG 961	SHOP		VO AG 962	SHOP		VO AG 961	SHOP				
8	VO AG 932	SHOP		VO AG 961	SHOP					VO AG 961	SHOP		VO AG 933	SHOP	
9	LUNCH			LUNCH			LUNCH			LUNCH			LUNCH		
10													VO AG 904	SHOP	
													VO AG 904	SHOP	
11	FARM 935	SHOP					VO AG 964	SHOP							
12	FARM 935	SHOP					VO AG 964	SHOP							
13	VO AG 961	SHOP					VO AG 964	SHOP							
14	VO AG 961	SHOP		FARM 965	SHOP		VO AG 961	SHOP		FARM 965	SHOP				
15				FARM 965	SHOP		VO AG 961	SHOP		FARM 965	SHOP				
16				FARM 965	SHOP					FARM 965	SHOP				

MR. REID ALSO HAS TWO HOURS OF COUNSELLING PER DAY.
THE OPEN AREAS ARE USED FOR COUNSELLING AND TO ASSIST STUDENTS WITH INDEPENDENT STUDY.

STUDENT: PROWS

STUDENT PROGRAM
Teacher Assignment

SCHOOL: Virgin Valley
YEAR: 1963-64

PERIOD	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER
1				TENNIS 816	SCI					TENNIS 816	SCI		PHYSICS 434	SCI	
2				TENNIS 816	SCI		BIOL 402	Music		TENNIS 816	SCI		PHYSICS 434	SCI	
3	SCI 467	SCI		GSCI 439	SCI		SCI 467	SCI		GSCI 439	SCI		SCI 467	SCI	
4	SCI 467	SCI		PHYS 434	SCI		SCI 467	SCI		GSCI 439	SCI		SCI 467	SCI	
5				PHYS 434	SCI					PHYS 434	SCI				
6				PHYS 434	SCI					PHYS 434	SCI				
7				SCI 407	AUD					SCI 407	AUD		ALG 301	SCI	Section II
8				PHYS 404	AUD					GSCI 409	AUD		ALG 301	SCI	Sec II
9	LUNCH			LUNCH			LUNCH		Sec. I-II	LUNCH			LUNCH		
10	ALG 361	SCI	Sec I-II	BIOL 462	SCI		ALG 361	SCI							
11	ALG 362	SCI		BIOL 462	SCI		ALG 362	SCI		ALG 362	SCI		ALG 362	SCI	
12	ALG 362	SCI		BIOL 462	SCI		ALG 362	SCI		ALG 362	SCI		ALG 362	SCI	
13				BIOL 432	SCI					BIOL 432	SCI				
14				BIOL 432	SCI					BIOL 432	SCI				
15	ALG 301	SSl	Sec. I	ALG 301	SCI	Sec. II	ALG 301	SSl	Sec. I	ALG 301	SCI	Sec. II	ALG 301	SSl	Sec. I
16	ALG 301	SSl		ALG 301	SCI		ALG 301	SSl		ALG 301	SCI		ALG 301	SSl	

STUDENT PROGRAM

STUDENT SS1

SCHOOL VIRGIN VALLEY H.S.

YEAR 1963-64

Room Assignment

PERIOD	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER	COURSE	ROOM	TEACHER
1							HMEC 701		WILLI						
2							BIOL 402		PROWS						
3							AHIST 203		WITTW				AHIST 203		WITTW
4															
5				SP CH 112		SMITH				SP CH 112		SMITH			
6				SP CH 112		SMITH				SP CH 112		SMITH			
7	ENG 104		DUNN	SCI 407		PROWS	ENG 104		DUNN	SCI 407		PROWS	ENG 104		DUNN
8	ENG 104		DUNN	ENG 107		LEE	ENG 104		DUNN	ENG 107		LEE	ENG 104		DUNN
9															
10	ENG 103		DUNN				ENG 103		DUNN	SPAN 501		EVANS	SPAN 501		EVANS
11	DRAMA 111		SMITH				DRAMA 111		SMITH	DRAMA 111		SMITH	DRAMA 111		SMITH
12	DRAMA 111		SMITH				DRAMA 111		SMITH	DRAMA 111		SMITH	DRAMA 111		SMITH
13															
14															
15	ALG 301		PROWS	MUS AP 863		SMIT	ALG 301		PROWS	MU AP 863		SMITH	ALG 301		PROWS
16	ALG 301		PROWS	MUS AP 863		SMIT	ALG 301		PROWS	MU AP 863		SMITH	ALG 301		PROWS

NOTE: EACH ROOM IS SCHEDULED SIMILAR TO THIS SAMPLE COPY. HERE, AGAIN, THE OPEN SPACES INDICATE WHEN THE ROOM IS AVAILABLE FOR INDEPENDENT WORK.

CLASS LIST

PERIOD	TEACHER	COURSE	ROOM	SCHOOL	YEAR
W	1 REID	VOAG 901	AUD	VIRGIN VALLEY H	1

STUDENT NAME
4BUNDY CLIVEN
4FAUGHT JACK
4LEAVITT PAUL D
4NOEL GARY
4REBER DON L
4SHANER ED
4WAITE PAUL L
5ABBOTT PERRY
5ALGER JESS
5GRAN BILL
5HARDY BLAINE
5HARDY RODDY V
5HUGHES LEN
5HUNT DEAN
5LEAVITT MITCHEAL
5LEAVITT RUSSELL
5THURSTON DENNY
6ALLAN ROBERT B
6ANDERSON JOHN A
6HARDY KIM
6HUGHES JAMES W
6HUGHES KELBY
6PETERSON MELVIN D
6REBER DAN
6RUTH EDDIE
6TOBLER JAY
7ABBOTT LYMAN
7FREHNER CREED
7GREEN ANDREW
7HAWKINS MELVIN
7HUGHES MICHAEL J
7HUGHES GARY L
7JOHNSON RANDY
7LEAVITT DELWIN
7PETERSON MERVIN L
7PRITCHARD TOM
7QUISENBERRY JOE
7RUBER BRENT
7SHANER EUGENE
7SMITH BILL
7WOODS CHARLES V

CLASS LIST

period	teacher	course	room	school	year
W F13	WITTWER	AHIST263	SS2	VIRGIN VALLEY	1

STUDENT NAME											
4 BUNDY CLIVEN											
5 ABBOTT PERRY											
5 ALGER JESS											
5 ALLAN NORMA											
5 ANDERSON PAT											
5 BARNUM LINDA											
5 BARRETT DENNIS											
5 BURNS ANDREA											
5 FLANDERIS MARY F											
5 GIST LINDA C											
5 GRAN BILL											
5 HARDY BLAINE											
5 HARDY CHARLES											
5 HARDY RODDY V											
5HUGHES CHYRREL G											
5 HUGHES LEN											
5 HUNT DEAN											
5 JACCHS WANDA S											
5 JORDAN SHARI											
5 LEAVITT MITCHEAL											
5 LEAVITT RUSSELL											
5 OLSON CHERYL											
5 SIMONSON DIANE											
5 THORNTON DOYLE K											
5 THURSTON DENNY											
5 WAITE GAIL M											
5 WHITE GERALDINE											

V WORKING INSTRUCTIONS TO TEACHERS AND STUDENTS

A. Information for Teachers - First Day of Operation.

B. Information for Students.

1. Room Keys, Student Attendance, Schedule Changes and Problems.

2. Abbreviations for Courses.

3. Departments and areas open for independent learning.

C L A R K C O U N T Y S C H O O L D I S T R I C T
Virgin Valley High School
Mesquite, Nevada

I N F O R M A T I O N F O R T E A C H E R S

FIRST DAY OF OPERATION

1. Room Assignments:

   Teacher's schedule reflects correct assignment.
   Student's schedules (in some cases) do not. (There have been changes.)
   Students will report as is indicated on the Sheet of Directions.
   Please meet students at assigned place and take them to correct area.
   PLEASE NOTE: Make certain each student corrects his own schedule so he will know where to report for your class.

2. See every student schedule during the first cycle and check with class lists.

3. Any student not showing up in a class where he has been enrolled regularly will necessitate a teacher check of the master student schedule in the office.

4. Students are to remain in scheduled classes until the teacher has notified the office and the office releases the student.

5. Each teacher should talk to his students about independent study and independent use of their time. Make certain your schedule is posted so that students will know of your independent time. Make known to them when they are welcome to work with you.

6. No changing of rooms, student's schedules and teacher assignments until after the Christmas holidays -- then only by mutual agreement.

7. Make yourself available in the breeze-ways and student areas to assist students as much as possible.

8. Pick up pace on homework and assignments as we go into this schedule.

   Do everything possible to make this succeed -- we are obligated to give this a real test.

C L A R K C O U N T Y S C H O O L D I S T R I C T
Virgin Valley High School
Mesquite, Nevada

INFORMATION FOR STUDENTS
First Day of Operation

ROOM KEYS

ABBREVIATION	ROOM
AUD	AUDITORIUM
SS	SOCIAL STUDIES #1
SS1	ENGLISH ROOM
SS2	SOCIAL STUDIES #2
SCI	SCIENCE ROOM
HE	HOME ECONOMICS
COMM	COMMERCIAL ROOM
MUSI	MUSIC ROOM

STUDENT ATTENDANCE

Attendance checks will be made at 9:00 A.M. and 2:55 P.M. Students not enrolled in classes at these times will report to lunch room for their attendance check.
All students are to be at school between 9:00 A.M. and 3:00 P.M. Maximum, one hour lunch period.
All students are expected to receive permission to leave the campus at any time during the school day. Exceptions - before 9:00 A.M. and after 3:00 P.M.

SCHEDULE CHANGES

There will be no schedule changes until after the Christmas holidays. If you desire a conference concerning your schedule, come to the office during independent schedule time and make an appointment. In the meantime, follow your schedule exactly as it is printed.

PROBLEMS

If you have a question, ask your teachers for help.
Teacher dismisses the class - on the hour and half-hour. Go directly to your next scheduled class.

ABBREVIATION	COURSE	TEACHER	STUDENT REPORT
FARM	FARM SHOP	REID	SHOP
VOAG	VOCATIONAL AGR.	REID	SHOP
INART	INDUSTRIAL ARTS	CHAMBERLAIN	SHOP
HMEC	HOME ECONOMICS	WILLIAMS	HOME EC. ROOM
ECFMY	ECON. & FAM. LIVING	WILLIAMS	HOME EC. ROOM
BGPE	7-8 PHYS. ED.		GYM
BOYPE	BOYS' PHYSICAL ED.		GYM
GLSPE	GIRLS' PHYSICAL ED.		GYM
DRILL	DRILL TEAM		GYM
ATH	ATHLETICS		GYM
TENS	TENNIS	PROWS	SCIENCE ROOM
ART	ART	CLARKE	ART ROOM
BAND	BAND	SMITH	MUSIC ROOM
CHO	CHORUS	SMITH	MUSIC ROOM
MUAP	MUSIC APPRECIATION	SMITH	MUSIC ROOM
SPCH	SPEECH CHORUS	SMITH	MUSIC ROOM
SCI	SCIENCE	CHAMBERLAIN	SCIENCE ROOM
GSCI	GENERAL SCIENCE	PROWS	SCIENCE ROOM
PHYS	PHYSICS	PROWS	SCIENCE ROOM
BIOL	BIOLOGY	PROWS	SCIENCE ROOM
MATH	MATHEMATICS		SCIENCE ROOM
GMATH	GENERAL MATH	CLARKE-CHAMBERLAIN	ART ROOM
ALG (301-361)	ALGEBRA I	PROWS	SCIENCE ROOM
ALG (362)	ALGEBRA II	PROWS	SCIENCE ROOM
HEA (814)	HEALTH	WITTWER	SS2 ROOM
HEA (815)	HEALTH	HUGHES	SS
BKG	BOOKKEEPING	EVANS	COMMERCIAL ROOM
SHD	SHORTHAND	EVANS	COMMERCIAL ROOM
TYPE	TYPING	BARRETT	COMMERCIAL ROOM
GENBUS	GENERAL BUSINESS	EVANS	COMMERCIAL ROOM
ENG	ENGLISH		ENGLISH ROOM
JOUR.	JOURNALISM	DUNN	ENGLISH ROOM
YRBK	YEARBOOK	CLARKE	ART ROOM
SPDEB	SPEECH & DEBATE	SMITH	ENGLISH ROOM
DRAMA	DRAMA	SMITH	MUSIC ROOM
RDSP	READING & SPELLING		ENGLISH ROOM
SOCST	SOCIAL STUDIES	HUGHES	SOC. STUDIES #1
WHIST	WORLD HISTORY	WITTWER	SOC. STUDIES #2
AHIST	AMERICAN HISTORY	WITTWER	SOC. STUDIES #2
AGOVT	AMERICAN GOVERNMENT	WITTWER	SOC. STUDIES #2
SPAN	SPANISH	EVANS	COMMERCIAL ROOM
COUN	STUDENT COUNCIL	REID	COUNSELING ROOM

Working Instructions

DEPARTMENTS AND AREAS OPEN FOR

INDEPENDENT LEARNING

(Numbers refer to modules)

DEPT.	SUPERVISOR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ART	CLARKE	5 to 8 12 to 16		1-2 & 5 to 8 15 - 16		1-2 & 5 to 8 15 - 16
AUD.	REESE	1 to 8	1 to 4	3 to 8	1 to 4	1 to 8
COMM	EVANS	1 - 2	1-2 7-8 13 - 14		1-2 7-8 13 - 14	1 - 2
ENG.	DUNN		1 to 4 10 - 11	2 to 4	1 to 4	1, 2, & 4
GYM	BARRETT A.M. HUGHES P.M.	3 - 4	3-4 & 7-8 10 - 14	1 to 4	3 - 4	3 - 4
HOME EC.	WILLIAMS	7 - 8 13 - 14	1-2 & 4-5 13 - 14	7 - 8 13 - 14	1 to 4 13 - 14	1-2 & 7-8 13 - 14
LIBRARY	LEAVITT & PALMER	1 to 16 (4-7 P.M.)	1 to 16	1 to 16	1 to 16	1 to 16 (Sat. 1-4 P.M.)
LUNCH	LEE	11 to 16	11 to 16	11 to 16	11 to 16	11 to 16
MUSIC	SMITH	5 to 8 15 - 16	3-4 & 7-8 10 to 12	5 to 8 13 to 16	7 to 10	5 to 8 15 - 16
SHOP	REID CHAMBERLAIN	15 - 16	1-2 & 5-6	2 to 4 8 - 9	1 - 2	1 to 4 12 - 16
RESOURCE CENTER	DAUCHY	1 to 16	1 to 16	1 to 16	1 to 16	1 to 16
SCIENCE	PROWS	7 - 8	1-2 & 7-8	1 - 2	1-2 & 7-8	
SS 1	WITTWER		10 to 12	10 to 12	5 - 6	10 to 12
SS 2	WITTWER	15 - 16	6 15 - 16	2	10	10 to 12
STUDENT COUNCIL	REID WILLIAMS	1 to 16	1 to 16	1 to 16	1 to 16	1 to 16

VI Master Schedule

A. Key to Master Schedule.

B. Examples of types of materials and activities that are appropriate with either large groups or small groups.

KEY TO MASTER SCHEDULE

COURSE NUMBERS

Hundreds Digit

100 - Language Arts
200 - Social Studies
300 - Mathematics
400 - Science
500 - Foreign Language
600 - Art and Commercial courses
700 - Home Economics & Industrial Arts
800 - Music - Health - Physical Education
900 - Vocational Agriculture

Tens Digit

0 & 1	Large Group Instruction
3	Laboratory Instruction
6 - 7 - 8	Small Group Instruction

Unit Digit

1 - Freshman
2 - Sophomore
3 - Junior
4 - Senior
5 - Non-Graded
7 - Seventh Grade
8 - Eighth Grade
9 - Non-Graded

Examples

"101"
1 = English
0 = Large Group Instr.
1 = Freshman

"367"
3 = Mathematics
6 = Small Group Instr.
7 = Seventh Grade

Time

8:00 - 9:00 a.m
9:00 - 10:00
10:00 - 11:00
11:00 - 12:00
12:00 - 1:00 p.m.
1:00 - 2:00
2:00 - 3:00
3:00 - 4:00

Modules

1 & 2
3 & 4
5 & 6
7 & 8
9 & 10
11 & 12
13 & 14
15 & 16

Tie = Related Course Numbers

VIRGIN VALLEY HIGH SCHOOL

MASTER SCHEDULE

COURSE	DAY	TIME	INSTRUCTOR	TIE	ROOM	GRADES
ENG 101	T R	5	DUNN LEE	161	AUD	9
ENG 102	R F	10	DUNN	162	AUD.	10
ENG 103	M W	10	DUNN	163	ENG.	11
ENG 104	M W F	7-8	SMITH DUNN	164	ENG.	12
ENG 107	T R	8	LEE	167	ENG.	7
ENG 108	T R	6	LEE	168	ENG.	8
ENG 109	W F	4	DUNN	169	SS2	10-12
DRAMA 111	M T R F	11-12	SMITH		MUSIC	9-12
SP CHORUS 112	T R	5-6	SMITH		MUSIC	7-8
SP DEBATE 113	T R	11-12	DUNN	173	SS2	10-12
RD SP 117	T	9	OLSEN	177	SS2	7
RD SP 118	M W F	15-16	LEE		SS	8
ENG 161	M W F	5-6	LEE - DUNN	101	ENG.	9
ENG 162	M W F	13-14	DUNN	102	SS	10
ENG 163	M W F	11-12	DUNN	103	ENG.	11
ENG 164	T R	7	DUNN - SMITH	104	SS2	12
ENG 167	M W F	7-8	LEE	107	SS	7
ENG 168	M W F	13-14	LEE	108	COMM.	8
ENG 169	T R F	1-2	DUNN	109	SS	8
SP DEBATE 173	F	15-16	DUNN	113	SS2	10-12
JOUR 174	M	3-4	DUNN		ENG.	11-12
YEARBOOK 175	T R	1-2	CLARKE		ART	11-12
RD SP 177	M W	10-11-12	OLSEN	117	SS2	7
RD SP 178	M W F	15-16	LEE		SS	8

Machine Output

VIRGIN VALLEY HIGH SCHOOL

MASTER SCHEDULE

COURSE	DAY	TIME	INSTRUCTOR	TIE	ROOM	GRADES
W HIST 202	T R	6	WITTWER	262	AUD.	9
A HIST 203	W F	3	WITTWER	263	ENG.	11
A GOVT 204	M W	10	WITTWER	264	AUD.	12
SOC SCIENCE 207	W	1	HUGHES	267	SS	7
SOC SCIENCE 208	W	2	HGUHES	268	AUD.	8
W HIST 262	M W F	7-8	WITTWER-HUGHES	202	SS2	9
A HIST 263	M W F	13-14	WITTWER	203	SS2	11
A GOVT 264	M W F	5-6	WITTWER	204	SS2	12
S S 267	M W F	5-6	HUGHES	207	SS	7
S S 268	M W F	3-4	HUGHES	208	SS	8
ALG 301	M W F	15-16	PROWS	361	SS1	9-10
MATH 307	T R	16	CHAMBERLAIN	367	SCIENCE	7
MATH 308	T	4-5	CHAMBERLAIN	368	LUNCH	8
G MATH 339	M W R F	3-4	CLARKE & CHAMBERLAIN	369	ART	9
ALG 361	M W	10	PROWS	301	SCIENCE	9
ALG 362	M W R F	11-12	PROWS		SCIENCE	10-12
MATH 367	M W F	13-14	CHAMBERLAIN	307	SCIENCE	7
MATH 368	M W F	5-6	CHAMBERLAIN	308	SCIENCE	8
G MATH 369	T	3-4	CLARKE		ART	9
BIOL 402	W	2	PROWS	432 462	MUSIC	10
PHYS 404	T	8	PROWS	434 464	AUD.	11-12
SCI 407	T R	7	PROWS-CHAMBERLAIN	467	AUD.	7-8
SCI 409	R	8	PROWS	439	SCIENCE	10-12
BIOL 432	T R	13-14	PROWS	402 462	SCIENCE	10

VIRGIN VALLEY HIGH SCHOOL

MASTER SCHEDULE

COURSE	DAY	TIME	INSTRUCTOR	TIE	ROOM	GRADES
PHYS 434	T R	T 4-5-6 R 5-6	PROWS	404 464	SCI	11-12
G SCI 439	T R	T 3 R 3-4	PROWS	409	SCI	10-12
BIOL 462	T	10-11-12	PROWS	402 432	SCI	10
PHYS 464	F	1-2	PROWS	404 434	SCI	10-11
SCI 467	M W F	3-4	PROWS	407	SCI	7
SCI 468	M W F	15-16	CHAMBERLAIN	407	SCI	8
SPAN 501	R F	10-11	EVANS	561	ENG	8-9
SPAN 561	MT W R F	7-8	EVANS	501	SS	8-9
SPAN 561	T R F	1-2	EVANS	501	SS 2	8-9
ART 601	T	13	CLARKE	661	ART	9
ART 602	T	8	CLARKE	662	ART	10
ART 607	F	11	CLARKE	667	ART	7
ART 661	T R	14-15-16	CLARKE	601	ART	9
ART 662	T R	5-6-7	CLARKE	602	ART	10
ART 663	W F	12-13-14	CLARKE		ART	11-12
ART 667	T R	11-12	CLARKE	607	ART	7
TYPE 612	T R	12	EVANS	672	COMM	10-11
TYPE 613	W F	3-4	BARRETT		COMM	10-11
BKG 614	W	2	EVANS	674	COMM	11-12
SHD 615	W	1	EVANS	675		10-11
TYPE 671	M W F	11-12	BARRETT		COMM	9
TYPE 671	M W F	15 - 16	BARRETT		COMM	9
TYPE 672	T R	3-4-5	EVANS	612	COMM	10-11
GE BUS 673	T R	15-16	EVANS		SS	10-12

VIRGIN VALLEY HIGH SCHOOL

MASTER SCHEDULE

COURSE	DAY	TIME	INSTRUCTOR	TIE	ROOM	GRADES
BKG 674	M W F	13-14	EVANS	614	COMM	10-12
SHD 675	M W F	5-6	EVANS	615	COMM	10-11
H EC 701	W	1	WILLIAMS	ALL	MUSIC	9-12
H EC 702	T	16	WILLIAMS	732 762	H EC	10
H EC 703	F	10	WILLIAMS	733 763	H EC	11-12
EC F LIV 704	T R	6	WILLIAMS	764	H EC	11-12
H EC 708	F	11	WILLIAMS	768	H EC	8
IND ART 718	F	11	CHAMBERLAIN	778	SHOP	8
IND ART 719	W	2	CHAMBERLAIN	779	SHOP	9-12
H EC 731	W	2	WILLIAMS	701 761	H EC	9
H EC 732	R	16	WILLIAMS	702 762	H EC	10
H EC 733	T	3	WILLIAMS	703 763	H EC	11-12
H EC 761	M W F	3-4	WILLIAMS	701 731	H EC	9
H EC 762	M W	10-11-12	WILLIAMS	702 732	H EC	10
H EC 763	T R	7-8-9	WILLIAMS	703 733	H EC	11-12
EC FAM LIV 764	M W F	15-16	WILLIAMS	704	H EC	11-12
H EC 768	T R	11-12	WILLIAMS	708	H EC	8
IND ART 778	T R	11-12	CHAMBERLAIN	718	SHOP	8
IND ART 779	T R	10-11-12	CHAMBERLAIN	719	SHOP	9-12
BAND 802	M W R F	3-4	SMITH		MUSIC	7-12
CHO 809	T R F	1-2	SMITH		MUSIC	9-12
HEALTH 814	T R	3-4	WITTWER		SS	10
HEALTH 815	T R	13-14	WITTWER		SS2	11-12
TENNIS 816	T R	1-2	PROWS		COURT	7-12

VIRGIN VALLEY HIGH SCHOOL.

MASTER SCHEDULE

COURSE	DAY	TIME	INSTRUCTOR	TIE	ROOM	GRADES
DRILL 843	M W R F	7-8	BARRETT		GYM	9-12
MU APP 863	T R	15-16	SMITH		MUSIC	9-12
BOY PE 871	M W R F	11-12	HUGHES		GYM	9
ATHLETICS 872	M T W R F	15-16	HUGHES-WITTWER		GYM	9-12
B G PE 877	T R F	1-2	BARRETT-WITTWER		GYM	7-8
G PE 881	M W R F	13-14	BARRETT		GYM	9
G PE 882	M W R F	5-6	BARRETT		GYM	10-12
VO AG 901	W	1	REID	ALL	AUD	9-12
VO AG 902	W	7	REID	901 962	SHOP	10
VO AG 903	M	5	REID	901 933 & 963	SHOP	11
VO AG 904	T	13	REID	901 964	SHOP	12
VO AG 931	M W F	14	REID	901 961	SHOP	9
VO AG 933	M	6	REID	903 963	SHOP	11
FARM 935	M	11-12	REID	965	SHOP	11-12
VO AG 961	T R	7-8	REID	901 931	SHOP	9
VO AG 962	W F	5-6	REID	902	SHOP	10
VO AG 963	M T R	3-4	REID	903 933	SHOP	11
VO AG 964	W F	11-12-13	REID	904	SHOP	12
FARM 965	T R	14-15-16	REID	135	SHOP	11-12

VIRGIN VALLEY SCHOOLS

EXAMPLES OF TYPES OF MATERIALS AND ACTIVITIES

THAT ARE APPROPRIATE

EITHER TO LARGE GROUPS OR TO SMALL GROUPS

	Large	Small
Reading	Extension of vocabulary Dramatization Choral speaking Testing	Phonics Oral reading Building of vocabulary (Vocabulary development) Testing
English	Introduction of new skills Presentation of oral reports Reinforcement of skills Testing	Remedial instruction Creative writing Preparation of oral reports Preparation of school newspaper Testing
Spelling	Introduction of new words Written practice Testing	Testing Clarifying the meaning of words Analysis of words Extension of vocabulary for able Extension of vocabulary for slow
Handwriting	Introduction of letter form Improvement of common errors Practice	Remedial instruction

	Large	Small
Social Studies	Introduction to unit of study Clarification of concepts Concluding activities of unit Testing	Study skills Preparation of project Research Simplification of material Testing
Science	Introduction to unit of study Demonstration of experiment Concluding activity of unit Testing	Experimentation Recording of experiment Research for reports Reinforcement of basic skills Testing
Arithmetic	Introduction of new skills Clarification of concepts Testing	Extension of skills for able Simplification of terms and concepts for slow Remedial instruction Testing
Library	Story telling by teacher Presentation of book talks by children Appreciation of poetry Introduction of library skills	Individual research Refinement of skills Deepening of appreciation Training of pupils as aides

Physical Education
Art
Music

Special subject teams are not teams in the technical sense but they collaborate in planning activities involving all children in a team.

VII ANTICIPATED RESULTS - BLAINE W. ALLAN

ANTICIPATED OUTCOME

1. Role of the teacher:

   The teacher's role will be changed from teaching (handing out facts, verbal or printed) to that of director of learning (a resource person directing individuals or small groups to sources of knowledge). He does not subordinate himself to the students.
   Dr. Heller says, "The teacher does not abdicate his authority, he delegates it."
   He tries to get the pupils to carry the discussion, but will become part of the learning situation. He will step in to correct errors of facts. To keep the main issues in focus, encourage all students to participate. He will work through the questions of "why" and "how" to alert the students rather than through direct imposition.

   In the words of James E. Smith, Administrative Assistant, Ridgewood High School, Norridge, Illinois, "We're not a nine-to-three group. We're an eight-hour-plus Saturday Faculty, and that's a minimum of what most teachers are doing.

   Teachers will be more concerned with learning and less concerned with teaching. Teachers will spend more of their time planning and studying.

2. The school plant will change its 30' x 30', 30-student classrooms to independent carrells, student laboratories, conference rooms, small-group areas, teachers' study areas, etc.

3. Increase class attendance -- Decrease cutting of classes and truancy. More individual attention to each student results in more interest in school subjects and activities. Thus the student will attend classes more regularly.

4. Increase library circulation.
   The Marshall High School of Portland, Oregon, has experimented with the modular schedule and testifies to a definite increase in library book circulation, primarily due to individual study and the quest for knowledge.

5. Reduce vandalism.
   Vandalism, like truancy, will be reduced because of high interest in school classes and activities. Since students have the opportunity to make their own decisions, they take more pride in their school buildings and surroundings.

6. Reduce number of "Drop-outs".
   Frank Brown, Principal of Melbourne High School, Melbourne, Florida, says that drop-outs have been reduced from 33% to less than 5% since experimenting with non-graded classes and flexible scheduling.

7. Increase individual, home, school and community pride.

8. Motivate students to quest for knowledge.

Valley Students Give Themselves High Grade

By DONALD WARMAN
R-J Staff Writer

OVERTON — Government and civics classes at remote Moapa Valley High School were dismissed, finally, at 10 a.m. Thursday night.

About 50 politely bored teenagers were sent home to rest up for Friday classes after they listened to the routine business of the Clark county school board for two hours.

BUT THEY had their own turn on the floor, too.

Frank Perez, a dark-haired boy of Latin descent, and three of his fellow students [illegible] the school board that things are going well at Moapa Valley.

"We think we have one of the best small schools anywhere," said Perez in a report to board members. The trustees recently agreed to go out into the field occasionally to see how the students in the outlying areas feel.

FRANK PEREZ feels good

"Our school has been governed by a student commission since 1938," he said. "All our students are accepted, regardless of racial or economic status. The treatment of the In-

(See TRUSTEES, Page 2)

dian children here is an outstanding example.

"Where else but here," he added in a smiling reference to the little community's predominant Mormonism, "could I be student body president?"

OTHER SIGNS of healthy times at Moapa Valley:

From Max Davis — "Four of our best basketball players have straight 'A' averages.

". . . I understand there is no huge demand in a small school, but I personally would like to see more foreign language offered." Only Spanish is taught now.

From Meldon Lyman — "As it is now, we have the second largest enrollment in foreign language, percentage-wise, in the district."

FROM KATHY Cottam — Our speech department won the (forensic) sweepstakes at the University of Nevada last year.

"I am convinced that we students at Moapa Valley are being offered outstanding opportunities."

A VISITOR from Mesquite brought even better tidings to the board. He was Blaine Allan, principal of Virgin Valley High, a school which is making nationwide educational history with its program of modular scheduling of pupils and courses.

"Four superintendents from Arkansas have called me with questions about our progress," Allan reported of the nine-week-old experiment, which is guided by data computers at Stanford University.

"NONE OF our students wants to go back to the conventional class cycle," he said.

In a hint of what he might have in mind for Virgin Valley's further progress into a revolutionary future, Allan told board members about a junior high school in Anaheim, Calif., which totally alters its class schedule every day, rather than on the weekly basis being used in the Mesquite secondary school.

"Here's an interesting idea," he added. "This school has a 'Hoodlum Room' where it assigns the kids who don't want to study. Then they can look into the hoods of cars or do whatever they are willing to learn from."

Wide Place in Road Carves Niche

By DONALD WARMAN
R-J Staff Writer
(Second of a series)

At first glance, Mesquite, Nev., is the last place in the country where you would expect a revolutionary school experiment to be carried out.

MESQUITE is, to a city person, little more than a wide place in the road. There are a couple of big dairy farms in the area, but Mesquite's economy is basically that of the road itself. Cafes, motels and gas stations sustain the township of 600 and its surrounding farm area of another 600.

Citizens of Mesquite do not feel much kinship with Las Vegas. When they go out "on the town," they usually go to St. George, Utah, which is closer, both in mileage and in spirit.

St. George is, like Mesquite, a Mormon community. Boasting 6,000 residents, it is a big city to those who live in the little town beside the road.

REMINDERS of Utah are everywhere in Mesquite. It is, on the surface, one of the most conventional communities anywhere.

Virgin Valley's faculty is composed entirely of Mormons. That is not a sign of religious prejudice, but of the outsider's loneliness.

"We had one Gentile teacher here last year," Virgin Valley Principal Blaine Allen told a guest in his office.

"But our social life centers around the stake, and this man didn't feel at home. He quit."

Besides the stake and its Mutual Improvement Association there seems to be little to do in Mesquite.

BUT LOOK again. Only four high schools in the West have taken up the experimental cause of modular programming.

Virgin Valley is one. The results have been spectacular.

Modular scheduling is essentially a mathematical equation which correlates the student with his teachers, his subjects and his class time.

At Virgin Valley, where the scheduling began only eight weeks ago, everybody is happy.

CONSIDER the case of Mike Easton. He is a handsome, well-spoken, intelligent senior of 17 who is editor of his school yearbook. He wants to be some sort of scientist, but he is not letting anything else go by.

The computer figured that Mike, who is of considerably more than average intelligence, needs less class time than his peers. [illegible] during an English discussion of Coleridge's "The Pleasure Dome of Kubla Khan." [illegible]

Mike gets a few modules of free time to work on the yearbook for one or two hours every morning. He does well as its editor. In every contest in which the Yucca has been entered, it has ranked high. It usually places first.

HIS CLASS day is deliberately broken up.

On Modules 5-6 (10-11 a.m.) he has American government 264 on Mondays, Wednesdays and Fridays, and Physics 441 on the other days.

But on Mondays and Wednesdays, Mike returns to that old Wattwer's government class at Module 10 [illegible] to argue current events.

Modular programming [illegible] not only [illegible] of Virgin Valley. It gives and takes [illegible] variety [illegible] constant [illegible] opportunity [illegible] bringing out [illegible] a young [illegible] personality which no one except perhaps [illegible] knew were there.

JESS ALGER, [illegible] works seven hours a night as a [illegible] waiter in a Mesquite cafe, backs the modular system.

Jess was interviewed in his free time. "This deal makes it a lot easier to get your home work done," he said in the school's art room.

Like the other [illegible] Jess takes modular courses. They may have him in World History on Module 3 [illegible] a.m. on one day and on Module 15 [illegible] p.m. [illegible] the next. But the [illegible] It depends on the teacher availability. [illegible] half hour at a time [illegible] module [illegible] an hour at a time [illegible] two modules [illegible] will have learned world history [illegible]

JESS WANTS to be a cook like his older brother [illegible] But [illegible] independent time [illegible] by the computer [illegible] like to model clay.

Having finished his home work on [illegible] time Jess was doodling around with [illegible] clay. He was making up a head featuring an elongated nose, dramatically enlarged ears, a pursed mouth and a dramatically solemn expression. Independent time had allowed the soft-spoken Mormon boy to create a perfect Aku Aku.

Las Vegas
REVIEW-JOURNAL
LAS VEGAS, NEVADA,
Wednesday, Feb. 26, 1964
Las Vegas Review-Journal 13

Where Classes Are Out, Learning In

By DONALD WARMAN
R-J Staff Writer

"I doubt," said Blaine Allan, "that any two pupils at Virgin Valley have the same schedule."

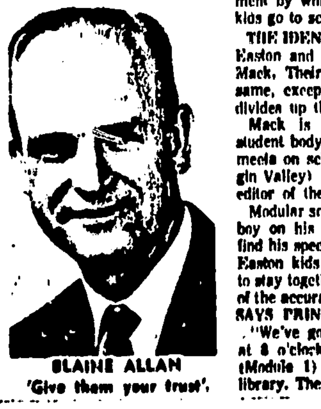
With one stunning exception, Allan is probably right.

R-J Extra

AT MESQUITE'S Virgin Valley High School, pupils are allowed — even encouraged — to live up to the best they can do.

They don't go to classes, in the conventional sense. They are programmed. Each may be assigned to a regular course, or to independent study, which is done in the art room, the library, or anywhere else where a kid can light, or to individual instruction.

THE SYSTEM allows Michael Clark, 36, Virgin Valley's art teacher, to coax reluctant arithmetic students into figuring their principles. Meanwhile, a natural-born artist like Jess Alger is off in the corner, sculpting his Aku-Aku.


BLAINE ALLAN
'Give them your trust'.

In a program which sorts out every individual, every interest, every course and every hour, the data computer at Stanford spilled out two identical modules. Modules are the basic system of measurement by which Virgin Valley kids go to school.

THE IDENTICALS are Mike Easton and his twin brother, Mack. Their schedule is the same, except that the pair divides up the school:

Mack is president of the student body (Student Council meets on school time at Virgin Valley) and his twin is editor of the yearbook.

Modular scheduling put each boy on his own, letting him find his special way. That the Easton kids found their way to stay together is just a proof of the accuracy of the system, SAYS PRINCIPAL Allan:

"We've got kids coming in at 8 o'clock in the morning (Module 1) to study in the library. These were kids who wouldn't ordinarily get here until 9:30.

"The secret is this: You put them on their own, give them your trust and faith. You'd be amazed at what they'll do."

ALLAN WAS talking at 8 a.m. Meanwhile, Mike Easton was leafing through a newsmagazine in the library. He was looking for a topic to debate. His twin was dunking negatives of yearbook photos.


MIKE EASTON
The data computer . . .

A 17-year-old girl named Cathy Adams had not yet begun her set of modules. She was on the way in by school bus from Bunkerville. Before the day was over, she was going to defend girls who scream over the Beatles.

JESS ALGER, who is going to be a cook, found his mind wandering. He is a practical, matter of fact boy, but sometimes he gets to thinking about islands beyond the sea, and about aborigine gods who look like Aku Akus.

Virgin Valley High aims to locate each student, to put him through the machine, to find out what he wants to be and what he can be, then to go to work with him.

AT ALLAN'S desk is an inscription from Aristotle:

"Those who educate children well are more to be honored than even their parents, for the parents only give them life, while teachers give them the art of living well."


MACK EASTON
. . . kept them together

Las Vegas
REVIEW-JOURNAL
Thursday, Feb. 27, 1964
LAS VEGAS, NEVADA,
Las Vegas Review-Journal 11