A PRIMER

Being the story of a new high school building dedicated to our children and erected for the enrichment of life, the cultivation of liberty, and the pursuit of happiness

UNION FREE SCHOOL DISTRICT NO. 3
TOWN OF IRONDEQUOIT
COUNTY OF MONROE, NEW YORK
1950

PROGRAM

The Dedication of the New Irondequoit High School

IN THE AUDITORIUM

Thursday, October 26, 1950 at 7:30 p. m.

MR. CHARLES A. MORRISON, *presiding*

NEW KEYS
MR. MAURICE A. ROWLEY
President, Swartout & Rowley, General Contractors

TRANSFER OF KEYS
MR. THERON E. BASTIAN, President, Board of Education

ACCEPTANCE OF KEYS
MR. FLOYD B. RASBACH, Superintendent of Schools

GREETINGS
DR. HARRISON H. VAN COTT
Director, Division of Secondary Education
The State Education Department

PRESENTATION OF FLAGS
MR. CARL C. ADE, Architect and Engineer

ACCEPTANCE OF FLAGS
MR. ROY PAWLEY, President, Student Association

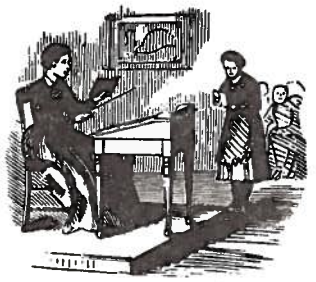
PRAYER OF DEDICATION
THE REVEREND LLOYD R. STAMP
Minister, United Congregational Church

PRESENTATION OF CHARGE
DR. LEO F. SMITH, Member, Board of Education

ACCEPTANCE OF CHARGE
MR. EARLE W. HELMER, Principal, Irondequoit High School

PROCESSIONAL OPENING OF THE NEW BUILDING

The audience is requested to remain seated until the procession has left the auditorium.



INTRODUCTION

The Board of Education of Union Free School District, No. 3, Town of Irondequoit, County of Monroe, New York, is happy on this occasion of the opening of the new Irondequoit High School to present for your consideration this booklet describing the new building and the school system of which it is an integral part. With the same kind of confidence and, we hope, wisdom and foresight so aptly expressed by a former Board of Education of two decades ago when it provided for us this spacious campus your Board is ready to carry on in the spirit of the motto inscribed in the pediment of the auditorium entrance and on the cover of this booklet.

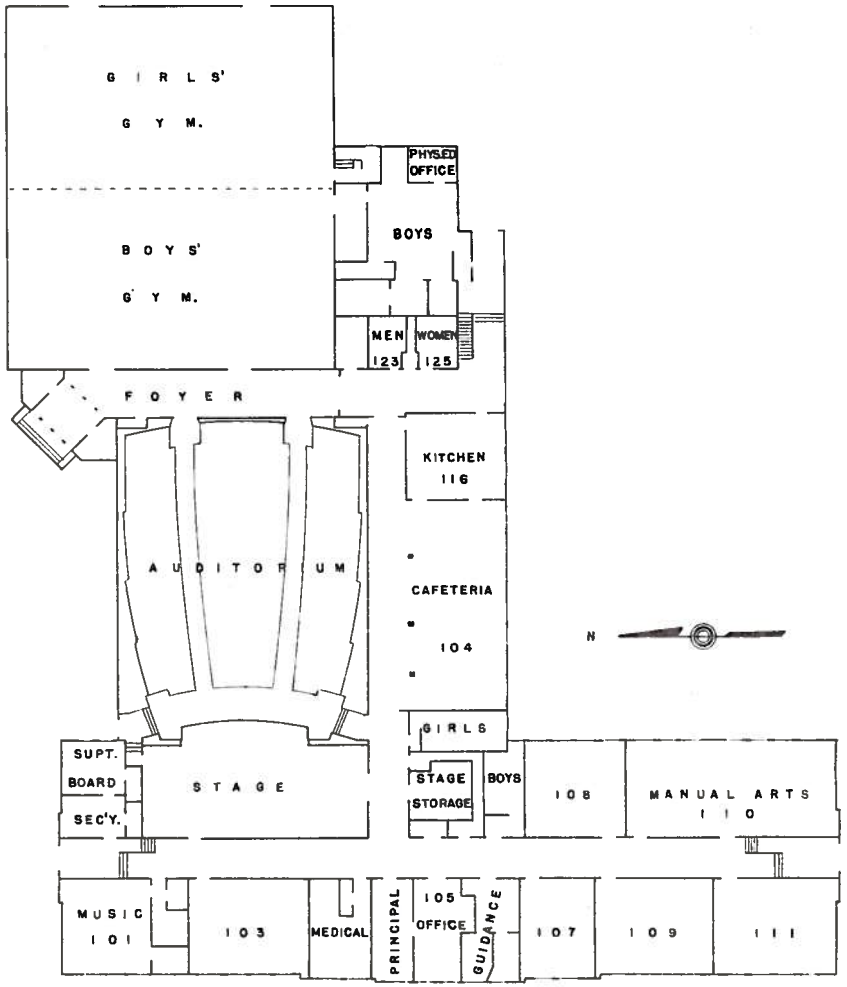
The planning, constructing and equipping the new building for our community has been a delightful and strenuous operation, full of all kinds of experiences which no member of your Board regrets having encountered. The project has been essentially one involving a great many people. For the intelligent effort and spirit of cooperation shown by all who have given of their encouragement and talent to this community we wish to express our admiration and thanks.

THERON E. BASTIAN
MARIE F. McKINLEY
CHARLES A. MORRISON
HAROLD A. MOSHER
LEO F. SMITH

September, 1950

For the Enrichment of Life . . .

The new Irondequoit High School building, constructed with funds duly authorized by the qualified voters of District No. 3 on March 16, 1948 is situated in the southwest quadrant of the thirty-five acre campus adjacent to the Reuben A. Dake school. The building incorporates the most advanced and efficient methods of housing students in the seventh to twelfth grades inclusive. In addition to twenty-three suitably proportioned and outfitted classrooms, there are an extensive library, science laboratories, home economics suite, industrial arts shops, medical office, guidance office, general offices, principal's office, teachers' parlors, cafeteria, auditorium, gymnasium, book store and superintendent's office. The basic fireproof steel and concrete construction, meeting all standards set up by the State Department of Education, has been given an exterior treatment of simple proportions complementing the style of the Dake school. This approach to simplicity of design, both external and internal, is in keeping with current trends in the design of buildings for educational purposes.

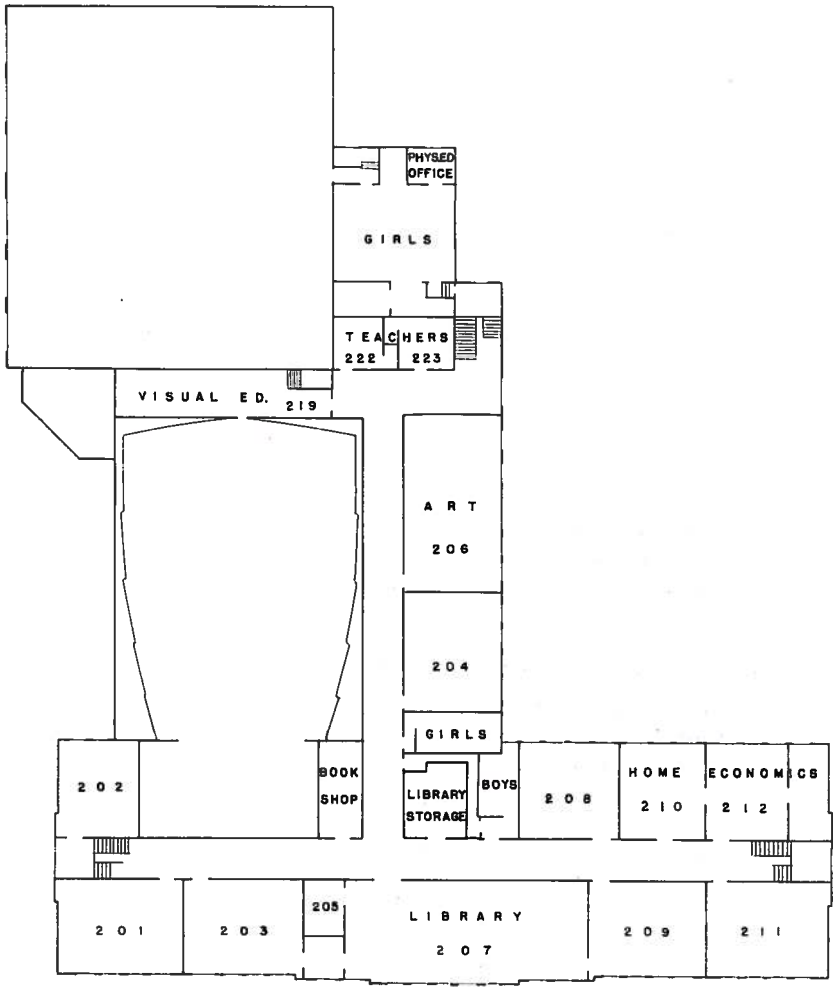


First Floor

As a visitor to the new school one turns off Cooper Road at a point midway between the Dake and the High schools, passes to a paved parking area which will hold 150 automobiles. This is handy to the north entrance of the High school, the entrance to both the auditorium and the gymnasium and also to the south entrance of the Dake school. From this aspect it is seen that the front part of the building is three stories in height and that the back wings are of two stories. Pupils will enter either the north or south entrance of the front section of the building.

Upon entering the north entrance there are at the left the superintendent's and Board's offices. A few steps up there extends before the visitor for 180 feet a main corridor at the other end of which is the south entrance. This typical corridor is paved with asphalt tile which is met by a wall of green ceramic tile. At the immediate right are the music rooms, a main one and three practice rooms, one of which is separated from the main one by a large, sound-insulating window to serve as the control room for the public address system. Across the hall on the left is a door to the stage of the auditorium. As one proceeds southward there appears on the right the group of school adminsistration offices, including the medical, principal's, general and guidance, which face an east-west corridor passing to the left and leading into the cafeteria, auditorium and gymnasium. On continuing in the direction of the south entrance there are several classrooms on the right and the industrial arts shops on the left. The latter are equipped to provide instruction in the fields of wood working, metal working, printing, ceramics, textiles and electricity.

On the second floor are more of the standard classrooms whose dimensions are 22 x 30 feet. The floor is of asphalt tile similar to that found in the corridors. Ceilings are of acoustic and walls of hard plaster, the latter painted in pastel tints. The windows are of the austral type which permits adequate control of ventilation by simple manipulation. The fluorescent lamps provide at least thirty foot-candles at the level of desk tops. The old slate blackboards of the past are now greenboards of fine-ground glass which are set in walls suitably tinted to provide maximum eye comfort. Rails with sliding hooks for supporting charts and pictures are permanently installed on the walls. The teachers' desks have evolved into tables and have been made according to specifications resulting from discussions between the administration, teachers and manufacturers. The pupils' desks are combination seats and writing tables of sturdy, light steel and wood construction. The easily moved pupils' desks and teacher's table allow complete flexibility in



SECOND FLOOR

the seating arrangement of the rooms and permit rapid and efficient cleaning. Heating is provided by low pressure steam radiators recessed below the windows. Temperature is controlled by thermostatically regulated pneumatic valves. All windows are provided with suitable shades.

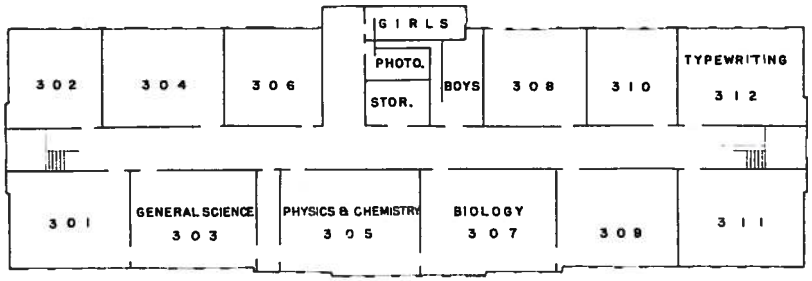
On the southeast section of the second floor front wing is the home economics suite, consisting of three rooms fully equipped for instruction in cooking, sewing and homekeeping.

In the center of the second floor on the west side is located the library, conveniently placed for easy access from all parts of the school and with ample shelves and furniture for the school's collection of books, reference works and files. It will provide comfortable, quiet facilities for the pupils and the faculty. The equipment has been custom built for this room and the color treatment has been selected to provide a pleasing and effective center, representing one of the important units of the school. A workroom and a conference room adjoin the library, and connecting doors to the adjacent classrooms allow for effective, direct correlation of the activities of the English department with the library. Across from the library is a room for the book shop and also one for the storage of library material.

All students' lockers are recessed in the walls of the corridors, providing for economy of space utilization and leading to good housekeeping on the part of the students. Lockers for the teachers are placed in the walls near the teachers' parlors on the second floor.

In the east wing of the second floor is located the large art room which has adjoining work room and store room.

To the right of the south stairs on the third floor is the classroom for instruction in typewriting, differing from the standard classroom by having a sound-absorbent ceiling.



THIRD FLOOR

On the west side of the third floor is located the group of rooms assigned to the science department: general science, physics, chemistry and biology. These rooms are provided with intercommunicating doors. Proper facilities of desks, laboratory tables, electric, water and gas services are suitably arranged to permit effective and convenient instruction. An apparatus and supply room is located between the general science and chemistry-physics laboratories, the seats of which in the latter are arranged in stepped tiers to provide easy visibility of the demonstrator's table. Photographic dark rooms are provided off the east corridor.

On a return to the first floor and passage through the east-west corridor there is on the left the main stage door and an auditorium exit. On the right is a storage room for stage equipment and properties. Beyond these is the cafeteria, equipped with eight-place tables. The ceiling is soundproofed. Farther along the corridor is the kitchen, fully equipped for the preparation of lunches and rapid service to the line passing to the dining room.

Beyond the cafeteria and kitchen are the public foyer and entrance which are easily accessible from the parking area. To the right is the pupils' entrance to the gymnasium through respectively the boys' and girls' locker rooms, each of which has shower facilities. The girls' room is located on the second floor and is provided with a separate stairway in the rear to the gymnasium.

The gymnasium, eighty-three feet by ninety-three feet and twenty-four feet high, is divisible by a power-operated folding wall which provides separate facilities for the boys and the girls. This may be opened to provide the full gymnasium area for general use, such as a regulation basketball court. The installed four units of folding bleachers have a total seating capacity of twelve hundred. The gymnasium has a closed ceiling equipped with complete ventilation and lighting. The floor is of full-floating construction of end-grained birch.

Beneath the entrance to the boys' locker room there are located rooms for outdoor athletic teams, transformer room, meter rooms and maintenance shop, the last overlooking the boiler room through glass windows. The boiler room is equipped with a 250 horsepower gas-fired low pressure boiler with completely automatic controls, the related accessory tanks and equipment for hot water supply and an incinerator. The boiler firing system is easily and quickly convertible from gas to oil fuel should the occasion arise.

The auditorium, with a seating capacity of seven hundred, provides extensive facilities for instructional purposes and for uses connected with community activities. The front ten rows of seats are equipped with drop writing arms. This arrangement provides the equivalent of an extra classroom. These arms on the seats are properly illuminated by special incandescent lamps in the ceiling. The general lighting is by fluorescent lamps recessed in the ceiling and walls. The stage is amply provided with lighting and scenic equipment for use in the study of dramatics.

The auditorium and gymnasium are located on a marble-walled tile-paved entrance foyer, provided with ticket booths, rest rooms and telephone booth all of which may be completely isolated from the school building proper for evening events.

In addition to the fire alarm and bell ringing systems there is an extensive intercommunicating public address system with speakers in every room by which from a central point messages, music and radio programs may be relayed generally or selectively to or from various parts of the building. An intramural telephone system connects classrooms and offices.

An extensive array of playgrounds lies behind the school. A football field with a bleacher capacity of 600 and a baseball diamond form the major axis of the play area adjacent to the parking lot. Surrounding these fields are soccer fields, soft-ball, practice and general play areas with sites for future tennis courts, etc.

Now that you have explored the new building which, of course, is only a facility in the program of education let us look briefly at the curriculum proposed for presentation to our boys and girls in the seventh to twelfth grades inclusive. In the past our high school has offered a traditional curriculum with emphasis on the academic subjects. For those going on to higher educational institutions this was satisfactory—those not going on found this educational fare unpalatable and undigestible. Your Board has felt for many years the need to enrich and broaden the curriculum. Young people need to learn to get along with others, to prepare for family life, to assume civic responsibility and to use their leisure time creatively. The attainment of all these goals necessitates long range planning. It is the belief of the administration and the Board that educational courses indicated in the following list are significant steps towards our ultimate objectives.

In the compilation the titles of the courses are given, followed by the teachers' names and room numbers.

The courses for the seventh and eighth grades are completely prescribed. Three major subjects are given for the full school year in the seventh grade:

ENGLISH 7, *Bruce Clair, Kathryn Shreder 302*
MATHEMATICS 7, *Carl Leahy 308, Bert Mercer 304*
SOCIAL STUDIES 7, *Anna McCullouch 306, Bruce Clair*

Plus the following 10-week courses:

HOMEMAKING 7 (girls), *Margaret Thompson 210*
COMPREHENSIVE GENERAL SHOP 7 (boys), *Ivan Beams 110*
JUNIOR CHORUS 7, *Lawrence Parker 101*
GENERAL ART 7, *Sarah Roberts 206*
SCIENCE 7, *Carl Leahy 308*
PHYSICAL EDUCATION, *Gordon L. Allen, Marion Roberts*

Four major subjects are given for the full school year in the eighth grade:

ENGLISH 8, *Kathryn Shreder 302*
MATHEMATICS 8, *Bert Mercer 304*
SOCIAL STUDIES 8, *Anna McCullough 306*
SCIENCE 8, *Beulah Hilfiker 303, Carl Leahy 308*

Plus the following 10-week courses:

HOMEMAKING 8 (girls)
COMPREHENSIVE GENERAL SHOP 8 (boys)
JUNIOR CHORUS 8
GENERAL ART 8
GENERAL LANGUAGES 8

The program for the ninth grade is:

ENGLISH 9, *Louis Dickens 309*
GENERAL SCIENCE 9, *Beulah Hilfiker 303*
ECONOMIC WORLD, *Zigmont Deminiak 301*
PHYSICAL EDUCATION, *Gordon L. Allen, Marion Roberts*
One or two courses chosen from the electives listed later

During the next three years there are required:

ENGLISH 10, *Pauline Perlet 111*
ENGLISH 11, *Norma Butler 203*
ENGLISH 12, *Katharine Reichel 209*
WORLD HISTORY, *John F. Haven 109*
AMERICAN INSTITUTIONS, *Otto Hahn 201*
AMERICAN LIFE, *Harry A. Wagner 211*
PHYSICAL EDUCATION

In order to complete the CREDITS for diploma requirements the student is required to select the proper number of electives, including a 3-unit sequence in one subject pertaining to his major field of study. There are offered for the year 1950-51 the following elective courses:

ART, *Sarah Roberts 206*

Basic Art	Interior Decorating
Advertising Design	Fashion Drawing
Drawing and Painting	Crafts

BUSINESS, *Joseph Cappiello 203, Wm H. Mammosser 310, Marion Pierce 311*

Typing (non-Regents, seniors)	Business Law
Typing	Bookkeeping
Shorthand	Business Management
Office Practice	Salesmanship
Business Arithmetic	Introduction to Business

DRAMATICS (for selected seniors), *Katharine Reichel 209*

DRIVER TRAINING, *Butler Shaw*

GUIDANCE, *Natalie Leonard 105*

HEALTH, *Gordon L. Allen, Warren Pierson, Marion Roberts*

HOMEMAKING, *Margaret Thompson 210*

Homemaking 1A—Foods
1B—Family Life and Care of Sick
5—Preparation for Marriage and Family Living (junior and senior boys and girls)

INDUSTRIAL ARTS, *Ivan Beams 110*

Comprehensive General Shop
Mechanical Drawing 1 and 2

LANGUAGES, *Jin Alessi 107, Dorothy Burton 108, Dorothy Fattig 103*

French 1, 2, 3	Latin 1, 2, 3

Spanish 1, 2, 3

LIBRARY, *Helen Rice 207*

MATHEMATICS, *Isabel Averill 204, Zigmont Deminiak 301, Hazel Lalonde 208, Earl F. White 202*

Elementary Algebra	Intermediate Algebra
Plane Geometry	Advanced Algebra
Trigonometry	Solid Geometry

General Mathematics

MUSIC, *Evan Bollinger 101, Lawrence Parker 101*

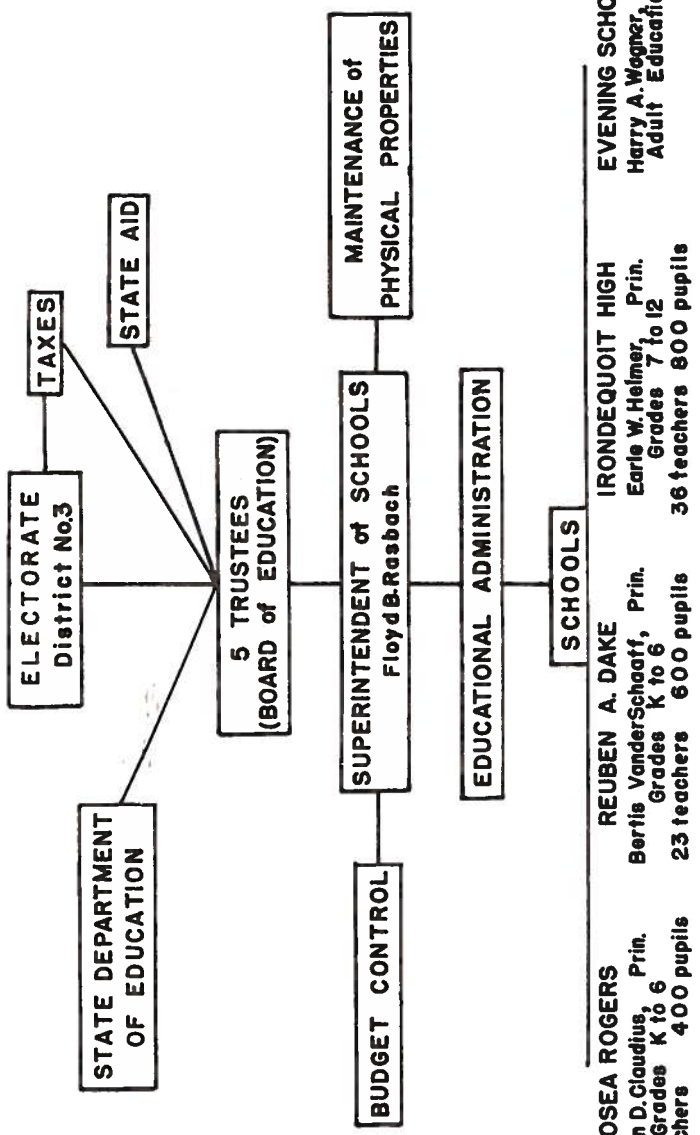
Rudiments of Music	Music Appreciation
Harmony	Vocal Studies

Instrumental Music

SCIENCE, *John Dodge 305, Beulah Hilfiker 303, Warren Pierson 307*

General Science	Chemistry
Biology	Physics

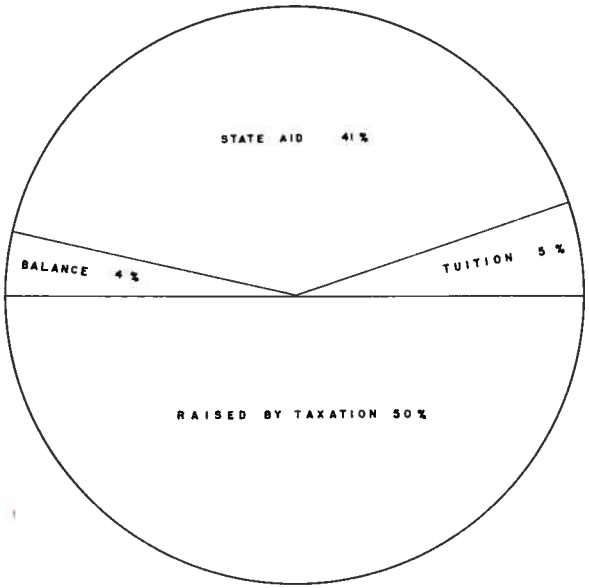
SPEECH, *Katharine Reichel 209*



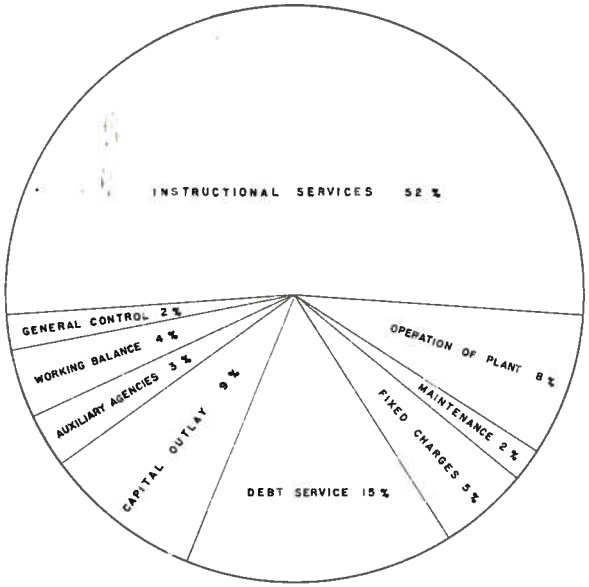
The Cultivation of Liberty

Your school district, one of many hundred in the State of New York, is an example of a unit of democratic government which can still function in a manner of the old town meeting. The accompanying diagram sketches the organization of our district. It has as its sole function the provision of a program of education for our boys and girls and to provide the facilities for the operation of the program. The qualified voters of the district have complete control of these functions by the expression of their franchise at the stated and special meetings of the district. In order to perform their duties as citizens they elect five trustees and delegate to them the establishment of policy, the control of financial matters and all other powers which are necessary to the proper functioning of the district. These five trustees constitute, *ex officio*, the Board of Education of the district as the operating and controlling body. The Board in turn appoints a Superintendent of Schools, who is the administrative officer whose duties are to carry out the policies of the Board, manage the operation of the schools, supervise the personnel, maintain the physical properties and act as director of budgeting operations. Each of the four schools has its executive officer, the principal, to control its activities and operation. Thus the line of responsibilities is continued from the electorate to the individual pupil. The actions of the electorate and the Board are governed by a set of regulations enacted by the State Department of Education by which the educational standards of New York State have reached and are maintained at very high levels.

Annually the taxpayers of the district receive a reminder in the form of a tax bill that a school system costs money to operate and maintain. Your Board of Education studies the proposals of the budget prepared and submitted to it by the superintendent of schools and when a satisfactory allocation and needs of funds are mutually agreed upon the Board prepares a budget for presentation to the stated annual meeting

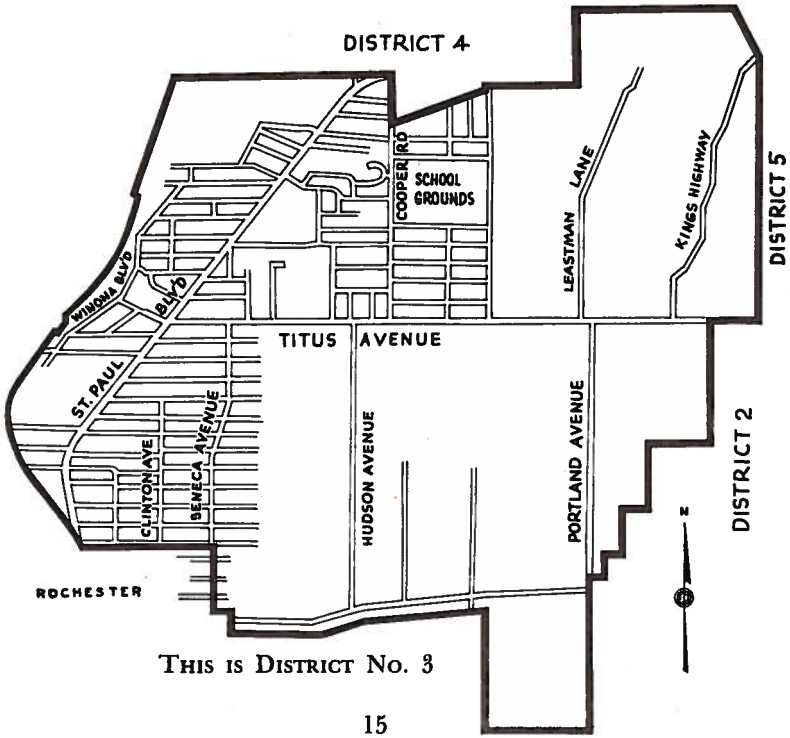


RECEIPTS



EXPENSES

of the district on the first Tuesday of May. The budget is open to discussion and as received or amended is then ready for motion for adoption and a vote on the motion. The final amount of the budget as adopted becomes the limit of expenditures by the Board for the ensuing year unless increased by action of a special meeting regularly called for action for a specific purpose. A typical percentage distribution of the monies received and expended by the district is shown in the diagram. For the current year the total is about $562,000 which is big business in this highly residential town. About 40% of our income is derived from the system of state aid which helps maintain high standards of education in those districts which, because of economic conditions or sparseness of population, can not be taxed for the full cost but through the general state tax can receive support at the expense of wealthier areas. Irondequoit's position in this matter is one where the state aid and state tax requirements are about at balance. New buildings are financed by funded debt amortized over a period of 25 to 30 years. In this way those who are to enjoy the facilities have the privilege of paying for them.



THIS IS DISTRICT NO. 3

The Pursuit of Happiness

On the front cover is depicted the second phase in the development of the District's construction program—the two-room school of 1861, the predecessor of our just abandoned building. Our homes and schools have grown and continue to grow away from such simplicity of the post log cabin period. In both we desire increasingly better aids to comfort and the more abundant life. This relatively young community of ours has not reached its fullest development. More people are coming to live with us and the growing number of children shows that parents are paying no attention to the population graphs of the experts and so your Board has continually before it the problem of planning for the greater District No. 3; therefore this new building has been designed to accept future extension as part of the fulfillment of the program whose objective is to provide the best opportunities for our children.