

PROVISIONAL
COURSE OF STUDY
FOR
JUNIOR
HIGH SCHOOLS

ROCHESTER
NEW YORK

1919

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AN APPRECIATION

In this, the first published statement connected with the actual working out of this Junior High School, the two factors, to which is largely due whatever success the school has achieved, merit a word of commendation. It is inconceivable that any body of people could work more intelligently, enthusiastically, and devotedly in the solution of a problem than have the teachers, principal and supervising directors connected with this school. In so many respects the best features of the school are not those planned for before school opened but those which have been developed through the initiative and constructive effort of the ones who are doing the immediate work of the school. No person who has visited the school and observed its operations will have the slightest doubt as to the merit of this tribute.

The other factor to which tribute of equal worth is due is the Board of Education. From the very outset, when the Junior High School type of organization was agreed upon, the members of the Board declared that just so far as lay in their power they would provide whatever conditions their executive officers deemed necessary for the realization of the highest educational values which this type of school organization possessed. This attitude is to be traced not simply to their interest in this one undertaking but to their characteristic policy of working through as thoroughly as possible that which they are convinced is essential to the welfare of the boys and girls in our schools. To John Warrant Castleman, the President of the Board during these four years while the school was being established, and to his colleagues, Miss Helen E. Gregory, Mr. James P. B. Duffy, Mr. Howard A. Barrows, Dr. Frederick R. Zimmer, and Mr. Charles F. Wray, the city of Rochester is indebted for an intelligent and devoted service to public school welfare far beyond what it will ever be able to repay.

HERBERT S. WEET,

Superintendent of Schools.

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INTRODUCTORY STATEMENT

The Washington Junior High School has just completed its third year of work. After this brief period it would be presumptuous to claim that the outlines herein printed are a solution of the most difficult problem which those who are establishing Junior High Schools have to face. These outlines are rather a statement of our attempts to date in working out a course of study for this middle period as a distinct unit in public school organization. It is important to remember that this is but a bare outline designed to show the general scope of the work. It would, of course, be impracticable to print the mass of details which amplify the course and which are provided as yet in mimeograph form only for the more definite and specific guidance of teachers.

Notwithstanding the incomplete nature of the work, it has seemed wise to print these outlines at the present time in order that whatever of value they contain may be available for other communities that are at work upon this problem and in order that we may benefit by the criticisms and suggestions of other communities. As we come more and more to realize what it means to the individual and the community to catch our boys and girls at this preadolescent and early adolescent age, when their special interests and abilities are emerging, and to give them the school atmosphere, the teacher who understands, and the range of facilities adequate to the type-needs of the individual and of the community, we shall come nearer an appreciation of the fact that the collective ability and experience of the best in the school world is essential to the satisfactory working out of the task which these outlines suggest.

The Junior High School is not primarily an opportunity to begin the regular high school subjects earlier with the saving of time or the covering of a greater range of subjects as the dominant motive. Time may be saved, but this will come rather through applying the principle of homogeneity in the formation of classes and the opportunities here will be limited only by the necessary restrictions in the size and number of classes. Neither is the Junior High School simply an experiment in departmentalizing the upper grades of the grammar school. If it were either of these the course of study problem would be simple indeed. But the Junior High School represents a conscious attempt, after the fundamentals in education which must be the common possession of all have been taught, to awaken special interests and abilities and to foster and to develop such interest and abilities just so far as is consistent with the general educational welfare. It represents an intelligent and purposeful application of what the pupil has previously gained and an introduction of such new elements as type and special needs require. This means a range of facilities that is impracticable under ordinary grammar school

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conditions and it means a distinct course of study adapted to the characteristic work which differentiates the Junior High School from any other period of education.

The Board of Education has now designated the seventh, eighth and ninth grades as Junior High School grades. Beginning with September 1918, the courses herein printed were introduced in all these grades just so far as they are applicable. Of course, the prevocational elements in the Industrial, Household and Commercial Arts can not be applied under the ordinary grammar school conditions. On the other hand, the Academic work in general can be applied, and we believe should be applied now that a foundation has been laid for this work.

ORGANIZATION

THE SCHOOL DAY

1. Morning session 8:30 to 11:50.*
2. Intermission 11:50 to 1:00.
3. Afternoon session 1:00 to 3:50.*

*Five minutes allowed for passing of classes.

PERIODS EACH DAY

1. Four regular periods for class work.....80 minutes each.
2. A school activities period.....35 minutes.

SCHOOL ACTIVITIES

Each day a period of thirty-five minutes is devoted to some school activity as indicated under the following headings:

I. HOME ROOM ACTIVITIES.

1. Class Business.
 - a. Announcement of weekly activities.
 - b. Banking.
 - c. Distribution of library books.
2. Home Room Teacher as Counselor.
 - a. Assistance and direction of class officers.
 - b. Class co-operation in school government.
 - c. Establishment of class standard of conduct and courtesy.
 - d. Report card conferences.
 - e. Vocational guidance.

II. STUDENT GOVERNMENT ACTIVITIES.

1. Class meetings (Home room teacher as counselor).
2. Group meetings of student officers.
3. Class meetings (Associate home room teacher as counselor).
4. School community meetings in assembly (In charge of school community officers).

III. STUDENT CLUB ACTIVITIES.

1. Under direction of faculty leader and club organization.
2. Membership voluntary.
3. Organization and direction of all clubs in charge of faculty executive committee.

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IV. FACULTY ACTIVITIES.

1. Faculty meetings.
2. Conferences (organization of subject teachers in groups conducting their own conferences).
3. Demonstration lessons.
4. Faculty visits to departments (Vocational guidance).

V. GENERAL ACTIVITIES.

1. These activities are carried on in the large assembly hall and include the students of the entire school.
2. The weekly programs include:
 - a. Speakers on topics of public interest, civic progress and community welfare.
 - b. Faculty programs.
 - c. Demonstration of club activities.
 - d. Department exhibitions.

TIME SCHEDULE

ENGLISH

I. GENERAL COURSE.

Courses by Grades	Subjects	Number	Periods Time	Total Time per Week
7B-7A	{ Composition	5	30	150
	{ Grammar	3	40	120
	{ Literature	2	40	80
	{ Spelling	5	10	50

II. FOREIGN LANGUAGE COURSE.

8B-8A	{ Composition	5	25	125
	{ *Grammar	5	20	100
	{ Foreign Language	5	25	125
	{ Spelling	5	10	50

Literature is taken in the history period in this course.

*It is not necessary to make the grammar periods separate from the foreign language periods.

9B-9A	{ Composition	3	25	125
	{ Grammar	1	50	
	{ Grammar	3	25	75
	{ Literature	4	30	140
		†1	20	

†This period may be used for literature or for work that needs special emphasis.

ORGANIZATION—TIME SCHEDULE

III. ‡OTHER COURSES.

Courses by Grades	Subjects	Number	Periods Time	Total Time per Week
8B-8A	Composition	2	40}	100
		1	20}	
	*Grammar	4	25	100
	Literature	2	40	80
	Spelling	4	15	60

*If possible do the work in Grammar in three twenty-five minute periods and give the remaining twenty-five minutes to Composition.

9B-9A	Composition	3	25}	125
		1	50}	
	Grammar	3	25	75
		4	30}	140
	Literature	†1	20}	

†This period may be used for literature or for work that needs special emphasis.

‡Other Courses include the Commercial Course, the Technical Household Arts Course, and the Technical Industrial Arts Course.

HISTORY

I. GENERAL COURSE.

7B-7A	a. First ten weeks.			
	Civics (including current events).	2	50}	180
		2	40}	
	Geography.	2	40}	160
		1	80}	
	b. Second ten weeks.			
	History (including current events).	2	50}	340
		3	80}	
	c. Second semester.			
	*History (including current events).	2	80}	260
		2	40}	
		1	20}	
	Geography.	2	40	80

*History includes history of civics taught, however, as part of the work in history.

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II. FOREIGN LANGUAGE COURSE.

Courses by Grades	Subjects	Number	Periods Time	Total Time per Week
8B-8A	a. First semester.			
	*History (including current events).	1	80	260
		2	40	
		2	50	
	Literature.	2	40	80
	b. Second semester.			
	1. Eight weeks of civics.	2	40	260
		2	50	
		1	80	
	Literature	2	40	80
	2. Twelve weeks of History.	2	40	260
		2	50	
		1	80	
	Literature.	2	40	80

*History includes history of civics taught, however, as part of the work in history.

NOTE: No history in the ninth grade.

III. TECHNICAL ARTS COURSES.

8B-8A Same time distribution as in Foreign Language Course.

NOTE: No history in the ninth grade.

IV. COMMERCIAL COURSE.

8B-8A	a. First semester.			
	*History (including current events).	3	80	240
	b. Second semester.			
	1. Eight weeks of Civics.	3	80	240
	2. Twelve weeks of History.	3	80	240

*History includes history of civics taught, however, as part of the work in history.

NOTE: No history in the ninth grade.

MATHEMATICS

I. GENERAL COURSE.

7B-7A	a. First semester.			
	Arithmetic.	3	80	340
		2	50	
	b. Second semester.			
	Arithmetic.	3	80	320
		2	40	

ORGANIZATION--TIME SCHEDULE

II. FOREIGN LANGUAGE COURSE.

Courses by Grades	Subjects	Number	Periods Time	Total Time per Week
8B-8A	a. First semester.			
	Geometry.	5	40	200
	Arithmetic.	3	40	140
		2	10	
	b. Second semester.			
	Algebra.	5	40	200
9B-9A	Arithmetic.	3	40	140
		2	10	
	Algebra.	5	80	400

III. TECHNICAL ARTS COURSES.

8B-8A Same time distribution as in the Foreign Language Course.

*9B-9A Same time distribution as in the Foreign Language Course.

*A foreign language may be substituted for algebra in the ninth year of the Household Arts Course.

IV. COMMERCIAL COURSE.

8B-8A	Business Arithmetic.	2	20	190
		3	50	
	Business Practice.	5	30	150
9B-9A	Bookkeeping.	5	60	300
	Business Arithmetic.	5	20	100

SCIENCE

I. GENERAL COURSE.

7B-7A	General science for all students	2	40	80
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II. FOREIGN LANGUAGE COURSE.

8B-8A	General science.	2	40	80
9B-9A	General science.	3	80	240

III. TECHNICAL ARTS COURSES.

8B-8A	General science.	2	40	80
9B-9A	General science.	3	80	240

IV. COMMERCIAL COURSE.

8B-8A	General science.	2	40	80
9B-9A	General science.	3	80	240

GENERAL STATEMENT CONCERNING COURSES

GENERAL COURSE

All students in both the seventh B and the seventh A grades follow the same course of study. This course of study is outlined in the following pages as a part of the general outline in each of the several subjects.

DIFFERENTIATED COURSES

1. Plan for safeguarding the choice of course.

At the beginning of the eighth grade the students, having been in the junior high school for a year and having had time to become accustomed to the new organization and to learn something about its possibilities and opportunities, are permitted to choose the particular course that they desire to follow. Blank forms are provided for parent, teacher and pupil, requiring information that will help to make the choice as wise as possible. In cases of doubt or disagreement in the views of the several persons concerned in making the choice, vocational counselors visit the homes or hold individual conferences with parents and students. In this way it is hoped that some of the chances for unfortunate choices may be eliminated.

An attempt has also been made to outline the details of the several courses so that it will be possible for the students to change from one course to another with the smallest possible loss of time and with some definite gain no matter which course is chosen.

2. Possible courses.

- a. Foreign language course.
- b. Commercial course.
- c. Technical industrial arts course.
- d. Technical household arts course.

3. Outlines for the several courses.

In order to avoid undue repetition as well as to emphasize points of similarity, the general course in each of the several subjects is first outlined and then references to this course are made and points of agreement or difference are indicated for the several courses.

4. Vocational courses for special students.

- a. General aim.

Under the provisions of federal and state laws, special vocational courses are provided for boys and for girls who are fourteen years of age and who have completed at least the sixth grade in the ele-

GENERAL STATEMENT CONCERNING COURSES—SPECIAL SUBJECTS

mentary school. These courses are organized to meet the essential requirements for federal and state aid under the laws providing such aid for vocational schools.

Students who enter these courses do so with the distinct understanding that they do not lead to a course in the senior high school. The aim of the shop courses is to prepare boys for entrance directly into the Rochester trades and industries as advanced apprentices, with not only as much skill in any particular line as a boy who has served a corresponding period of time in the industry, but also with much more technical information and general knowledge. This course gives over-age students, both boys and girls, who would otherwise drop out of school without any preparation for earning a living, some opportunity to get definite trade instruction that may keep them out of blind alley jobs and prepare them to enter skilled employment under conditions that will assure more rapid progress.

b. Plan for boys.

Each day a three-hour period is devoted to shop work on the particular vocation selected by the student; a forty-five minute period is devoted to mechanical drafting; a forty-five minute period is given to trade mathematics directly related to the shop work selected; and a ninety-minute period is devoted to ungraded work in English and history. Trade instruction is given in printing, pattern-making, sheet metal work, machine shop practice, electrical work, painting and decorating, gas engine and automobile work. The electrical shop and the machine shop in the Washington Junior High School building are now used exclusively for trade work because of present industrial conditions.

c. Plan for girls.

Each day an eighty-minute period is devoted to cookery; an eighty-minute period is given to some form of domestic art; and an eighty-minute period is provided for ungraded work in English and history. An eighty-minute period is given to the study of textiles once each week; on two days each week an eighty-minute period is given to design; and on two other days an eighty-minute period is given to arithmetic. Time required for physical education is taken from the mathematics period. Trade instruction is given in lunch room work, laundry work, plain sewing, dressmaking and millinery.

No attempt will be made in the following pages to furnish detailed outlines of this work for either boys or girls.

SPECIAL SUBJECTS AS A PART OF REGULAR COURSES

1. Industrial arts work for boys.

In the seventh B, all boys continue their benchwork in manual training along lines similar to those carried on in the elementary schools. In the seventh grade A, try-out opportunities are provided so that the boys may have some conception of what the shop work means in order to enable them, at the beginning of the eighth grade,

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to choose their courses more wisely. These try-out opportunities are as varied, as to shops, as the present development of the situation will permit. The equipment now provided in the shops is used to take care of the needs of students in the order stated, namely, students in the vocational course, students in the technical industrial arts course, and students taking other courses.

During the eighth and ninth years, boys taking either the foreign language course or the commercial course have two eighty-minute periods each week in some form of hand work including work with wood and with metals. The purpose of this work is to teach some of the fundamental principles of mechanics, to give a certain amount of practice in the use of hand tools used in the different trades, and to provide an opportunity for developing mechanical ability.

2. Household arts work for girls.

For detailed outlines of the work done in the seventh grade see pages 132-134, 139. During the eighth and ninth years, the girls taking either the foreign language course or the commercial course will complete the course in cookery and sewing outlined on pages 134-137, 139, 140.

GENERAL OUTLINE IN ENGLISH

COMPOSITION

INTRODUCTION

I. GENERAL STATEMENT CONCERNING THE OUTLINE.

In order to meet the natural tendency to over-accent a formal subject like grammar, it has seemed wise to make a separate outline for the language side of the work in English. The introduction to the outline in grammar states the aim with reference to that part of the work.

In language teaching it is the duty of the teacher to *discover* what the student thinks that is worth saying or to *help* him to think something that is worth saying; to give him an opportunity to say it; and to help him say it correctly and effectively. Language growth that really counts comes from within, therefore, the subject matter presented must appeal to the student and must be of sufficient interest to arouse a desire on his part to say something about it. He may do this either orally or in writing. It is quite as important that students be trained to speak correctly and effectively as that they be trained to write well.

Real effort on the part of the student, however crude, should always receive recognition from the teacher, and only such corrections as the student is able to assimilate should be made. He should not be discouraged by the correction of too many shortcomings at one time. It is an unfortunate standard of accuracy that requires the correction of all errors every time they appear.

In no subject is it more vitally important than in English that the teacher be an example of what is expected from the students. In story telling, in directions to the class, in comment or criticism—no matter what the work may be—the teacher must strive constantly to use choice, correct, effective English.

II. AIM OF THE WORK IN COMPOSITION.

The aim of the junior high school course of study in Composition is to provide a *program* that will train the students to talk distinctly and in an interesting, convincing manner; that will develop a sentence sense which will enable them to express themselves clearly and definitely whether in speech or in writing; and that will give them the ability to write pleasing, concise, effective English unmarred by misspelled words or the common ungrammatical expressions. In short, the outline presents a series of suggestions that are intended to guide the teacher in the difficult task of molding the student's expression of his expanding ideas about his environment and his own part in it. An effort has been

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made to outline the essentials of language in the light of preparation for life as a member of the community.

III. PLAN OF THE OUTLINE.

The several topics to be studied have been grouped under the following general headings:

- Technicalities.
- Dictionary work.
- Correct speech.
- Language forms.
- Choice of words, or vocabulary building.
- Oral English.
- Written English.
- Dictation.

Under this plan, the outline is to be used more in the nature of a summary, and the teacher is expected to adapt the work to the needs of the students in the particular class. The various lines of work suggested by the different headings will be carried on throughout the term. The several topics indicated will, of course, be covered sometime during the semester and the teacher will use the outline as a means of checking up the work rather than as an arbitrary statement of topics and sub-topics to be followed in the exact order indicated.

The outline arranged by grades as well as by topics follows.

SEVENTH GRADE B

I. TECHNICALITIES.

Review and emphasize according to the needs of your class the following "technicalities of language" supposed to have been taught before the students enter junior high school.

1. Use of capitals.
 - a. Beginning of sentence.
 - b. "I."
 - c. Proper names and initials.
 - d. First word of each line of poetry.
 - e. Months and days.
 - f. State, city, street.
 - g. First word of simple direct quotation.
 - h. Heading, salutation and conclusion of simple letters.
 - i. Superscription of an envelope.
 - j. Titles and places.
 - k. Names of Deity.
 - l. Proper names, persons and places.
 - m. In reference to proper adjectives.
2. Punctuation.
 - a. Period at end of a sentence.
 - b. Interrogation point at end of a question.

GENERAL OUTLINE IN ENGLISH—COMPOSITION

- c. Period after abbreviations.
- d. Period after initials.
- e. Hyphen in compound words and at end of line to show separation of syllables.
- f. Quotation marks in simple direct quotations and in broken quotations.
- g. Avoid quotation marks in indirect quotations.
- h. Comma preceding quotation.
- i. Punctuation of heading, salutation and conclusion of simple letter.
- j. Apostrophe in singular and in plural possessives, also in contractions.
- k. Punctuation in superscription on an envelope.
- l. Exclamation point after exclamations and exclamatory sentences.
- m. Comma following "yes" and "no."
- n. Comma in series of words.
- o. Comma separating person addressed.

3. Abbreviations.

Mr.	Mrs.	A. D.	B. C.	N. Y.
St.	Ave.	P. O.	Supt.	Prin.
Dr.	Pres.	Rev.	Gov.	Sec.
P. S.	A. M.	P. M.	M. D.	U. S. A.
O. K.	C. O. D.	etc.	Messrs.	

Abbreviations for days of the week and months of the year.

II. DICTIONARY WORK.

When the students enter junior high school they should have a knowledge of the alphabet and the ability to arrange familiar words in alphabetical order, both with reference to different initial letters and with reference to the letters following a given initial letter. They should know the meaning and use of at least the diacritical marks representing the long and the short sounds of vowels. They should be able to recognize the syllables in familiar words and know the meaning and use of the accent mark.

These points should be reviewed and the following points emphasized in this grade.

1. Use of words at the top of the dictionary page.
2. Abbreviations used to indicate grammatical terms; as, n., a., adv., pron., sing., pl.
3. Pronunciation.
 - a. Review long and short sounds in reference to their use in the phonetically spelled words or parts of words that are given in the dictionary in parenthesis after each word.
 - b. Teach the use of the key words at the bottom of the dictionary page and memorize the words containing the long and the short sounds of the vowels.
 - c. Show the importance of vowels in the pronunciation of words.

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- d. Emphasize the relation of syllables and accent to pronunciation and enunciation.
- e. Teach the terms macron and breve and use them in speaking of long and of short sounds.
4. Practice in dictionary work.
 - a. To obtain reasonable skill in finding a desired word promptly.
 - b. To get syllables, accent, pronunciation.
 - c. To find the meaning of words.

III. CORRECT SPEECH.

While the *reason* for the correct form will play an important part in helping certain types of students to speak and to write correctly and will prove a valuable aid when they are in doubt about a particular expression, nothing but the most careful drill in the *use* of the forms that we attempt to teach will result in forming the correct habits of speaking and of writing which we seek to inculcate.

Teaching a given lesson merely *points the way* for the correct expression of particular ideas. Careful and constant drill is necessary to fix the correct form in the mind of the student. By means of a sufficient number of exercises the student must have ample practice in the matter of correct choice between two or more forms of expression to give him confidence in his ability to choose and to use the correct form. In our work in English, it is knowledge reduced to practice that counts. "Practical Exercises in English" by Buehler will furnish material for work along this line in the several grades.

That form of drill which to the greatest degree enlists the interest of the child will produce the most satisfactory results. "Language Games for All Grades" by Deming will furnish suggestions that will introduce an element of vital interest into what might otherwise become dull and lifeless drill. Encourage students to invent games in accordance with the needs of the particular class and to add their own suggestions to games outlined by the teacher.

Begin the correct speech campaign as soon as the students enter the junior high school, by correcting and tabulating the common errors of the members of each class. In observing and recording the errors of his fellow students each member of the class is developing a sensitiveness to correct speech that is absolutely necessary if any real progress is to be made. The topics under "Correct Speech" outlined for each grade have been arranged with reference to the grammar taught during the term. The outline merely indicates the points that have been assigned for particular emphasis provided the students need correction along the lines suggested. The kind and amount of work done in each class must always be determined by the particular needs of the class.

1. The proper use of articles.
2. Prepositions often incorrectly used.
3. Conjunctions.

GENERAL OUTLINE IN ENGLISH—COMPOSITION

4. Hesitating expressions; as, "why", "ur", "and so", "and then", "now", etc.
5. Useless words.
Seek to eliminate useless words and meaningless expressions from both oral and written English.
6. Special attention should be given to the incorrect expressions most commonly used by the students of each class.
7. Avoid using a double subject.

IV. LANGUAGE FORMS.

1. Uniform heading for all language papers.
2. Indentation and margin.
3. Notebook and paper.
 - a. Notebook the same as used in the senior high school.
 - b. Keep a sheet or sheets at the back of the notebook for individual lists as follows:
 1. Words often misspelled.
 2. Words mispronounced.
 3. New vocabulary.
 4. Errors in speech.
 5. Books read.
4. Personal correspondence.

The letter in some form should constitute an important part of the work in each grade. Although the students have had considerable practice in writing simple letters it is necessary to go over this topic rather carefully because of the lack of uniformity in presenting this subject. In view of the wide difference of opinion and usage in reference to form in letter writing, our teachers are asked to use the forms suggested in the special outline provided for them.

- a. Correspondence materials.
- b. Parts of a personal letter.
Heading, salutation, body, complimentary close, signature.
- c. Form of the letter.
- d. Folding the letter.
- e. The envelope.
- f. General suggestions.
 1. Make letter writing real by writing real letters.
 2. Remember that answering letters is a part of letter writing.
 3. Have a committee visit the post office and make a report to the class.
 4. Read to the students the letters of Stevenson, Brooks, Carroll and others.
 5. Every teacher should be familiar with "Children's Letters" by Colson and Chittendon.

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V. CHOICE OF WORDS OR VOCABULARY BUILDING.

Altogether too many people stop learning words as soon as they have accumulated a vocabulary sufficient to express their ideas in the crudest manner. While it is not expected that our boys and girls will become experts on fine word distinctions, we believe that it is quite possible to awaken in their minds such an appreciation of words and word values that they will not be satisfied with their meagre vocabulary.

1. Guide the students in their work in literature so that they will be led to see why stories interest and please them.
2. Begin to develop a sense of word values.
3. Help the students to realize what it means to be able to use more than one word or set of words to express a particular idea.
4. See that the students do not "overwork" certain pet words or expressions in their oral work.
5. Utilize games that call for description.
6. Use the completion sentence plan.
7. Give exercises that require choice of appropriate adjectives.
8. Find descriptive adjectives in passages selected from the literature that is taken up in this grade.
9. Lead the students to see that the worst enemy of good English is slang because it robs them of the power to use choice words; it limits their vocabulary; it leads to slovenly habits of speech; and it is considered an indication of limited education by people of culture and refinement.

VI. ORAL ENGLISH.

At least one-half of the work should be oral in both the seventh and eighth grades. It should be remembered, however, that it is not mere talking but *talking to some purpose* that counts. There should be a definite relation between the oral and the written work. Good, clear enunciation and correct pronunciation are prime essentials. We should not fail to continue emphasis on the importance of pronouncing all the syllables in each word and sounding final consonants even though the task is difficult and discouraging. Strive to make the students realize that by mastering correct English they are not only making definite progress toward success in any line of work that they may elect, but that the right word in the right place has a distinct value in all their school work.

1. Activities that should be utilized to provide material for oral work.
 - a. Every recitation.
 - b. Class reports on special topics.
 - c. Personal experiences.
 - d. Committee reports.
 - e. Class discussions.

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- f. Parliamentary practice.
- g. Current events.
- 2. Points to be observed in all oral work.
 - a. Ideas should be stated in the natural order.
 - b. Students should make points, not merely state facts.
 - c. Wandering from the point should be avoided.
 - d. Words should be used accurately.
 - e. Students should be required to speak clearly and distinctly, and loud enough to be heard in all parts of the room.
- 3. General directions.
 - a. Use exercises in reproduction sparingly.
 - b. Insist on complete sentences and so train the sentence sense.
 - c. Remember that as a rule oral work should precede written work on a given topic in order to clear up and to organize the ideas of the students.
 - d. Remember that oral work affords opportunity for correcting incorrect expressions, faulty pronunciation, and poor enunciation in such a way that a *consciousness* of the need of improvement is developed.
 - e. Develop outlines for future written work as a result of the oral work.
- 4. Subjects for oral work.
 - a. The sources of material for students in this grade will be found very largely in their own experiences and in what they have found in books.
 - b. See list of suggestive subjects on pages 42 and 43.
- 5. Words often mispronounced.
 - a. Encourage students to keep an individual list of troublesome words.
 - b. All words ending in "ing" should have careful attention.
 - c. Special lists of words are suggested for each grade in suggestions to teachers.

VII. WRITTEN ENGLISH.

Students should be stimulated to take pride in the neatness and attractiveness of all their written work. The following outline includes suggestions that should be followed in *each* grade if they are to become effective.

Teachers should be familiar with:

Prof. Palmer's Essay on "Self Cultivation in English."

Max Eastman's "Enjoyment of Poetry."

The suggestions given in almost every issue of the English Journal.

- 1. Subjects for written work.
 - a. Minutes of class meetings.

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- b. Reports on special assignments for study or investigation.
 - c. Personal opinions on matters of current interest.
 - d. Personal experiences.
 - e. In general, themes restricted to narration of actual events or descriptions of actual things touching the lives of the students.
 - f. See list of suggestive subjects.
2. Suggestions to be observed by all students in their written work.
 - a. Select something interesting to write about.
 - b. Think out each sentence before writing it.
Clear thinking must precede clear writing.
 - c. Write in an interesting manner so that others will be glad to read or listen to what you have written.
 - d. Use fairly short sentences, each of which contains a definite thought.
 - e. Apply knowledge of capitalization and punctuation in your written work.
 - f. Knowledge of syllables gained through dictionary work should be applied in all written work. It is of the utmost importance that words be divided properly at the end of lines.
 3. Devices for getting a sentence sense.
 - a. Read paragraphs to the students and ask them to tell the number of sentences in a given paragraph. (See Dictation.) p 23
 - b. Have ample practice in selecting sentences from written paragraphs where capitals and punctuation have been omitted.
 - c. Have the students leave a space between the sentences in their own paragraphs in order to "bring out" the sentence sense.
 4. The corrected draft plan.
 - a. Require the student to read over his first draft very carefully, correcting any errors of spelling, punctuation, capitalization, or expression that he may find. Encourage him to change any words or expressions that will make his meaning clearer or his statements more interesting. This habit of self-correction once formed in this way will prove of great value.
 - b. Have him make a final draft as a result of his corrected work giving particular attention to form.
 5. General suggestions.
 - a. The written work of this grade should provide ample practice in the writing of sentences and paragraphs.
 - b. Long written exercises should be avoided.
 - c. Subjects that are of vital interest to the students should be selected.
 - d. The supervised study period provides an opportunity to observe the students at work and to offer suggestion and criticism as needed.

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VIII. DICTATION.

Dictation exercises, if rightly used, will prove a valuable aid in fixing habits of using the technicalities of written language correctly. This work also affords a means of testing the power of the students to apply in written work what they are supposed to have learned about capitals, punctuation, abbreviations, etc.

In this type of work it is possible for the students to give their entire attention to matters of *form* as the content is dictated by the teacher. Teachers should, of course, keep in mind the fact that dictation exercises are largely mechanical and are given for the purpose of testing or fixing facts already taught. They are not teaching exercises.

1. Types of work for dictation.

- a. Exercises based on topics outlined under "Technicalities."
- b. Questions that require answers using correct speech forms.
- c. Dictation that requires a knowledge of language forms.
- d. Dictation for sentence sense.
- e. In planning exercises to be used for dictation, select material that will be like the written work that the child is required to do. Do not use literary masterpieces for this work.

2. Correcting dictation.

- a. One of the most valuable results of this work is the opportunity afforded the student for self-correction after comparison with the correct copy furnished by the teacher. Much has been accomplished when the student has developed, in a normal manner, the self-critical attitude.
- b. In this work of reading, comparing, criticizing, and correcting under the direction and supervision of the teacher, the students are fixing correct habits and acquiring discriminating power that will enable them to write with greater confidence and accuracy.
- c. Requiring the students to give a reason for the corrections made greatly increases the value of the exercise.
- d. It is sometimes helpful to have the students look through their papers for one kind of mistake at a time, e. g., capitals, punctuation, spelling, etc.

SEVENTH GRADE A

I. TECHNICALITIES.

1. Review and give ample practice in the use of capitals and marks of punctuation outlined for the preceding grade.
2. Punctuation.

A word or group of words used parenthetically or appositively is separated from the rest of the sentence by a comma.

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3. Plurals and possessives.

- a. Careful review of the rules for forming plurals.
- b. Rules for forming the *possessive* singular and plural should be reviewed and emphasized.
- c. Use of possessive case of nouns.
- d. As a general rule the possessive case of the noun is used when possession is clearly indicated.
- e. Caution.

The fact that the apostrophe is not used in personal pronouns because the possessive case is indicated by the spelling should be emphasized. *Its*, for example, is a possessive form and does not need the apostrophe to denote possession. If this word is written *it's* it becomes a contraction and means *it is*.

4. Abbreviations.

- a. Review abbreviations previously taught.
- b. Teach the following abbreviations.

Ph. D.	D. D.	viz.	anon.	mdse.
Gen.	i. e.	Capt.	f. o. b.	e. g.
Lieut.	U. S. N.	Pro tem.	U. S. M.	cf.

5. Contractions.

- a. The distinction between abbreviations and contractions should be made clear to the students.
 - b. Suggestive list of contractions.
- | | | | |
|--------|---------|---------|---------|
| you're | it's | doesn't | haven't |
| we're | don't | can't | won't |
| he's | they're | isn't | |
- c. As a general rule it is better not to use contractions in written work.

II. DICTIONARY WORK.

1. Continue the practice in dictionary work as suggested in the preceding grade.
2. Meaning and use of the following abbreviations:
syn., obs., naut., colloq., orig.
3. Key words.
 - a. Be sure that the students have memorized the key words for long and short sounds and that they know how to use them.
 - b. Teach and apply in practice drills the sound of *a* in arm and of *e* in fern.
4. Teach the students to utilize the sentences or parts of sentences given in the dictionary to illustrate the meaning of words.
5. Teach students *not* to use obsolete or seldom-used meanings of a word.
6. Laboratory work is a very important part of word study. Students should be encouraged to note the use of new words in books, in newspapers, in magazines and in public addresses.

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III. CORRECT SPEECH.

1. The comparative degree of adjectives is used when *two* things are compared.
2. The superlative degree of adjectives is used when *more than two* things are compared.
3. Avoid double comparison.

laziest	not most laziest
sweeter	not more sweeter
4. Avoid awkward comparison.

most beautiful	not beautifulst
more awkward	not awkwarder
5. Comparison expressed by a *different word* rather than by adding *er* or *est* to the positive.
6. Adjectives and adverbs that are incapable of comparison.
7. Double negatives.
 Make a list of double negatives used by members of the class and use this list as the basis of the work on this topic.
8. Correct uses of the nominative case of the personal pronouns.
9. Correct uses of objective case of the personal pronouns.
10. Correct such other errors in the use of pronouns as the needs of the class may require.

IV. LANGUAGE FORMS.

1. Follow *general directions* given in the outline for the seventh grade B.
2. Lost and found advertisements.
 - a. Have students write advertisements for the sake of getting brevity and clearness in description.
 - b. Let the students answer each other's advertisements for practice in letter writing.
3. Informal notes.
 - a. Excuses.
 - b. Invitations.
 - c. Acceptances and regrets.
 - d. Congratulations or sympathy.

This work should be kept simple and should be made a natural outgrowth of the work on friendly letters.

V. CHOICE OF WORDS OR VOCABULARY BUILDING.

1. Review and continue to use the suggestions given in the outline for the seventh grade B.
2. Use suggestive exercises in choosing appropriate adjectives.
3. Use suggestive exercises in choosing appropriate adverbs.

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4. Give exercises that require the selection of adverbs to modify certain adjectives.
5. Let the students find good illustrations of the effective use of adjectives and adverbs in passages chosen from the literature assigned for study in this grade.
6. Let students select interesting passages from stories read as a part of the work in literature and pick out appropriate nouns that the authors have used.

VI. ORAL ENGLISH.

1. Continue to utilize the activities suggested in the outline for seventh grade B.
2. Remember that at least half of the work should be oral.
3. Commendation as well as correction is essential to good work on the part of the students.
 - a. Be sure that the students look for good points in the oral work of their classmates.
 - b. Do not fail to commend real effort.
 - c. Encourage self correction.
 - d. Do not attempt to correct all the errors in a faulty recitation.
4. Debates.
 - a. Avoid anything elaborate in the way of details in connection with such simple debates as may be thought suitable to have in this grade.
 - b. Keep in mind "points to be observed in all oral work" as outlined in seventh grade B.
 - c. Additional suggestions that should be a part of the instruction on this topic.
 1. Statements based on evidence count.
 2. Mere opinion is not argument.
 3. An effective talker must have reason for confidence in the soundness of his own conclusions.
 4. Clear, forceful expression of ideas is convincing.
 5. When making an argument avoid saying, "I think."
5. Words often mispronounced.
 - a. Continue the individual list plan.
 - b. Carelessly pronouncing words leads to incorrect spelling.
 - c. Continue the drill on words ending in *ing*.
 - d. Make a special list for your grade.

VII. WRITTEN ENGLISH.

1. Continue to use the suggestions given under this topic in the outline for the seventh grade B.
2. Criticising compositions.

If the students are to criticise each other they must be led to do so intelligently, and must be taught to appreciate the *good* points in

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written work as well as to detect mistakes. The following outline gives a suggestive plan for the correction of work by students:

- a. After reading what has been written on the blackboard tell one thing that makes it interesting to you.
 - b. What words make the meaning clearer to you?
 - c. Are any of the expressions new to you?
 - d. Select a sentence and tell why you like it or do not like it.
 - e. Are all the sentences clear?
 - f. Have any incorrect expressions been used?
 - g. Are there any errors in capitalization, punctuation, or spelling?
3. Subjects for written work.
- a. See suggestions in the outline for the seventh grade B.
 - b. Diaries.
 1. Read selections from diaries of noted persons.
 2. Let each member of the class keep a diary for a week or a month.
 3. Have selections from the best diaries read in class after period of keeping is over.
 - c. Short articles for the school paper. Writing for publication is a great help in learning to write well.
 - d. See special list of suggestive subjects, pages 42 and 43.
4. General suggestions.
- a. Avoid exercises that have no probable use except in the class room.
 - b. Praise the good things in written work before attacking the errors. Baldwin says "teachers ought to be promoters not proof-readers."
 - c. Encourage sincerity both in writing and in criticizing.
 - d. Lead the pupils but do not make them simply echoes of the teacher's point of view.

VIII. DICTATION.

1. Continue the work in dictation as outlined for the seventh grade B.
2. Give the students ample practice in recording exact directions from dictation.
3. Taking notes.

In this grade students should be given definite practice in the matter of taking notes. The ability to select the important facts in a talk or a lecture is not only a desirable accomplishment for any person but it is a necessary requirement for every student.

- a. Take notes at class meetings and write reports.
- b. Prepare briefs on current events.
- c. Report talks given in assembly.

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EIGHTH GRADE B

I. TECHNICALITIES.

1. Capitals.

Begin the words *north, south, east, west*, with small letters when they denote directions, or points of the compass; with capitals when they denote locality.

2. Punctuation.

The use of the apostrophe in forming the plural of letters and figures.

3. Abbreviations.

a. Review abbreviations previously taught.

b. Teach the following abbreviations.

M. C.	R. F. D.	N. B.	Co.	Jr.
Sr.	av.	bal.	bbl.	bldg.
dept.	no.	pkg.	pp.	pr.
vol.	pc.	lb.	vid.	vs.

II. DICTIONARY WORK.

1. Continue the practice in dictionary work suggested in the preceding grades.

2. Key words.

a. Be sure that the students have memorized the key words for the sounds taught in previous grades and are able to apply them.

b. Teach and apply in practice drills the sound of *a* as in *care*, of *o* as in *orb*, of *u* as in *urn*.

c. Teach the term circumflex and use it when speaking of the marking of words containing the sound indicated above.

3. Prefixes.

a. Meaning of prefixes.

b. Teach the following prefixes as a part of the work in spelling in this grade:

ante, anti, de, dis, in, inter, post, pre, re, sub, super, un.

4. Suffixes.

a. Meaning of suffixes.

b. Teach the following suffixes as a part of the work in spelling in this grade:

able, ible, bleable to be, fit to be

al, eal, ialrelating to, having to do with

ise, ize, yze.....to make

lylike

tion, sion, ion.....act or state of being

III. CORRECT SPEECH.

1. Review according to the needs of the class.

2. Utilize verb games and other exercises in giving ample practice in the use of the principal parts of troublesome verbs in sentences.

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3. Emphasize the correct use of the following verbs that are so often confused as to meaning:
stop—stay, learn—teach, burst—break, like—love, should—would, may—can, mend—fix, might—could, discover—invent, set—sit, lie—lay.
4. Give ample practice in using the following words correctly in sentences.
 - a. Each, every, no, either, or neither used with the subject of the sentence.
 - b. Nouns or pronouns joined by “either-or”; “neither-nor.”
5. Emphasize the fact that the tense of the verb in a dependent clause varies with the tense of the principal verb.
6. Do not use adjectives where adverbs should be used.
7. Do not use adverbs where adjectives should be used.

IV. LANGUAGE FORMS.

1. Follow *general directions* given in outline for seventh grade B.
2. Business correspondence.

a. Fundamentals.

1. Never send out anything but a perfect letter.
2. Use good materials.
3. Arrange letter properly on the page.
4. Be sure the form is correct.
5. Never use two pages for a letter that can be put on one page.
6. Don't forget titles of courtesy.
7. Be sure your letter is complete, clear and definite.

b. Correspondence materials.

1. Use letter paper.
2. Have envelope to match.
3. Use pen and ink or typewriter.

c. Parts of the letter.

Heading.
Introductory address.
Salutation.
Body.
Complimentary closing.
Signature.

d. Letters ordering goods.

Letters in which things are ordered from those who have them for sale are among the simplest business letters. They must be very carefully written, however, to insure prompt delivery of the goods ordered. The proper form of the letter must be kept in mind.

e. Letters ordering goods should contain:

Definite order.
Shipping directions.
Itemized list of goods with proper description.

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Reference to terms unless the relation between the parties makes this unnecessary.

V. CHOICE OF WORDS OR VOCABULARY BUILDING.

1. Review and continue to use suggestions given in previous outlines.
2. Give suggestive exercises in choosing appropriate verbs.
3. Make lists of adjectives formed from nouns.
4. Make lists of adverbs formed from other parts of speech.
5. Synonyms.
 - a. The purpose of introducing this topic in this grade is to help the students to begin to sense the following facts:
 1. That words which seem to have very nearly the same general meaning are sufficiently different in shade of meaning to be distinguished from one another.
 2. That it is often possible to use several different words to express a particular thought and that this gives us the opportunity to *vary* our expression of similar ideas.
 3. That the writer must choose the word that best expresses his meaning.
 - b. The teacher should work for variety rather than exactness of expression in this grade.
6. Introduce antonyms as words of opposite meaning to given words.
7. Continue the plan of selecting passages from literature to illustrate the work outlined.

VI. ORAL ENGLISH.

1. Teachers in this grade should make themselves thoroughly familiar with the suggestions outlined for preceding grades.
2. Debates and class discussions.
 - a. See the outline for the seventh grade A.
 - b. Utilize topics taken up in other subjects, e. g., discuss current events, characters in history or literature, or topics in mathematics.
 - c. School community problems may be discussed as a part of this work.
 - d. Strive for courteous and articulate speech delivered in a convincing manner.
3. Using new vocabulary.
 - a. If word study is to affect the oral work of the students a conscious attempt must be made to use the new words that they are trying to make a part of their vocabulary.
 - b. Stimulate the students to note the use of new words in the conversation of other people.
 - c. Students must be sure of the meaning and correct use of words that they attempt to make a part of their own vocabulary.

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- d. Students should keep lists of the words that they are trying to use in this way.
4. Talking from an outline.
 - a. Utilize in oral work outlines made according to plans suggested under "Written English," for this grade.
 - b. Teachers of English should co-operate with the teachers of history in this work.
5. Conversation exercises.
 - a. Making a personal application for a position.
 - b. Selling goods to a customer.
 - c. Answering a caller in an office.
 - d. Requesting information over the telephone concerning a delay or a mistake with reference to your order for goods.

NOTE: If this work is dramatized by allowing one pupil to take the part of employer and the other the part of the applicant, etc., the interest will be greatly increased.
6. Words often mispronounced.
 - a. Continue individual list plan.
 - b. Make a special list for this grade.

VII. WRITTEN ENGLISH.

1. Continue to use the suggestions given under this topic in the outlines for preceding grades.
2. Making an outline.

While it is understood that students have made outlines before reaching this grade, this matter should be emphasized at this point as follows:

 - a. Plan for numbering topics.
 - b. Preliminary work on outlines.
 1. Exercises in determining the topics in paragraphs read with the teacher.
 2. Exercises in determining the topics in paragraphs assigned for study.
 - c. Steps in developing an outline for written work.
 1. Decide on the main topics in the paragraph or story to be written on a given subject.
 2. Arrange the main topics in natural order according to their relative time of happening or according to their relative importance.
 3. Make suggestive subheadings under main topics.
 - d. Get the co-operation of the history teacher in this work.
3. Writing for publication.
 - a. Encourage the students to write for the school paper.
 - b. Through the preparation of material that may appear in print emphasize the fact that careful *revision* is the price of work that is worth while.

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- c. Let the students write reports of school affairs or of interesting work of the class. The best exercise might be sent to some local paper if approved by the principal.
- d. Have a committee investigate the work of reporters and write about it.
- e. Assign students to interview designated persons and make a written report to the class.
4. Subjects for written work.
 - a. See suggestions previously given.
 - b. Keep the subjects well within the child's experience. Writing on subjects too large for them encourages children to be insincere.
 - c. Simple imaginative stories based on experiences help to cultivate appreciation for good reading as well as to stimulate the beginnings of a creative imagination.
5. Writing something that is worth while.

The theme that is colorless, even though it be correct, has no particular value as a piece of language work. The teacher is now justified in expecting themes characterized by touches that indicate some originality. It should be remembered, however, that interesting, spontaneous themes can never be secured from pupils who have the fixed idea that their work is to be judged largely on the basis of the errors that it contains.

6. Reproduction.

Mere reproduction has little value in this grade, for the students cannot be very enthusiastic over the telling of a story with which both teacher and fellow-students are familiar.

VIII. DICTATION.

1. Continue the work in dictation according to suggestions given in the outline for the seventh grades.
2. Dictate paragraphs for practice in getting speed and accuracy. Ability to take dictation at a fair rate of speed is a valuable asset for the student.

EIGHTH GRADE A

I. TECHNICALITIES.

1. Punctuation.
 - a. In sentences containing clauses.
 - b. Review quotation marks as used in both regular and broken quotations.
2. Review abbreviations previously taught and add such others as the needs of the class may require.
3. Review and give ample practice in the use of capitals and marks of punctuation outlined in preceding grades.

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II. DICTIONARY WORK.

1. Review and continue the work on pronunciation as outlined in preceding grades.
2. Key words.
 - a. Review the work on key words as outlined in preceding grades and be sure that each student can apply this work.
 - b. Teach and apply in practice drills the sound of *a* in *senate*, of *e* in *event*, of *o* in *obey* and of *u* in *unite*. This modified form of the long sound is used when the vowel occurs in the unaccented syllable.
3. Give exercises in consulting the dictionary in order to distinguish words that are often confused.
4. Prefixes and suffixes.
 - a. Review work outlined in the preceding grade under this topic.
 - b. Teach the following prefixes:
ab, ad, bi, circum, ex, non, pro, trans.
 - c. Teach the following suffixes:
ant, ent, ate, cle, cule, fy, ify, ic, ist, ite, ous.
5. Derivation of words.

Many words in the English language have a very interesting history. It is the purpose of the work outlined for this grade to interest the students in the derivation of words through interesting stories. The following list will suggest words that may be used in this way:

echo	volcano	tantalize	hector
Herculean	panic	pecuniary	cereal

III. CORRECT SPEECH.

1. In the light of class needs review the work previously outlined.
2. Emphasize the fact that singular subjects require singular verbs.
 - a. A collective noun when it refers to the collection as a whole.
 - b. Subjects that are plural in form but singular in meaning.
3. Give ample drill on sentences containing plural subjects requiring plural verbs.
 - a. Collective noun when it refers to the individual persons, or things of the collection.
 - b. Subjects singular in form but plural in meaning.
4. Guard against the use of needless prepositions.
5. Call attention to certain prepositions often confused.
among—between, in—into, in—on, by—with.
6. Students must be taught that *than* and *as* are not prepositions but conjunctions and that the clauses that follow these conjunctions are usually incomplete.
7. Avoid the use of *like* for *as*.
8. Teach the students that certain conjunctions are used in pairs and are called correlatives.

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9. The use of the word "same" as a pronoun is incorrect and should be avoided.

IV. LANGUAGE FORMS.

1. Follow *general directions* given in the outline for the seventh grade.
2. Review friendly letters.
3. Review business letters and teach how to register a letter and how to get and use a money order.
4. Have actual application blanks brought into class and filled out by the students. Success or failure in the matter of obtaining a position may be determined by this blank.
5. Letters of application.

- a. Importance.

The writer is often judged by his letter of application which should be as nearly perfect as possible. Erasures, ink blots, incorrect spelling, or faulty grammatical constructions will all count against the applicant.

- b. Points to be observed.

1. The letter must be adapted to circumstances.
2. It must state preparation for the position and mention experience if any.
3. It must give references.
4. It must make a truthful, dignified, but modest statement of facts.

- c. Practice.

Have the students practice writing answers to advertisements for positions in which they might be interested if they were seeking employment.

6. Telegrams.

- a. Give exercises requiring the students to express messages in the briefest possible form. Use actual blanks to add interest and to make the students familiar with the forms.
- b. Night letters and night telegrams or messages.

V. CHOICE OF WORDS OR VOCABULARY BUILDING.

1. Review and continue to use suggestions given in previous outlines.
2. Synonyms.

In this grade the students should be expected to make a definite gain in their power to recognize shades of meaning. Continue to emphasize the fact that each word of the sentence must be wisely chosen if it is to express *the* thought, not merely *a* thought.

3. Plan definite exercises for increasing the vocabulary.
4. Homonyms.

While the difficulty with homonyms is more likely to be a matter of spelling, it seems wise to emphasize this particular type of word

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at this point in the outline by calling attention to difference in meaning as the reason for difference in spelling.

5. Continue the exercises on words often confused as to meaning.

VI. ORAL ENGLISH.

1. Review as necessary the suggestions on this topic outlined for the preceding grades.
2. Give suggestive exercises in *explanation* as a first step in exposition.
 - a. Explanation of a game or of a process.
 - b. Directions in reply to requests for information.
 - c. Clear statement concerning the duties of a public official about whom the class has studied in the work in civics.
 - d. Boys may explain work done in the shops and girls may tell how garments are made or foods are prepared.*
3. Continue the work on words often mispronounced by members of the class.
4. Continue to talk from outlines that have been made according to suggestions previously given.
5. Remember that the criteria for good speaking and writing, especially on the part of foreign-born children, must be found largely in the reading.
6. Brief dissertations.

Give the students a limited time, two or three minutes, to talk:

 - a. On a previously assigned topic.
 - b. On a topic with which the student is familiar but has had no special preparation.

VII. WRITTEN ENGLISH.

1. Read the suggestions previously outlined under this topic and make a note of the things that need to be emphasized in your class.
2. Sentence building.
 - a. Combining sets of given sentences.
 - b. Sentence building using adjectives and adverbial phrases.
 - c. Sentence building using adjective and adverbial clauses.
 - d. Sentence building using appositive or explanatory expressions.
 - e. Sentence building using introductory words, phrases or clauses.
3. Changing sentences or paragraphs.
 - a. Change from present tense to past tense to emphasize the idea of time.
 - b. Change from passive voice to active voice and note the effect on the force and clearness of the sentence or paragraph.
4. Poetry.
 - a. Through familiar poems teach the meter and rhythm of simple rhymes.

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- b. Let the students attempt to write a few lines of poetry in order to strengthen their appreciation.
5. Narration and description.
 - a. Continue to call attention to interesting passages from literature as models for simple work under this topic which is not to be treated in detail until the ninth grade.
 - b. At first, the teacher should select the passages for class discussion. Later the students should be asked to make selections and give reasons for their choice.
6. Direct and indirect discourse.
 - a. Review the work on quotations and quotation marks outlined under "Technicalities" in the several grades.
 - b. Give ample practice in changing from one form to the other so that the students will clearly understand the difference and know how to punctuate each form.

VIII. DICTATION.

Continue the work as outlined in the eighth grade B applying the exercise both to the new work taught in this grade and to the review work of preceding grades.

NINTH GRADE B

I. TECHNICALITIES.

1. Teach the use of single quotation marks to indicate a quotation within a quotation.
2. Review and give ample practice in the use of capitals and marks of punctuation outlined in previous grades.

II. DICTIONARY WORK.

1. Insist on correct pronunciation and clear enunciation in all oral work.
2. Give dictionary drills according to needs of the class.
3. Continue the work on getting clear ideas of words often confused as to meaning.
4. Teach the following prefixes:
con, per, mono, ob, se, uni.
5. Teach meaning of roots and how to find them in the dictionary.
6. Teach relation of Anglo-Saxon, Greek, and Latin to the English language.
7. Give illustrations of words which we have borrowed from other languages.
8. Derivation of words.

The work of this grade should give the students some idea of the influence of other languages on the English language; should let

GENERAL OUTLINE IN ENGLISH—COMPOSITION

them know that we are great borrowers, practically two-thirds of our words having been taken from other languages; should give them some idea of that side of dictionary work which gives the life history of our words; and should help them understand that the language is still growing and changing. The work should be taken up from the standpoint of interesting the students in the language rather than with the thought of intensive word study.

III. CORRECT SPEECH.

1. In the light of class needs review the work outlined for preceding grades.
2. Students in this grade should begin to show some discrimination in the use of adjectives and adverbs in both oral and written work.
3. Avoid the use of incorrect expressions of comparison.
4. Avoid the use of "neither" with "or," of "so" for "therefore," of "when" for "while."

IV. LANGUAGE FORMS.

1. Follow general directions given in the outline for the seventh grade.
2. Give ample opportunity for *practice* in letter writing so that the students may not only keep in mind what has been taught but may also make the gain in this work that should be the natural result of their progress.
3. Formal notes.
 - a. Invitation. (R. S. V. P.)
 - b. Acceptance.
 - c. Regret.
 - d. Compare with informal notes.

V. CHOICE OF WORDS OR VOCABULARY BUILDING.

1. Review the work outlined for preceding grades under this general heading and relate it to the literature assigned for study in this grade.
2. Continue to accent the necessity of using words that express just the meaning one wishes to convey.
3. Word pictures.
 - a. In this grade the students begin to make an intensive study of literature. Previous emphasis on word values should now enable them to appreciate more clearly the word pictures of the author.
 - b. Study the "Ancient Mariner" with particular reference to word pictures.
4. Narration.

Use the work in literature as a means of helping the students to realize the importance of having a good, usable vocabulary in order to be able to tell or to write an interesting story.

COURSE OF STUDY

VI. ORAL ENGLISH.

1. In order to build on the foundation provided for in the work suggested under this topic in preceding grades, the teacher must be familiar with all the work that has been outlined.
2. Continue the work on enunciation and pronunciation.
 - a. Be sure that each student keeps his own list of troublesome words.
 - b. Utilize lists of words as suggested in the outlines for preceding grades.
 - c. Provide test exercises in enunciation and pronunciation.
3. Continue the work on brief dissertations as suggested in the outline for the eighth grade A.
4. Have the students *talk* from briefs or outlines in making class reports, in furnishing information on an assigned topic, and in debating.
5. The suggestions on narration given under "Written English" for this grade should be utilized for the oral work as well. In fact, the oral work in narration should precede the written work.

VII. WRITTEN ENGLISH.

1. See general suggestions on written work outlined for the preceding grades.
2. Students who use compound sentences should avoid:
 - a. Combining sentences that do not belong together.
 - b. Using a compound sentence when a complex sentence would be better.
 - c. An awkward or artificial style in their attempts to write longer sentences.
3. Introduce the participle with extreme caution if you teach its use at all.
4. Make lists of sentences from the written work of the students.
 - a. To show how they might be combined.
 - b. To show how an attempt has been made to combine sentences that do not belong together.
 - c. To show how the omission of a subject or a predicate has made the supposed sentence a mere group of words.
5. Continue to drill on sentence and paragraph structure striving for variety, effectiveness, and smoothness.
6. Faulty constructions to be avoided.
 - a. Ambiguous sentences.
 - b. Dangling elements, namely, words, phrases or clauses that modify nothing.
 - c. Clauses of unequal rank connected by co-ordinate conjunctions.
7. Narration.
 - a. Points of a good narrative.

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1. It must be interesting.
2. It should have an attractive beginning.
3. The story should be kept moving.
4. Nothing should be introduced that does not have a part to play in the story.
5. Unimportant details should be omitted.
6. The element of suspense adds interest.
7. An effective ending is most essential.
- b. Suggestive subjects.
 1. Personal experiences that give an opportunity to use conversation.
 2. Striking experiences, e. g., at a fire, at the circus, on a picnic, in the park, on a sail, in the woods.
 3. Interesting experiences of people whom the student knows.
- c. Try to get the students to see clearly and feel keenly the word pictures that they want to present to others.
- d. Continue the use of suggestive passages from literature to indicate the points of a good narrative.

VIII. DICTATION.

1. Continue this work according to the needs of the class.
2. For suggestions see the work previously outlined under this heading.

NINTH GRADE A

I. TECHNICALITIES.

The work outlined for preceding grades under this heading should be reviewed and emphasis placed on "points of failure" as indicated by the written work of the class.

II. DICTIONARY WORK.

1. Be sure that the class is familiar with the dictionary work outlined for preceding grades.
2. Insist on correct pronunciation and clear enunciation in all oral work.
3. Give dictionary drills according to the needs of the class.
4. As the result of previous training, dictionary work in this grade should be naturally incidental to some other work that the student is doing.

III. CORRECT SPEECH.

1. In the light of class needs, review the work previously outlined.
2. Students in this grade should be able to use prepositions with much more careful discrimination.
3. A noun or pronoun used before a verbal noun to denote the subject of the action should be put in the possessive case.

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4. Avoid the construction which places the adverb between the parts of the infinitive.

IV. LANGUAGE FORMS.

1. Follow general directions given in the outline for the seventh grade.
2. Continue to review letters and to give ample practice in writing the several kinds.
3. In the light of class needs, review other forms suggested under this heading in the different grades.
4. Resolutions.
 - a. Teach the class how to write formal resolutions.
 - b. Apply this work in class meetings.

V. CHOICE OF WORDS OR VOCABULARY BUILDING.

1. Review the work previously outlined under this general heading using the literature assigned for study in this grade to furnish models for the different types of work.
2. The simile.
 - a. Lead the students to see:
 1. That they have employed this form of speech without knowing its name.
 2. That it is another way in which we seek to make our meaning clearer.
 - b. Words that introduce similes.
 - c. Emphasize this topic in the study of the *Odyssey*.
3. Descriptions
 - a. Point out the value of using the right word in writing an accurate description.
 - b. Emphasize the necessity of having a large vocabulary in order to get *variety* in description.
 - c. Find illustrations of artistic descriptions in the literature assigned for study in this grade.

VI. ORAL ENGLISH.

1. In the light of class needs, review and emphasize any points in the work outlined for the preceding grades that may require attention.
2. Continue the work on enunciation and pronunciation.
3. Continue the oral work on narration.
4. Declamations.
 - a. Selections from literature.
 - b. Selections of merit written by students.
 - c. A part in the class play.
5. Oral descriptions.

Follow the suggestions on description given under "Written Eng-

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lish" in the outline for this grade. Oral work will, of course, precede the written work on this topic.

VII. WRITTEN ENGLISH.

1. In the light of class needs, review the written work outlined for preceding grades.
2. Continue to use suggestive passages from literature to illustrate the work in hand and to stimulate the students to write better English.
3. Continue the work on narration as outlined in the Ninth Grade B.
4. Description.
 - a. Good description must meet the following requirements:
 1. It must be true.
 2. It must give a clear picture.
 3. It must be interesting.
 - b. Develop descriptions from topic sentences such as:
 1. Main Street was thronged with people.
 2. The yard was not an inviting place.
 3. It was a genuine April day.
 4. The family were preparing for the picnic.
 5. It was a busy corner.
 6. The hurdy-gurdy had stopped at the door.
 7. Some one shouted "fire."
 8. The new club was having its first meeting.
 9. It was April Fool's Day.
 10. The room looked very cozy as I opened the door.
 11. Along a country road hastened a man on horseback.
 12. In the lunch room they sat next to each other.
 - c. Find good descriptions in literature and tell what makes them clear and interesting to you.
 - d. Suggestive exercises.
 1. Describe some interesting place with which you are very familiar.
 2. Write a description employing comparison or contrast to bring out your meaning.
 3. Describe a classmate so that the other members of the class will recognize the person.
 4. Describe some person that you know very well, e. g., policeman, postman or family doctor.
 5. Describe some character in literature.

VIII. DICTATION.

1. Continue this work according to the needs of the class.
2. For suggestions see the work previously outlined under this heading.

COURSE OF STUDY

FOR ALL GRADES

SUGGESTIVE LIST OF SUBJECTS

FOR ORAL OR WRITTEN WORK.

I. IMAGINATIVE STORIES.

In taking up this type of work the teacher should be very careful not to permit the students to select subjects that will tend to lead them beyond the realm of their own experiences and thus make their stories unreal rather than sincere expressions of their own ideas.

A Runaway.

The Rescue.

The Lost Purse. (Substitute any lost article.)

A Girl's Heroism.

Helped Out of a Difficulty.

A Bicycle Accident.

A Joke on Me.

A Picnic Party.

A Thanksgiving Story.

The Warning Bell.

Story of an Accident.

Story of an Effort to Enter My Home Without a Key.

II. DESCRIPTIONS OR EXPOSITIONS.

How to Make a Loaf of Bread. (Specify other things students can make.)

How to Play ——. (Specify game.)

A Baseball Game.

Why the Housefly is Dangerous.

Public Buildings. (Specify a particular building.)

Visit to a Park.

A Boat Ride.

A Day in the Country.

In the Woods.

How I Tried to be Helpful.

How I Earned my First Money.

My Favorite Pastime.

A Room in my Home.

A Picture that I Admire.

Character Sketches. (Based either on characters in literature or characters personally known to the writer.)

Description of Garments Made in Sewing Class.

Description of Utensils Used in Cooking.

A Science Excursion.

My First Day at Junior High School.

What I Saw from a Car Window.

Lincoln Branch Library.

Actions of Some Familiar Animal.

How to Can. (Specify fruit or vegetable.)

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III. SCHOOL ACTIVITIES.

Club Activities. (Students to talk or write on the particular activities in the club of which they are members.)

Reports of Class Meetings.

Playground Events.

Thrift and the School Banking System.

What the School Library Means to Me.

Our Home Room Section.

Activities of the School Community Organization.

Possibilities of our Gymnasium.

Value of Physical Exercise.

An Assembly.

Duties of School Officers. (Specify a particular officer.)

Safety First Activities.

Athletic Events. (Specify the event of particular interest at the time.)

Choosing a Course of Study. (Particularly appropriate in 7A.)

Suggestions for the Improvement of our School.

IV. TIMELY TOPICS.

Liberty Bonds.

Red Cross.

Income Tax.

War Gardens.

Letters to our Soldiers.

Boy Scouts and War Activities.

Camp Fire Girls and the Present Crisis.

War Chest.

War Saving Stamps.

Safety First.

V. ARGUMENTS.

Advantages of Motor Delivery to Business Houses.

Snowballing on a Public Highway is Dangerous.

A Disloyal Student Will Not Make a Good Citizen.

Why I Think the Academic Course is Better than the Commercial.

Girls are More Helpful in the Home than Boys.

Summer is the Best Season of the Year.

A Man of Learning Can do More for His Country than a Man of Wealth.

Arbitration is Better than Litigation.

Geometry is More Interesting than Algebra.

Why all Students Should Have Some Hand Work.

GRAMMAR

INTRODUCTION

In the first six grades no technical grammar as such is taught. Therefore, when the students enter the junior high school they begin their formal work in this subject. They have, however, been gaining certain fundamental ideas that should be utilized whenever possible in teaching grammar. It is most essential that teachers in the junior high school should be familiar with what the teachers in previous grades have attempted to do, and that they use this information as a point of departure.

The junior high school course recognizes the value of systematized knowledge obtained through the study of formal grammar. This knowledge, however, is not to be counted of primary importance in itself and, therefore, must be considered in relation to the present language needs of the students. In applying this standard to the following outline an effort has been made to exclude material that does not serve this purpose. In the following outline, the principle of present needs has been stressed rather than the idea of postponed returns. Sets of sentences are not to be devised merely for the sake of exemplifying principles of grammar, but these principles are to be utilized wherever they add essentially in securing clearness or correctness of expression, either oral or written. Such a plan as this is bound to simplify the teaching of technical grammar.

Topics primarily important because of their use in teaching some foreign language are to be left until the foreign language is taken up and the need and relation of the particular topic in reference to the new language is evident.

SEVENTH GRADE B

I. THE FOUNDATION.

In the sixth grade, teachers have emphasized the complete sentence as a means of expressing thought. Teachers in the seventh grade B, after reviewing and emphasizing the sentence as a whole, begin the process of analysis by teaching the pupils how to find the subject and predicate. In this work the pupils should be asked to examine only those grammatical forms and constructions whose use they can plainly see. They should do this with the conscious purpose of learning how to make better sentences, and if this work is properly done it should assist in eliminating the incomplete sentences that so frequently appear in written work.

II. KINDS OF SENTENCES.

In discussing the different kinds of sentences ample opportunity should be given for drill on sentences presenting difficulties in analysis that arise when the thought is not expressed in the natural order, for example, when questions are asked, when exclamations are made, when commands are expressed, or when introductory words are used.

III. INTRODUCTION OF PRONOUNS.

A simple lesson on pronouns is introduced after the lesson on nouns and verbs because the students will meet pronouns frequently and should know from the beginning that pronouns can be used wherever nouns are used because they take the place of nouns.

IV. ADJECTIVES AND ADVERBS.

No attempt is made to distinguish between the classes of *adjectives* on account of the finer distinctions involved. The four classes of *adverbs*, however, are noted in Lesson 9 because the students can decide quite easily, in answer to the question "What does it tell?" whether the adverb tells how, when, where, or how much. The special lesson on "What adverbs modify" affords the teacher an opportunity to emphasize the fact that adverbs may modify three parts of speech while adjectives never modify but one.

V. ADVERBIAL AND ADJECTIVE PHRASES.

Phrases are outlined before prepositions for the following reasons:

1. It is thus possible to emphasize the phrase as a group of words to which the question, "What does it tell?" may be applied and the answer given either in terms of how, when, where, how much; or in terms of what or what kind.
2. It also makes it possible in a later lesson to treat the preposition as a word that both introduces a phrase and shows the relation of the principal word in the phrase to the word modified.

VI. CONJUNCTIONS AND INTERJECTIONS.

The conjunctions, "and" and "but," also the interjections that occur in sentences used by the class should be noted only to such an extent as will make it possible for the students to recognize them as distinct parts of speech.

VII. ARTICLES.

The fact that "a," "an," and "the" are sometimes called articles should be emphasized when teaching adjectives.

VIII. NUMBER.

While the pupils in the elementary grades have learned that nouns may stand for one or for more than one thing, their ideas about singular and plural are rather hazy and it is suggested that in the lesson on "Number of nouns and pronouns" it will be necessary for the teacher to emphasize the meaning and use of these terms. This topic should be taken up in connection with a review of or the teaching of the following rules for forming plurals:

1. Nouns adding *s* or *es* to the singular to form the plural.
girl—girls. inch—inches.

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2. Nouns ending in *o* preceded by a consonant. (Note *exceptions*.)
 hero—heroes. Exception, solo—solos.
3. Nouns ending in *o* preceded by a vowel.
 ratio—ratios.
4. Nouns ending in *y* preceded by a consonant, preceded by a vowel.
 Note *difference*.
 baby—babies. chimney—chimneys.
5. Nouns ending in *f* or *fe*. (Note *exceptions*.)
 leaf—leaves.
 life—lives.
6. Nouns having a different form for the plural.
 man—men. child—children.
7. Nouns having the same singular and plural.
 sheep—sheep.

IX. TOPICS IN GRAMMAR FOR THE SEVENTH GRADE B.

1. What is grammar?
2. The sentence—subject and predicate.
3. Complete subject and complete predicate.
4. Kinds of sentences.
5. Nouns and verbs.
6. Pronouns.
- *7. Adjectives.
8. Adverbs.
9. Classes of adverbs.
10. What adverbs modify.
11. Adverbial phrases.
12. Adjective phrases.
13. Prepositions including parsing.
14. Number of nouns and pronouns.

*In taking up adjectives call the attention of the students to the fact that such words as "many," "few"; "one," "two," "three," etc.; "first," "second," "third," etc., are adjectives because they modify nouns even though they do not *tell* what kind.

SEVENTH GRADE A

I. THE LANGUAGE BACKGROUND.

Students who have been using singular and plural forms as well as possessive forms in their language work since they were in the third grade should now have their attention directed to these changes in the

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form of the noun as the starting point for the work on inflection. This work will not only emphasize the fact that there are changes in the form of the noun but will also lead the students to see that there are really only two forms, the one more commonly used which we are to speak of as the common form, the other used only when it is desired to indicate possession and which we shall speak of as the possessive form.

II. INFLECTION AND DECLENSION.

In taking up the lesson on declension of nouns the teacher should make it clear to the students that declension is the particular application of inflection to nouns. In teaching the declension of nouns, particular emphasis should be placed on the *possessive form* as the possessive or genitive *case*. This topic should, of course, be taken up in connection with the review of possessives suggested under "Technicalities" in the English Outline for the seventh grade A. Declension of nouns is taken up again in Lesson 5 in order to accent declension by idea. Declension of pronouns is taken up as a separate lesson after the lessons on possessive, nominative, and objective *cases* because the personal pronoun which is discussed in this lesson has a particular form for each case.

III. THE SUBJECT.

The lesson on "Three aspects of the subject" gives an opportunity to review subject and predicate and to emphasize the fact that the subject is always in the nominative case.

IV. PREDICATE NOUN AND PREDICATE ADJECTIVE.

In teaching this lesson the *verbs* that are likely to be followed by a predicate noun or a predicate adjective should be emphasized.

V. TOPICS IN GRAMMAR FOR THE SEVENTH GRADE A.

1. Meaning of inflection. (Common and possessive form of nouns.)
2. Declension of nouns. (Emphasis on possessive *form* as the possessive *case*.)
3. Three aspects of the subject. (Emphasize the fact that the subject is in the *nominative case*.)
4. Object and objective case.

Call attention to the terms "transitive" and "intransitive" in connection with verbs that do or do not take objects.

5. Declension of nouns. (Emphasis on idea.)
6. Parsing of nouns.
7. Declension of pronouns. (Emphasis on form.)
8. Person.
9. Gender.

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10. Interrogative pronouns.
11. Parsing of pronouns.
12. Predicate nominative and predicate adjective.
13. Appositives. (Emphasis on case.)
14. Comparison of adjectives and adverbs.

EIGHTH GRADE B

I. FIXING FUNDAMENTAL PRINCIPLES PREVIOUSLY TAUGHT.

While the work in grammar outlined for the seventh grades has been taught, the teachers of the eighth grade will find it necessary to provide frequent opportunities for review of the principles already given and for ample practice in applying these principles. The review work to be carried on throughout the term should be considered quite as much a part of the work of the grade as the particular topics outlined in the following pages.

II. A STUDY OF VERBS.

In the study of verbs which is outlined for this semester, the following details, found in "Grammar Lessons for the Eighth Grade" and intended especially for students who are taking Latin, will be omitted except in classes taking Latin.

1. Omit the detailed study of progressive form suggested in Lesson 4 and referred to in later lessons.
2. Omit Lesson 14 as a special lesson. The necessary emphasis will be placed on the regular forms of the verb "to be" in connection with Lessons 2 and 8.

III. POINTS OF EMPHASIS.

1. Emphasize the use of the verb "to be" in teaching Lessons 2 and 8.
2. Stress the fact that the verb "to be" is used both independently and as an auxiliary.

IV. LESSONS TO BE OMITTED EXCEPT IN FOREIGN LANGUAGE CLASSES.

"Grammar Lessons for the Eighth Grade" was written primarily for classes taking Latin. In adapting these lessons to classes that are not taking a foreign language it has been decided advisable to omit the following lessons:

Lessons 14, 16, 17, 18, 19, 20, 21, and 31.

V. TOPICS IN GRAMMAR FOR THE EIGHTH GRADE B.

1. Summary of work outlined for the seventh grade.
2. Voice.

Under voice emphasize the fact that the verbs "be," "become," "appear," "seem," have no voice.

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3. Tense.
4. Simple and completed or perfect tenses.
5. Synopsis.
6. Person.
7. Number.
8. Auxiliaries.
9. The auxiliary "do."
10. Parsing of verbs.
11. The principal parts of verbs.
12. Regular and irregular verbs.
13. Conjugation of verbs.
14. Review of the predicate nominative.

NOTE: Students in the Latin classes will purchase "Introductory Lessons in High School English and Latin" by Dr. Mason D. Gray. A special pamphlet entitled "Grammar Lessons for the Eighth Grade" has been prepared for students in other classes.

EIGHTH GRADE A

I. LESSONS OMITTED.

See statement under eighth grade B concerning lessons to be omitted for all except the foreign language classes.

II. NEW WORK OF THIS GRADE.

The new work of this grade is centered about clauses. Before taking up the different *kinds* of clauses be sure that the students understand what a clause is and are able to distinguish, with a reasonable degree of accuracy, an independent clause from a dependent clause.

III. TOPICS IN GRAMMAR FOR THE EIGHTH GRADE A.

1. Independent and dependent clauses.
2. Dependent clauses.
3. Noun clauses.
4. Adverbial clauses.
5. Adjective clauses.
6. Conjunctions.
7. Relative pronouns.
8. Expletives.
9. General review of clauses.
10. Comparison of phrases and clauses.

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NINTH GRADE

I. SUPPLEMENTARY LESSONS.

Students in the Latin classes will purchase "Supplementary Lessons in High School English and Latin" by Dr. Mason D. Gray. Teachers of other classes will find that this booklet contains many helpful suggestions on English Grammar in the lessons numbered with Arabic numerals.

II. TIME SCHEDULE.

The time schedule provides less time for formal grammar in this grade. The number of topics has, therefore, been reduced both for this reason and also to provide for the necessary and continuous review and application of principles taught in previous grades.

III. *TOPICS IN GRAMMAR FOR THE NINTH GRADE B.

1. Summary of work outlined for previous grades.
2. Mode (Indicative and imperative).
3. Infinitives.
4. The use of the infinitive.
5. The infinitive used as a noun.
6. The subject of an infinitive.
7. Participles.
8. Review direct object and teach double object.

IV. *TOPICS IN GRAMMAR FOR THE NINTH GRADE A.

1. The uses of may and can; will and shall.
2. The uses of will and shall (continued).
3. †Conjugations of will and shall.
4. The subjunctive mode in all languages.
5. The subjunctive conjugation in English.
6. Recognition of subjunctive forms.
7. Review of clauses and their uses.
8. ‡Review of modes.
9. Review of case uses as taught in previous grades.

*This list of topics does not include the special topics assigned for classes taking a foreign language.

†Except in Latin classes accent only *two* conjugations of will and shall.

‡Do not emphasize the subjunctive mode except in Latin classes.

LITERATURE

INTRODUCTION

I. EXTENSIVE RATHER THAN INTENSIVE WORK FOR SEVENTH AND EIGHTH GRADES.

The present plan for the work in literature for the seventh and eighth grades is based on the idea that pupils in these grades should read a number of stories and get the one or two big ideas that the author intended to convey. Expressing it in the words of Professor Thomas H. Briggs of Columbia University, "We are now standing for one thought out of fifty masterpieces rather than fifty thoughts out of one masterpiece." Under the former plan the children were quite apt to miss the one big idea in spending too much time over details. Under the present plan these details are provided for in other phases of the work in English or are left for later years of the course when the students have attained greater maturity and have accumulated a larger background for the more intensive study of literature.

II. LITERATURE SELECTED MUST APPEAL TO THE CHILD.

Children are bound to read. It is therefore our duty to ascertain and to consider their present interests, thus helping them to do better what they are bound to do, for in this way we may be able to show them other and greater possibilities. The child is sure to be most interested in that selection of literature in which he sees the largest relation to himself or to which he is most able to relate himself. The pupil's desire for more literature by the same author or of the same type is good evidence that this particular kind of literature is producing a satisfactory emotional response and that he is, at least, getting something of what the author intended him to get.

III. THE SHORT STORY.

The short story lends itself well to supplementary reading as it appeals to the child who likes to hear stories, to read stories, and to tell stories. For the literature work in junior high school the stories must be most carefully selected because the students are passing through that period of adolescence when everything read leaves its mark. If the stories stimulate desirable enthusiasms, reinforce good motives, and give a delightful first-hand acquaintance with the writings of authors of recognized merit, they will play an important part in shaping the student's reading throughout future years. Eager and appreciative reading of stories of this type will result in the formation of the invaluable habit of turning to good books for companionship in leisure hours. Short stories that are direct, forceful, and appealing also furnish an excellent foundation for the more intensive study of literature later on.

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IV. SILENT READING.

Oral reading, important as it may be, will never play as large a part in the life of the ordinary individual as silent reading. The future information and consequent effectiveness of our students will depend largely upon what and how they read. It is, therefore, the duty of the school not only to create a taste for good reading, but also to train the students so that they will get the largest possible results from their silent reading when no one is present to offer suggestion or to aid in the interpretation. Under this plan far less emphasis is placed on word drill, pronunciation exercises and oral expression as a part of the reading, because this work is left to be taken up at some other time according to instructions given in the regular outline in English. In their silent reading students should be trained to depend more largely upon the context for the meaning of words and should be taught to interpret the dictionary definition in the light of the sentence or paragraph in which the unfamiliar word is found.

V. DISCUSSION OF THE STORY.

Through discussion following the silent reading, the teacher has an opportunity to stimulate the imaginative and emotional faculties of the students and thus help them really to live with the characters in the story so that they think and feel with them. In this way students may also be led to sense the author's point of view, to appreciate his descriptions, to realize something of what it means to be able to use just the right words to express thought. They should be encouraged to select favorite passages, to give general impressions, to discuss the different characters, and to tell personal experiences like those related in the story. If they are to do this they must enjoy the story, not merely tolerate it.

VI. SUGGESTIVE QUESTIONS HELP TO STIMULATE THE DISCUSSION OF A STORY.

1. Questions of the teacher.

What part of the story interested you most? Why?

Have you found any character that you would like to have for your friend? Why?

What characters do you dislike? Why?

Did you find any surprises in the story?

Did the story end as you expected? If not, why?

How does this story compare with the one we read last?

Is there anything in this story that reminds you of any other story you have read or of any experience you have ever had?

2. Questions of the students.

One of the most helpful ways of getting students to take a vital part in the discussion of the story is to allow them to question each other.

GENERAL OUTLINE IN ENGLISH—LITERATURE

VII. OTHER POSSIBILITIES OF THE ORAL PERIOD.

While each story must be permitted to make its own appeal which is bound to be affected by the experiences in the life of each child, it is possible through the discussion to help students see the meaning of the setting of the story as well as the bearing of time, place, local conditions, and what he may have considered useless descriptions of persons and places. Students may also be led to see how the author plans his story so as to provide for the interesting periods of suspense, so as to introduce enjoyable surprises; and how, here and there, he scatters hints and foreshadowings of events that are to play an important part in the story. Furthermore this period of discussion affords the teacher an opportunity to ascertain how far each student has been able to apply what he has gained from previous discussions, and to find out the kind of impression left by a particular story.

VIII. DRAMATIC REPRESENTATION.

If the work in literature really appeals to the students it is sure to arouse the dramatic strain latent in every child and to stimulate a desire to do the things that he reads about in the story. Dramatic representation of stories that are of particular interest to the students will afford a most desirable opportunity for the expression side of reading and will increase the power to visualize characters and to sense the action of a story.

IX. STUDY OF POEMS AS A PART OF THE WORK IN LITERATURE.

Teachers should be familiar with the poems and stories taught in previous grades so that they may be able to use them for illustration and comparison thus building upon the foundation already laid. Reading poetry aloud will help the students to sense the rhythm. In this work much depends upon the skillful teacher. Some of the poems or parts of poems should be memorized. In some cases the teacher should make the assignment; in others the class may decide upon the selection, or individuals may be encouraged to choose passages that appeal to them. The students should not be asked to commit a poem to memory until they have a clear idea of its meaning, have caught something of its rhythm, and have come really to enjoy its lines.

X. SOME CAUTIONS TO BE OBSERVED IN THE TEACHING OF LITERATURE.

1. Do not make the literature period a time for dictionary study. Drilling on words decreases the interest in the story.
2. Remember to utilize the context as a means for getting the meaning of new words.
3. Let each selection make its own appeal to the child.
4. Avoid too much emphasis on teacher's point of view in the story.
5. Do not attempt to have the students see too many things in a given story.

COURSE OF STUDY

6. Keep in mind the great difference between pupils entering junior high and students in the second or third year of the senior high school.
7. Remember that the students may miss the one big idea in the story if allowed to dwell too long on the details.

XI. NOT A PART OF THE WORK IN LITERATURE.

Supplementary reading in geography and history intended largely to give information in these subjects should not be considered a part of the work in literature and should be read during the lesson periods devoted to these studies.

XII. A TEST OF SUCCESSFUL TEACHING.

A gradual tendency on the part of pupils to select better books for their home reading is one of the best indications of successful teaching of literature. Home reading should therefore be encouraged and directed by every helpful means the teacher can devise. If short oral accounts of books or articles read are given in class for the purpose of stimulating others to read, the pupils should avoid telling too much lest they defeat the purpose of their effort. The teacher should emphasize the fact that this is quite a different matter from mere reproduction of the story. Friendly discussions between the teacher and pupil about outside reading may accomplish much. For the purpose of stimulating and directing the outside reading of the pupils a suggestive list of books for such reading has been prepared and made a part of the following outline under the title, "Graded List of Books Suggested for Home Reading." Every teacher should have a definite plan for following up and encouraging reading out of school. The following suggestions have been made by teachers in the English department of Washington Junior High School.

1. List of books read kept as suggested in directions for the note book.
2. Reports from pupils on books that have been of particular interest to them.
3. Assignments for written work in English based on outside reading.
4. Books under discussion brought to the class room so that other pupils may see and handle them.
5. Short lists of books and authors that are proving very interesting to the class may be written upon the blackboard from time to time.
6. Stories read in school suggest other stories by the same author for outside reading.
7. Teacher holds special conferences with leaders who are naturally interested in literature and these leaders work with other members of the class in stimulating outside reading.
8. Pupils are encouraged to use illustrations from stories read outside of school when discussing a story that the class is reading.

GENERAL OUTLINE IN ENGLISH—LITERATURE

9. Occasional roll call on books read in which students give name of last book read and state the author.
10. Special attention should be given to those pupils who are not natural readers and so have little desire for reading of any kind.
11. Reports on the outside reading of pupils by the class librarian who gives names of books read during a given period, also number reading each book.
12. Individual report on cards as each book is read. Cards call for the following information:
 Title of book.
 Author.
 Principal characters.
 Personal estimate of story.
 What the student likes best about the book.

XIII. GRADED LIST OF BOOKS SUGGESTED FOR HOME READING.

SEVENTH GRADE B

Alcott, Louise .M.....	Little Men. Little Women.
Baldwin	Story of Seigfried.
Brown	Raab and His Friends.
Burnett, F. H.....	Editha's Burglar. Little Lord Fauntleroy. Sara Crewe.
Canfield	Kidnapped Campers.
Dodge, Mary Mapes.....	Hans Brinker.
Earl	On the School Team.
Haaren and Poland.....	Famous Men of Greece. Famous Men of Rome. Famous Men of the Middle Ages.
Herbertson	Heroic Legends.
Hyde, Lillian S.....	Favorite Greek Myths.
Jackson	Nelly's Silver Mine.
Jewett, Sarah Orne	Betty Leicester.
Mabie, Hamilton Wright....	Fairy Tales Every Child Should Know.
Otis, James	Toby Tyler.
Rankin	Dandelion Cottage.
Richards, Laura E.....	Five Minute Stories.
Saunders, Marshall	Beautiful Joe.
Sewell, Anna	Black Beauty.
Sidney, Margaret	Five Little Peppers.
Spyri, Johanna	Heidi.
Thompson	American Patty.
Thompson-Seton, E.	Lobo, Rag and Vixen. Two Little Savages.
Wiggin, Kate Douglas.....	Bird's Christmas Carol.
Wyss, J. R.....	Swiss Family Robinson.

COURSE OF STUDY

SEVENTH GRADE A

Alcott, Louise M.....	Eight Cousins.
Austin, J. G.....	Betty Alden. Standish of Standish.
Barrie, J. M.....	Peter and Wendy.
Blanchard	Girls of '76.
Coffin, C. C.....	Old Times in the Colonies. Boys of '76.
Guerber, H. A.....	Story of the English.
Hale	On the Trail of Washington.
Hughes	The Lakerim Athletic Club.
Larcom, Lucy	A New England Girlhood.
Lee, Mary C.....	A Quaker Girl of Nantucket.
Malory	Boy's King Arthur.
Oliphant	Bob, Son of Battle.
Pyle, Howard	Some Merry Adventures of Robin Hood.
Richards, Laura E.....	Captain January.
Rolt, W.	Boy with U. S. Foresters.
Seawell, Molly	A Virginia Cavalier.
Southey	Life of Lord Nelson.
Thompson-Seton, E.	Trail of the Sandhill Stag. Biography of a Grizzly.
Trowbridge	Cudjo's Cave.
Williams, Sherman	Stories from Early N. Y. History.
Wright	The Gray Lady and the Birds.

EIGHTH GRADE B

Baldwin, James	Swift's Gulliver's Travels Retold.
Beebe, M. B.....	Four American Naval Heroes.
Bolton, Sarah K.....	Girls Who Became Famous. Poor Boys Who Became Famous.
Burnett, F. H.....	Secret Garden.
Custer	Boots and Saddles.
De Amicis	An Italian Schoolboy's Journal.
Goss	Life of Grant for Boys.
Hale, E. E.....	Boys' Heroes.
Harris, J. C.....	Nights with Uncle Remus.
Lessing	Two Spies.
Martin, Mrs. George.....	Emmy Lou.
Nicolay, Helen	Boy's Life of Abraham Lincoln.
Page, Thomas Nelson	Two Little Confederates. Santa Claus' Partner.
Parkman	Montcalm and Wolfe.
Porter, Eleanor	Pollyanna.
Pyle, Howard	Story of King Arthur and His Knights. Story of the Champion of the Round Table. Otto of the Silver Hand.

GENERAL OUTLINE IN ENGLISH—LITERATURE

Richards	Florence Nightingale.
Seawell, Molly E.....	Twelve Naval Captains.
Stowe, Harriet Beecher.....	Uncle Tom's Cabin.
Thompson-Seton, E.	Lives of the Hunted.
Wiggin, Kate Douglas.....	Polly Oliver's Problem.

EIGHTH GRADE A

Adams, J. H.....	Harper's Electricity for Boys.
Baldwin, James	American Book of Golden Deeds.
Brooks	Historic Boys.
	Historic Girls.
Bullen, Frank T.....	Cruise of the Cachelot.
Clemens, S. L.....	Prince and Pauper.
Cooper, J. F.....	Deerslayer.
Doubleday	Stories of Inventions.
Gould	Young Folks' Plutarch.
Harris, J. C.....	Uncle Remus and His Friends.
King	Cadet Days.
Liliencranz	The Thrall of Lief the Lucky.
London, Jack	Call of the Wild.
Lucas, E. V.....	Slowcoach.
Mason, Alfred	Tom Strong, Washington's Scout.
Meadowcroft	Boy's Life of Edison.
Mitchell	Hugh Wynne.
Moffett	Careers of Danger and Daring.
Montgomery, L. M.....	Ann of Green Gables.
Moore, M. H.....	Deeds of Daring Done by Girls.
Piercy, Willis D.....	Great Inventions and Discoveries.
Rice, Alice H.....	Mrs. Wiggs of the Cabbage Patch.
Seaman	Jacqueline of the Carrier Pidgeons.
Sharpe	A Watcher in the Woods.
Shaw	Castle Blair.
Towle, George M.....	Heroes and Martyrs of Invention.
Warner, Charles D.....	Being a Boy.
Wiggin, Kate Douglas.....	Rebecca of Sunnybrook Farm.

NINTH GRADE B

Allen, James Lane.....	A Kentucky Cardinal.
Altshelter	Young Trailers.
Barbour, Ralph	Half-Back.
Bullen, F. T.....	Frank Brown, Sea Apprentice.
Clemens, Samuel	Tom Sawyer.
	Huckleberry Finn.
Cooper, J. F.....	The Pilot.
	Prairie.
	Pathfinder.
Dickens, Charles	David Copperfield.
	Oliver Twist.

COURSE OF STUDY

Dix	Soldier Rigdale.
Duncan	Adventures of Billy Topsail.
	Billy Topsail and Company.
Eastman, Charles	Indian Boyhoods.
Fitzpatrick	Jack of the Bushveld.
French, Allen	Pelham and His Friend Tim.
	Story of Rolf and the Viking's Bow.
Goss, W. L.....	Tom Clifton.
Hasbrouck, L. S.....	Boy's Parkman.
Huntington, H. S.....	His Majesty's Sloop, Diamond Rock.
Johnson, Rossiter	Phaeton Rogers.
Kipling, Rudyard	Kim.
Lang	Story of Joan of Arc.
Lummis, C. F.....	King of the Broncos.
Mabie, H. W.....	Heroes Every Child Should Know.
	Heroines Every Child Should Know.
Montgomery, L. M.....	Ann of Avonlea.
Stevenson, R. L.....	David Balfour.
	Kidnapped.
Thompson-Seton, E.	Wild Animals I Have Known.
Van Dyke	The Other Wise Man.

NINTH GRADE A

Churchill, Winston	The Crisis.
Dana	Two Years Before the Mast.
Deland, Margaret	Old Chester Tales.
	Doctor Lavendar's People.
Doyle, Conan	White Company.
	Adventures of Sherlock Holmes.
Dickens, Charles	Old Curiosity Shop.
Fox, John	Little Shepherd of Kingdom Come.
French, H. W.....	Lance of Kanana.
Grenfell, W. T.....	Adrift on an Ice-Pan.
Ingersoll, Ernest	Ice Queen.
Irving, W.	Tales of a Traveler.
Keller, Helen	Story of My Life.
Kingsley, Charles	Westward Ho.
Kipling, R.	Jungle Book.
	The Day's Work.
	Captains Courageous.
	Puck of Pook's Hill.
Munroe, Kirk	Campmates.
Parkman	The Oregon Trail.
Pendleton, L. S.	In the Camp of the Creeks.
Porter, Gene	Freckles.
	Girl of the Limberlost.
Pyle, Howard	Men of Iron.
Riis, Jacob	Making of an American.

GENERAL OUTLINE IN ENGLISH—LITERATURE

Scott, Sir Walter.....	Kenilworth. Quentin Durward. Talisman. Guy Mannering.
Smith, F. Hopkinson	Caleb West.
Stockton, Frank R.....	A Jolly Fellowship. Captain Chap. The Buccaneers and Pirates of Our Coast.

XIV. GRADED LIST OF STORIES AVAILABLE IN SETS OF SUPPLEMENTARY
BOOKS IN THE LIBRARY OF WASHINGTON JUNIOR HIGH SCHOOL.

SEVENTH GRADE B

Author	Title	Edition or Book	*Period
Ewing	Jackanapes	Owen Pub. Co.....	6
Hawthorne ..	Circe's Palace	Tanglewood Tales	4
	Snow Image	Snow Image	2
	Daffydowndilly	Standard Lit.	1
	Golden Fleece	Tanglewood Tales Owen Pub. Co.....	6
	Minotaur	Tanglewood Tales	6
	Pomegranate Seeds	Tanglewood Tales	6
	The Pygmies	Tanglewood Tales	4
Irving	Rip Van Winkle	Sketch Book Essays from Sketch Bk. Owen Pub. Co.....	6
Kingsley	Story of Perseus.....	Owen Pub. Co.....	6
Longfellow ..	Building of the Ship.....	Riverside No. 38.....	6
Ruskin	King of the Golden River.....	Owen Pub. Co.....	6
Whittier	Short Poems	Riverside No. 4.....	2

SEVENTH GRADE A

Hawthorne ..	Great Stone Face	Standard Lit.	6
	Gray Champion	Stepping Stones 7th Twice Told Tales.....	2
	Esther Dudley	Twice Told Tales.....	2
	The Great Carbuncle.....	Twice Told Tales.....	4
	The Dragon's Teeth.....	Tanglewood Tales	6
Henry, Pat'k.	An Appeal to Arms.....	Stepping Stones 7th....	1
Holmes	Grandmother's Story of the Battle of Bunker Hill.....	Riverside No. 6.....	4
Irving	Sleepy Hollow	Sketch Book Essays from Sketch Bk. Stepping Stones 7th Owen Pub. Co.....	8
	Other Short Stories	Essays from Sketch Bk. Sketch Book	4
	Legend of Moor's Legacy.....	Stepping Stones 7th....	5

COURSE OF STUDY

Knight	.....Miraculous Pitcher and Other Short Stories	Dramatic Reader	6
Lamb	.....Tales from Shakespeare.....	Cornell Series	6
Longfellow	.....Miles Standish	Riverside No. 2.....	7
Whittier	.....Snowbound	Riverside No. 4.....	7

EIGHTH GRADE B

Andrews	...Perfect Tribute	Scribners	4
Cooper	.....Last of Mohicans.....	Macmillan Pocket	10
Dickens	....Christmas Carol	Riverside No. 58, 57...	6
	Little Nell	Standard Lit.	8
Hale	.....Man Without a Country.....	Little-Brown	6
Knight	.....M. Tulliver's Visit to Gypsies..	Dramatic Reader	2
Lincoln	....Gettysburg Address	Stepping Stones 7th....	1
Longfellow	.....Evangeline	Riverside No. 1.....	10
Ramee	.....Dog of Flanders	Owen Pub. Co.....	6
Schiller	.....William Tell	McMurray Edition	6
Warner	....A-Hunting of the Deer.....	Riverside No. 37.....	4
Washington	.....Farewell Address	Stepping Stones 7th....	1

EIGHTH GRADE A

Bullard	.....Tad and His Father.....	Little-Brown	6
Cooper	.....The Spy	Standard Lit.	10
Dickens	....Cricket on the Hearth.....	Christmas Carol	6
	David Copperfield	Standard Lit.	10
Hugo	.....Ninety-Three	Standard Lit.	10
Poe	.....The Gold Bug.....	Owen Pub. Co.....	6
Scott	.....Lady of the Lake.....	Silver-Burdett	10
	Tales of a Grandfather.....	Ginn and Co.....	2
Shakespeare	.....Julius Caesar	Riverside No. 67.....	8
Slocum	....Sloop Spray	Scribners	8
Stevenson	..Treasure Island	Pocket Edition	8

*This term refers to the forty-minute period given to literature twice each week in the seventh and eighth grades. The figure under this term refers to the maximum number of periods assigned to each story.

NINTH GRADE

See statement concerning "Literature in the Ninth Grade" on page 61.

XV. GRADED LIST OF LONG POEMS AVAILABLE IN SETS OF SUPPLEMENTARY BOOKS IN THE WASHINGTON JUNIOR HIGH SCHOOL LIBRARY.

SEVENTH GRADE B

Author	Poem	Edition or Book	*Period
Longfellow	.....Building of the Ship.....	Riverside No. 38.....	6

GENERAL OUTLINE IN ENGLISH—LITERATURE

SEVENTH GRADE A

Holmes	Grandmother's Story of the Battle of Bunker Hill.....	Riverside No. 6.....	4
Longfellow .	Miles Standish	Riverside No. 2.....	7
Whittier	*Snowbound	Riverside No. 4.....	10

EIGHTH GRADE B

Longfellow .	Evangeline	Riverside No. 1.....	10
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*Snowbound to be used either in 7A or 8B according to the season.

XVI. LITERATURE IN THE NINTH GRADE.

1. General statement.

- a. The plan for the work in literature in this grade changes from the extensive to the more intensive plan followed in the senior high schools. The work done in the two preceding grades should furnish the necessary background for a more detailed study of the selections assigned.
- b. Selections for study in this grade are made from the list given in the Syllabus for Secondary Schools. Each teacher is expected to select the material for the class according to the requirements specified by the State Department of Education.

2. Textbooks.

- a. The students in the ninth grade are required to buy the books used in their work in literature. The books purchased depend upon the selections made by the teacher as suggested above.
- b. All ninth-grade students are required to purchase "Great English Poets" by Cody. This book furnishes a great variety of long and short poems and provides most of the material for the study of poetry in this grade.

XVII. GRADED LIST OF SHORT POEMS AVAILABLE IN SETS OF SUPPLEMENTARY BOOKS IN THE WASHINGTON JUNIOR HIGH SCHOOL LIBRARY.

SEVENTH GRADE B

Author	Poem	Edition or Book
Longfellow .	An April Day.....	Riverside No. 2
	Skeleton in Armor.....	Cody Selections
	Wreck of the Hesperus.....	Cody Selections
	Excelsior	Cody Selections
	The Day is Done.....	Cody Selections
	The Arrow and the Song.....	Cody Selections
	Old Clock on the Stairs.....	Cody Selections
	Arsenal at Springfield.....	Cody Selections
	The Bridge	Cody Selections
	Psalm of Life.....	Cody Selections

COURSE OF STUDY

SEVENTH GRADE A

Emerson	...Concord Hymn	.....Cody Selections
Holmes	....Ballad of the Boston Tea Party.	Riverside No. 6
	Lexington	.....Riverside No. 6
Read	.....The Rising in 1776.....	Stepping Stones 7th
Whittier	....Corn Song	.....Riverside No. 4
	The Shoemakers	.....Riverside No. 4
	The Fishermen	.....Riverside No. 4
	The Huskers	.....Riverside No. 4
	The Barefoot Boy.....	Riverside No. 4
	Telling the Bees.....	Riverside No. 4
	Poor Voter on Election Day...	Riverside No. 4
	The Angels of Buena Vista....	Stepping Stones 7th
	Centennial Hymn	.....Stepping Stones 7th

EIGHTH GRADE B

Finch	.....The Blue and the Gray.....	Stepping Stones 7th
Holmes	....How the Old Horse Won the	
	Bet	.....Riverside No. 6
	Dorothy Q—A Family Portrait.	Riverside No. 6
	The Last Leaf.....	Riverside No. 6
	For Services in Memory of	
	Abraham Lincoln	.....Riverside No. 6
	Old Ironsides	.....Riverside No. 6
	Union and Liberty.....	Riverside No. 6
	God Save the Flag.....	Riverside No. 6
	The Chambered Nautilus.....	Stepping Stones 7th
	Contentment	.....} Stepping Stones 7th
		.....} Riverside No. 6
	Spring	.....Riverside No. 6
	The Steamboat	.....Riverside No. 6
	The Deacon's Masterpiece.....	Riverside No. 6
	The Broomstick Train	.....Riverside No. 6
	The Flower of Liberty	.....Riverside No. 6

EIGHTH GRADE A

Cary	.....Autumn	.....Stepping Stones 7th
Emerson	...The Humble Bee.....	Stepping Stones 7th
Lowell	....The Present Crisis.....	Students Eng. Classics
	Violet, Sweet Violet.....	Students Eng. Classics
	To the Dandelion	.....Students Eng. Classics
Shaw	.....The Red, White and Blue.....	Stepping Stones 7th

NINTH GRADE B

Kipling	....Recessional	.....Stepping Stones Higher
Scott	.....Lochinvar	.....Cody Selections
	Charge at Waterloo	.....Stepping Stones Higher

GENERAL OUTLINE IN ENGLISH—SPELLING

Shelley	.....The Cloud	.....	{ Stepping Stones Higher
	To a Skylark	.....	{ Cody Selections
Whitman	...O Captain, My Captain	.....	Cody Selections
Wordsworth	.The Daffodills	.....	Cody Selections

NINTH GRADE A

Browning	...How They Brought the Good	Cody Selections
	News	.....
	Herve Riel	.....Stepping Stones Higher
Burns	.....Tam O'Shanter	Cody Selections
	A Man's a Man	.....Cody Selections
Keats	.....On First Looking into Chap-	
	man's Homer	.....Cody Selections
Poe	.....To Helen	Cody Selections
Tennyson	...Lotus Eaters	Cody Selections
	Bugle Song	.....Cody Selections
	Flower in the Crannied Wall	...Cody Selections
	The Brook	.....Cody Selections

Individual selections from the "Cody Selections" in 9B and 9A.

SPELLING

GENERAL STATEMENT

I. POWER TO ANALYZE WORDS.

Experience has shown that the power to analyze words is invaluable, not only to secretarial workers but to students in general. It is the aim of the work in spelling to develop this power in the following ways:

1. By the development of a syllable sense so that simple phonic elements will be recognized readily and students will be able to divide words properly in their written work.
2. By insisting on careful and exact enunciation and pronunciation. Training in this respect will help to eliminate slovenly pronunciation that leads to poor spelling.
3. By helping the students to detect and to remember elements of difficulty in words, and to associate these elements with corrective measures.

II. LIMITED BUT USABLE VOCABULARY.

The student learns to spell for the sake of mastering the vocabulary which he is likely to meet in his written work. This means a limited but usable vocabulary. The lessons, therefore, are limited to not more than five new words a day, with the provision that every fifth day

COURSE OF STUDY

shall be given to a review that includes written work in some form. The plan provides for both oral and written spelling with the emphasis on the latter as being the better test of the pupil's ability as well as meeting his greatest needs.

III. INDIVIDUAL LIST PLAN.

Students vary greatly in their ability to spell. Every student should be required to keep a list of the common words which he has failed to spell correctly. He should be tested from time to time on the words in his particular list. This list should include not only the misspelled words from the weekly review but also all troublesome words that the student is sure to use more or less frequently.

IV. RELATION OF SPELLING TO DICTIONARY WORK.

Students should be taught from the beginning to make use of the dictionary. It should be remembered that we seldom have occasion to spell a word unless we are familiar with its meaning and know how to use it. Definite exercises are suggested in the outline on English Composition where specific suggestions are made showing the relation of spelling to this work.

GENERAL OUTLINE IN MATHEMATICS

INTRODUCTION

The students who come to the junior high school from the elementary schools should have the ability to use the fundamental processes with a reasonable degree of accuracy and speed.

They should be familiar with the approved processes in common fractions and decimals. In these subjects, however, they will need ample practice in order to develop the skill that is so essential, if they are to be able to use these processes with facility in their problem work and as a necessary part of their work in higher mathematics.

They should also have been taught the simple language and meaning of percentage in its relation to common fractions and to decimals. The junior high school must continue this work and make all the necessary and desirable applications; it must provide opportunity for drill that shall fix these processes and give facility in their use.

Up to this time very little attention has been given to short methods as the object has been to fix fundamental processes. It is, therefore, left to the junior high school instructor to teach and to fix by necessary drill the desirable short methods indicated by future needs.

The general aim up to and including the work of the seventh grade is to furnish such fundamental training in arithmetic as students will find valuable and essential, whether they continue their work in school or are obliged to begin active service in the community.

At the end of the seventh grade the students are allowed to elect either the commercial course or the general course in mathematics, according to the department that they decide to enter. In the foreign language department, the technical household arts department and the technical industrial arts department the general course is required.

The aims and details of the commercial course in arithmetic are stated under *Business Arithmetic* as a part of the course outlined for the commercial department. (See page 122.)

The aim in the general course is to furnish such mathematical training as the average pupil is likely to find valuable for its own sake and necessary as a preparation for future study in the high school or in college. This mathematical training is made, so far as possible, a natural out-growth of the pupil's arithmetical knowledge. An effort has been made so to relate the new work to the student's environment that it will be endowed with sufficient motive to create both interest and background. The mathematics in this course is to be taught both as a *language* for the explanation of certain ideas and as a *tool* for the solution of certain problems of general interest.

COURSE OF STUDY

Arithmetic is continued throughout the year largely in its relation to the new subjects, geometry and algebra. The first half of the year provides for the consideration, in a thoroughly concrete and simple setting, of the fundamental facts of plane geometry by means of a study of straight lines, angles, triangles, polygons and circles. This study is followed by the introduction of the ideas of equality, of symmetry, congruence, and similarity. Such simple ideas and principles of solid geometry as are desirable in giving the preparation for algebra and for a subsequent study of pure or applied mathematics are also introduced as a part of this course. The students are also given some opportunity to gain skill in the use of geometrical instruments; and, by means of ample use of concrete materials in the school room, on the street and at their homes, they are constantly led to see the relation of things all about them to the study of geometry and to desire reasons for geometrical processes.

The second half of the eighth year is devoted to the study of algebra. As geometry was developed much earlier, historically, than algebra it has seemed wise to use it as a means of furnishing background for the latter study. Under this plan, algebra is regarded as a short method of symbolizing numerical relations and processes; and, in order to give meaning to symbols before the actual study of algebra is attempted, geometry has been selected as furnishing an easy field for this application of algebraic symbols. While this is by no means the only field of such application it has proved a most natural one under the present arrangement. The subject-matter for this semester includes only so much of algebra as can be readily assimilated and easily applied in the concrete manner suggested above. The equation occurs early in the course and is supplemented by numerous simple problems. The entire plan provides for the introduction of algebraic symbols in a much more simple and concrete manner than is ordinarily attempted, thus leading naturally to the fundamental definitions, processes and principles of the new subject.

The following is a brief outline of the work taken up in the several grades:

SEVENTH GRADE B

I. Daily drill and review.

1. Fundamental processes.
2. Common and decimal fractions.
3. Aliquot parts in relation to dollars and cents, to percentage, and to computing invoices.
4. Tables of weights and measures as applied in practical problems.
5. Percentage applications as taught in this grade.

II. Teach and apply in the regular work the following short methods:

1. Two-step process.
2. Four-step process.

GENERAL OUTLINE IN MATHEMATICS

3. Moving the decimal point to multiply or to divide a given number by 10, 100, 1000.
4. Multiplying a given number by 5, 15, 25, 50, and 75.
5. Multiplying by 39, 59, 79, etc.
6. *Application of the following aliquot parts to practical problems:

$$\frac{1}{2}, \frac{1}{3}, \frac{2}{3}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{3}{5}, \frac{1}{6}, \frac{1}{7}, \frac{1}{8}, \frac{3}{8},$$

$$\frac{5}{8}, \frac{7}{8}, \frac{1}{9}, \frac{1}{10}, \frac{1}{12}, \frac{1}{20}.$$

*NOTE: In computing invoices it should be remembered that the aliquot part may be applied to the *item* as well as to the price, e. g.,
 $16 \frac{2}{3} \text{ yd. at } 45c = \frac{1}{6} \text{ of } 45 = 7 \frac{1}{2} = \$7.50.$

- III. At least one-half of the problem work in this grade should involve principles taught and the tables of weights and measures used in the preceding grades.
- IV. Plan the work in percentage in this grade so as to continue to emphasize the relation of this topic to common fractions and to decimals.
- V. The three cases of percentage.
 1. Teach cases one and two in relation to practical applications.
 2. Teach terms base, rate, and percentage as other names for whole, fractional part, and part of the whole.
 3. Do not teach case three until the other two cases are clearly understood and the students can make the practical applications with a reasonable degree of accuracy and skill. This case does not have the numerous practical applications of the other two.
- VI. Apply principles taught in this grade to the following topics:
 1. Profit and loss.
 2. Commission using the first case only.
 3. Simple discount. Review bills in connection with this topic.

SEVENTH GRADE A

- I. Daily drill as indicated in seventh grade B outline.
- II. Problem work as indicated in seventh grade B outline.
- III. Review and continue to apply the short methods outlined for the seventh grade B.
- IV. Continue to apply the principles of percentage in practical problems as follows:

COURSE OF STUDY

1. Review, as a part of the daily lesson, previous applications.
 2. Teach Trade Discount as an application of the first case in percentage.
 3. Teach Insurance.
- V. Teach Simple Interest by the sixty-day method for reckoning interest at six per cent. Use this method only.
- VI. As suggested in the outline for the seventh grade B, a large part of the problem work should deal with what has been taught in the preceding grades.
- VII. Teach Bank Discount.
1. Meaning and use of the promissory note.
 2. Meaning of face, date of maturity, term of discount, discount and proceeds.
 3. "Term of Discount" is a point of difficulty.
 - a. Be sure that the students *know* the exact number of days in each month.
 - b. Teach them not to count the day the note is discounted but to *count* the "date of maturity" in reckoning the "term of discount."

EIGHTH GRADE B

- I. Daily drill and review in arithmetic according to general suggestions outlined for the seventh grade.
- II. Teach the fundamental facts of geometry, also the topics in arithmetic that are specified in the following outline. For the work in geometry the students should use "Geometry for Junior High Schools" by Mr. William Betz.
 1. Origin of mathematics.
 2. The origin and use of geometric forms.

Sphere, hemisphere, rectangular solid, cylinder, cone, pyramid, and prism.
 3. The purpose of geometry.
 4. Rectangular solids.

Review perimeter, area, and volume as applied to this topic.
 5. Straight lines.
 - a. Properties of a line.
 - b. Segments.
 - c. Measurement of segments.
 - d. Review applications of linear measure in connection with this topic.
 6. Circles.
 - a. Terms: circumference, diameter, radius, arc, semicircle, quadrant.
 - b. Square measure applied in problems dealing with circles.

GENERAL OUTLINE IN MATHEMATICS

7. Angles.
 - a. Definition and notation.
 - b. Kinds of angles.
 - c. Measurement of angles. (Use protractor.)
8. Circles and lines.
 - a. Terms: secant, tangent, chord.
 - b. Review use of protractor.
9. Circles and angles.
 - a. Relation of central angles, arcs, and chords.
 - b. Terms: intercept and subtend.
10. Related angles.
 - a. Complementary angles.
 - b. Supplementary angles.
 - c. Conjugate angles.
 - d. Vertical or opposite angles.
11. Related lines.
 - a. Parallel lines.
 - b. Methods of drawing a line parallel to a given line.
 - c. Relation of parallel lines to figures, e. g., square, rectangle, triangle.
12. Triangles.
 - a. Definition and notation.
 - b. The sum of the angles of a triangle.
 - c. Classification of triangles based on angles.
 - d. The isosceles triangle.
 - e. Practical uses of triangles.
 - f. Square measure applied in problems dealing with triangles.
13. Related circles.
 - a. Definition of terms used.
 - b. The relation of the center segment to the radii.
14. Circles and triangles.
 - a. Radii used as a basis for comparing the sides of triangles.
 - b. Classification of triangles based on sides.
 - c. Construction of triangles.
 - d. Practical application.
15. Polygons.
 - a. Definitions and names.
 - b. Relation of sides of a polygon to:
 1. Vertices and interior angles.
 2. Diagonals drawn from one vertex and the resulting triangles.
 3. Sum of the interior angles.
 4. Size of the angles when all are equal.
 - c. Special quadrilaterals.
 1. Rectangle.

COURSE OF STUDY

2. Square.
3. Parallelogram.
4. Rhombus.
5. Trapezoid.
- d. Practical applications of the table of square measure to the special quadrilaterals.
16. Circles and polygons.
 - a. Relation of chords to polygons inscribed in a circle.
 - b. The construction of regular polygons.
 - c. Relation of central angle to the interior angle of a polygon.
17. Symmetry.
 - a. Kinds of symmetry.
 1. Point balance.
 2. Line balance.
 3. Plane balance.
 - b. Folding and cutting paper to illustrate symmetry.
 - c. Construction of symmetric points, segments, triangles, etc.
 - d. Designs illustrating symmetry.
 - e. Five fundamental constructions:
 1. Bisect a segment.
 2. Bisect an angle.
 3. Erect a perpendicular.
 4. Drop a perpendicular from a point to a line.
 5. Bisect an arc.
18. Congruence.
 - a. Idea and use of congruence.
 - b. Construction of a polygon congruent to a given polygon.
 - c. Construction of a triangle congruent to a given triangle by three methods.
 1. Angles, side, angle.
 2. Side, angle, side.
 3. Side, side, side.
 - d. Simple applications to surveying.

EIGHTH GRADE A

- I. Daily drill and review in arithmetic according to general suggestions outlined for the seventh grade.
- II. Teach the fundamental facts of algebra also the topics in arithmetic that are specified in the following outline. The students in this grade should use "Introductory Algebra Exercises" by Mr. William Betz. This book gives a detailed statement of the work and furnishes necessary supplementary material.
 1. Origin and purpose of algebra.
 - a. Familiar abbreviations for the sake of economy.
 - b. Letters used in formulas to save time and space in writing.

GENERAL OUTLINE IN MATHEMATICS

2. Counting.
 - a. Necessity for counting.
 - b. Early methods of counting.
 - c. Idea of economy.
3. Algebra as shorthand, or the meaning and use of letters denoting counting or measuring.
 - a. Application to segments.
 - b. The use of letters in finding perimeters of geometric figures.
 - c. The meaning of coefficient.
 - d. Substitution of given values for letters.
Use whole numbers, fractions, and decimals.
 - e. The use of more than one letter applied to both plane figures and to solids.
 - f. Similar and dissimilar terms.
 - g. Development and continuous application of rule of order and rule of grouping, and rule of similar terms.
 - h. Rules of addition applied to algebraic expressions involving increments and multiples.
 - i. Translation and use of formulas, not geometric.
4. Equalities.
Identities and equations.
5. Purpose of equations.
6. Solution of one-step equations.
 - a. By addition.
 - b. By subtraction.
 - c. By multiplication.
 - d. By division.
7. Solution of simple problems involving one-step equations.
8. Solution of two-step and three-step equations and of problems involving them.
9. Graphs.
 - a. Meaning and use of statistical graphs.
 - b. Simple applications.
10. History of surveying and mensuration.
11. Multiplication.
(Area and volume formulas are used as a basis for teaching multiplication.)
 - a. Monomial by monomial.
Rules of order and grouping, with applications.
 - b. Polynomial by monomial.
Rule of distribution, with applications.
 - c. Polynomial by polynomial.
Rule of distribution, with applications.
12. Rule of $(a + b)^2$.

COURSE OF STUDY

13. The right triangle.

Develop the hypotenuse rule.

14. Square root based on rule of $(a + b)^2$.

15. Application of square root to right triangles.

NINTH YEAR

In the ninth year, the work prescribed by the State Syllabus in Elementary Algebra is completed. This material, however, is being enriched by a continuation of the correlated mathematics begun in the eighth year.

GENERAL OUTLINE IN SOCIAL SCIENCE

CIVICS

INTRODUCTION

I. PRACTICAL SCHOOL ACTIVITIES.

As the student enters the junior high school he becomes a member of a real community and is given a share in the government of the school. Within necessary limitations he is just as much a citizen as he ever will be and is cultivating in the most practical way the habits and qualities of good citizenship. The boy who serves well as a member of the Safety First Committee in the school will have a greater interest in matters of public safety, and the girl who does her part on the decorating committee in making the school room or the assembly hall more attractive will have a greater interest in having the home more beautiful.

II. AIM OF THE WORK IN CIVICS.

It is hoped that this plan of helping the child to understand his community, his dependence upon it, and his responsibility for it will result in a proper interest in and a right attitude toward government as the supreme means by which all members of the community may co-operate for the common welfare. The plan emphasizes the fact that the best kind of civics is training in the *habits* of good citizenship. It helps the pupils to realize that there is such a thing as just authority and emphasizes the fact that he who expects to govern must first learn to obey. Such work as this should develop a sense of social obligation which will enable the learner to feel, to think and to do—a power that will later make him of real service in any community of which he is a part. In this way the teacher has an opportunity to present high ideals without moralizing; to teach reverence, gratitude and true patriotism; to lay the foundation of a real, American citizenship and thus repay with interest the debt the school owes to the State.

Instruction in civics in harmony with this ideal will help to develop a class of young Americans too jealous of their own liberties to encroach upon the rights of others; too keenly appreciative of the buildings and equipment provided by the city to misuse them; too proud of our beautiful city to litter its streets or sidewalks with unsightly rubbish; too patriotic as Americans to lessen by any act of theirs the full value of all that has been committed to them by generations of men and women who have lived and died for their country. Moreover, in this

COURSE OF STUDY

manner, the public school will exert the strongest influence in developing a class of citizens who will be quite as conscious of their duties and obligations as of their rights.

III. SCHOOL ACTIVITIES AS A BASIS FOR WORK IN COMMUNITY CIVICS.

The work in community civics as outlined for the seventh grade B is based on the activities of the students in the school community. It provides for such a study of local institutions and current events as will vitalize the whole course, and attempts to make the life of the city as a community have a real meaning to the students. In order to carry out this plan, the students have access to the city charter, to pamphlets issued by the several city departments, to the annual reports of the city, and to material gathered from various sources bearing on the growth and development of the city. They are encouraged to make personal investigations under the direction and guidance of the teachers. As material in the form of reports, pamphlets, newspaper clippings, etc., is collected, it is preserved for future reference. In this way valuable data required by students for this work is gradually accumulated. The suggestive groups of topics outlined on page 75 form a very essential part of this outline on the government of our city and indicate the relation of the study of city civics to actual student participation in the affairs of a school community.

IV. GENERAL STATEMENT CONCERNING OTHER DISTINCTIVE FEATURES OF THE FOLLOWING OUTLINE.

The work outlined for the seventh grade A suggests a brief study of the history of the development of the "rights of Englishmen" beginning with the events that led to the granting of the first charter and ending with a discussion of the third great declaration of English rights. In connection with this study the pupils are led to see that the colonists, up to the time of the Revolution, simply demanded their rights as Englishmen and, failing in this, there was nothing left for them to do except to declare themselves a free and independent people. This work is followed by a study of the steps taken by the colonists toward self government in America.

In the eighth grade, a formal study of the government of the United States and the relation of this government, both in form and in operation, to the government of the state and of the city is made. This work is based upon actual study of the Constitution of the United States. In connection with this study the students are also given some idea of political parties, party platforms, party organization, and election machinery.

The following pages furnish a detailed outline by grades.

SEVENTH GRADE B

I. THE ATHENIAN OATH.

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the

GENERAL OUTLINE IN SOCIAL SCIENCE—CIVICS

ranks. We will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this city not less but greater, better, and more beautiful than it was transmitted to us."

II. OUR SCHOOL AND OUR CITY.

The following suggestive groups of topics will indicate relations of community civics to student participation in the affairs of the school that should be emphasized by the teacher as each of the topics in the outline given in the following pages is studied.

- Group 1 { The plan of student participation in the affairs of the school.
The city charter.
- Group 2 { Obligations of all students to the school.
Obligations of all citizens to the city.
- Group 3 { School motto.
City flag.
- Group 4 { School officers.
City officials.
- Group 5 { School helpers.
City policemen.
- Group 6 { Safety first committee in the school.
Department of public safety in the city.
- Group 7 { Business managers in school activities.
Chamber of Commerce to promote the business interests
of the city.
- Group 8 { School athletics.
Public recreation.
- Group 9 { School funds.
City taxes.
- Group 10 { School rules.
City ordinances.
- Group 11 { Pride in the school.
Pride in our city.
- Group 12 { Education in school.
Education after school.

III. THE CITY OF ROCHESTER.

- 1. Charters granted by the State.
 - a. Village of Rochesterville.
 - b. Town of Rochester.
 - c. City of Rochester.
- 2. Location.
 - a. On the Genesee River and Lake Ontario.

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*b. In Monroe County.

*c. In New York State.

*Students should be able to sketch freehand maps.

IV. REASONS FOR THE GROWTH OF ROCHESTER.

1. Water power.
2. On the natural line of communication between the East and the West. (Erie canal and railroads.)
3. In a broad, fertile valley. (Agricultural development.)

V. CITIZENS AND CITIZENSHIP.

1. Duties and privileges of citizenship.
2. The child's part as a citizen.
This should be emphasized in the study of each topic.
3. From alien to citizen.
 - a. Meaning of alien.
 - b. Process of obtaining citizenship.

VI. THE CITY FLAG.

1. Reason for adoption.
2. How adopted.
3. Description.
4. Meaning.

NOTE: The official flag of Rochester was designed by David E. Spear, Jr., who was then a member of the Rochester Chamber of Commerce, and was designated in an official pronouncement by Mayor Hiram H. Edgerton on September 15, 1910. The official pronouncement issued by the Mayor is as follows:

"The flag represented by the colors blue, white and gold, and bearing the crest of the Rochester family, designed by Mr. David E. Spear, Jr., I hereby designate as the official flag of the City of Rochester.

"The blue represents our exceptional water and electric power; the white, the cleanliness of our city; the gold, our financial strength and industrial prosperity. These colors form an artistic and handsome combination, and give us a distinctive city flag, representing the spirit of progress and development which has become such a complete part of Rochester. The flag can be used to advantage on all public occasions. It will help to stimulate the Rochester idea and add to our real patriotism."

See "History of the Rochester Flag" by Charles E. Ogden.

VII. CARE OF THE CITY FOR THE HEALTH OF CITIZENS.

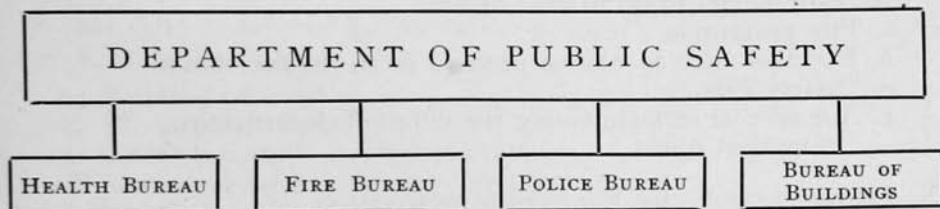
The importance of co-operating with public officials in the matter of health in order to bring about the best results should be emphasized,

GENERAL OUTLINE IN SOCIAL SCIENCE—CIVICS

also the fact that the lack of public support often limits the possibilities of good work in public departments.

The relation of the local Health Bureau to the State Board of Health should be noted as an illustration of the way in which the individual community must co-operate with the larger community of the state and nation.

The following diagram will indicate the relation of the Health Bureau to the Department of Public Safety and suggest other ways in which the city cares for its citizens.



1. Health Bureau.

- a. The health officer and his duties.
- b. The location of the office.
- c. School records and work certificates.
- d. City physicians and their duties.
- e. Prevention of the spread of disease.
- f. Efforts to preserve health.
- g. Health work in your district.

*2. Additional health topics for class reports.

- a. Our water supply.
- b. The city sewage system.
- c. The disposal of garbage, papers, and ashes.
- d. Care of streets and sidewalks.
- e. A visit to the Health Bureau.

*Optional topics.

VIII. PROTECTION OF LIFE AND PROPERTY BY THE CITY.

1. Police Bureau.

- a. Chief of Police.
 1. Appointed by Commissioner of Public Safety.
 2. Headquarters and duties.
- b. Inspectors and inspection districts.
- c. Captain and other officers in a precinct—Duties.
- d. The duties of policemen or patrolmen.
- e. The appointment of policemen.
- f. Police woman.
- g. Traffic duty.

2. Fire Bureau.

- a. Chief—Duties—How chosen?

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- b. Captain and other officers at the fire stations. Duties.
 - c. Calling a fire company—By alarm—By phone.
 - d. The duties of firemen.
 - e. The appointment of firemen.
 - 3. Bureau of Buildings.
 - a. Fire Marshal appointed by the Commissioner of Public Safety.
 - b. Duties of the fire marshal.
 - *4. Additional topics for class reports.
 - a. Co-operating with policemen and firemen.
 - b. Some things to do in case of fire.
 - c. Fire prevention.
 - d. Personal visits to nearest precinct or to the fire station.
 - e. "Safety First."
 - f. Annual cost of maintaining the different departments.

*Optional topics.
- IX. PROVISIONS FOR THE EDUCATION OF CITIZENS.
- 1. Department of public instruction.
 - a. Board of Education.
 - 1. Five members elected by the people.
 - 2. Duties of members and their term of office.
 - b. Superintendent of schools and his assistants.
 - 2. The public library.
 - 3. Educational institutions not maintained by the city.
 - *4. Additional topics for class reports.
 - a. Compulsory education. What? Why?
 - b. Relation of the local department to the State Department of Education.
 - c. Opportunities offered by evening classes.
 - d. Summer make-up classes.
 - e. Advantages of junior high schools.
 - f. A visit to the efficiency bureau.

*Optional topics.
- X. OPPORTUNITIES FOR PLEASURE AND RECREATION.
- 1. Department of parks.
 - a. Commissioner of parks—Duties.
 - b. Superintendent of playgrounds and recreation—Duties.
 - 2. Name, location, and special feature of each park.
 - 3. Playgrounds, baseball diamonds, athletic fields, tennis courts, golf links, and skating rinks.
 - *4. Additional topics for class reports.
 - a. Value of parks to a city.
 - b. Recreation at public expense. What? Why?
 - c. Care of trees by the department of parks? What? Why?

GENERAL OUTLINE IN SOCIAL SCIENCE—CIVICS

- d. Opportunities for nature study in the parks.
- e. Personal experiences.
- *Optional topics.

XI. CITY EXPENSES AND OBTAINING MONEY TO PAY THEM.

- 1. The annual tax budget. What? How obtained?
 - a. Board of estimate and apportionment. Duties.
- 2. Department of assessment and taxation.
 - a. Board of assessors—Members—How chosen?—Duties.
- 3. The comptroller and the treasurer—Duties.
- *4. Additional topics for class reports.
 - a. Meaning of bond issues.
 - b. The city debt limit.
 - c. Common council and the tax budget.
 - e. Real meaning of "the city pays for it."
 - f. Interviews with public officials.
- *Optional topics.

XII. LAWS AND ORDINANCES.

NOTE: The relation of the city to the state and to the nation should be noted again in connection with this topic and the fact that the city gets its authority from the charter granted by the state should be emphasized.

- 1. Common Council.
 - a. President—How chosen?—Duties.
 - b. The city clerk—How chosen?—Duties.
- 2. Members of the common council—How chosen?—Duties.
- 3. Meetings of the common council. Time—Place.
- *4. Additional topics for class reports.
 - a. A visit to the common council.
 - b. An interesting meeting of the common council.
 - c. A meeting of the common council compared with a class meeting of a home-room section.
 - d. The work of standing committees of the common council.
 - e. The interests of each ward and its relation to the city as a whole. (Use organization of the school to illustrate this topic.)
- *Optional topics.

XIII. INTERPRETATION OF LAWS AND ADMINISTRATION OF JUSTICE.

- 1. The Courts of the city.
 - a. Municipal court—Judges—Jurisdiction.
 - b. Police court—Police Justice—Jurisdiction.
 - c. Children's court.
- *2. Additional topics for class reports.
 - a. Steps necessary to cause the arrest of an individual.

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- b. Giving bail.
- c. Meaning of subpoena.
- d. Trial by jury.

*Optional topics.

XIV. THE CHIEF EXECUTIVE OFFICER OF THE CITY AND HIS HELPERS.

- 1. Mayor—How chosen?—Term—Duties.
- 2. Helpers by election of the people.
 - a. Comptroller.
 - b. Treasurer.
 - c. Assessors.
 - d. Commissioners of Schools.
- 3. Helpers by appointment.
 - a. Corporation counsel.
 - b. City engineer.
 - c. Commissioner of Public Works.
 - d. Commissioner of Public Safety.
 - e. Commissioner of Parks.
 - f. Commissioner of Charities.

NOTE: Only the most important helpers are included in the above list.

XV. †ROCHESTER AS A PART OF MONROE COUNTY.

- 1. Its representation in the legislative body of the county.
- 2. Its share in the expenses of the county.
- 3. Its relation to the executive officers of the county.
- 4. Its dependence upon the several branches of the judicial department of the county.
- 5. Its share in electing county officers.
- 6. Its importance as the county seat.

XVI. †ROCHESTER AS A PART OF THE STATE OF NEW YORK.

- 1. A city of the first class.

Governed under charter granted by the legislature of the state of New York.
- 2. Represented in the state legislature at Albany.
 - a. In the Assembly.
 - b. In the Senate.
- 3. Relation to the executive officers of the state.
- 4. Cases tried in the Court of Appeals.
- 5. Qualification of voters as prescribed by the state.
- 6. Share in the state election.
- 7. Relation of the Health Bureau to the State Board of Health.
- 8. Relation of local School Board to State Department of Education.

†The topics outlined under this heading indicate some of the relations of Rochester as a community to the larger community of which

GENERAL OUTLINE IN SOCIAL SCIENCE—CIVICS

it is a definite part. The similarity of organization in each of the three departments of government should be clearly brought out as each unit is studied. The government of the United States studied in detail in the eighth grade A will serve as a basis for further comparison later on and will enable the teacher to review and to emphasize essential points that can only be touched upon briefly at this time.

SEVENTH GRADE A

I. GOVERNMENT IN ENGLAND.

1. The first charter—William the Conqueror grants a charter to London in 1066—Why?
2. Henry I. gave charters to the people—Why?
3. Richard I. sold charters to the people—Why?
4. King John made to sign the Magna Charta—1215.
 - a. This charter granted rights to all classes.
 - b. It provided that no taxes were to be levied without the consent of a National Council.
 - c. Justice was not to be sold, denied, or delayed.
 - d. No man was to be punished except according to the laws of the land and the judgment of his equals.
5. Fifty years after the Magna Charta came the First Representative Parliament.
6. Thirty years after this First Parliament, the regular Parliament was established with the House of Lords and House of Commons.
7. The Petition of Rights or Second Great Charter of English Liberties was made in the reign of Charles I in 1628.
 - a. It reaffirmed the great rights granted by the Magna Charta.
 - b. It stated that taxes could not be levied except by order of Parliament.
- c. It also said that soldiers or sailors were not to be quartered in private houses.

NOTE: Show the relation of this topic to American history and note the coming to America of Pilgrims and Puritans.
8. The Bill of Rights or Third Great Declaration of English Rights was made in the reign of William and Mary—1689.
 - a. It restated the great rights noted in the two former documents.
 - b. It added that there was to be no standing army in time of peace.
 - c. Excessive bail was forbidden. Why?
 - d. It also advocated the right of assembly, of petition, and of free speech.

COURSE OF STUDY

II. GOVERNMENT OF THE COLONIES BY ENGLAND.

This topic should be discussed as a part of the work on the four colonies selected for study. The outline for work on these colonies will be found under History. (See page 90.)

1. By charter—The largest measure of self government.
2. By authority of the king—Royal province.
3. By proprietors—Proprietary government.

III. STEPS TOWARD SELF GOVERNMENT IN AMERICA.

1. First Colonial Assembly in Virginia—1619.
2. Compact made by the people on the Mayflower—1620.
3. The New England Confederation—1643.
4. The Albany Convention—Franklin's "Plan of Union"—1754.
5. Committees of Correspondence—Drawing the colonies together.
6. Continental Congresses—1774—1775—1776.
 - a. Time and place of meeting.
 - b. Important acts of each.
 - c. An appeal to the King by the colonies for their rights as Englishmen.
7. Declaration of Independence—1776.
 - a. Its meaning.
 - b. The four parts.
8. The adoption of a national flag—1777.
 - a. The reason.
 - b. The design of the first national flag.
9. The Articles of Confederation.
 - a. Prepared by a committee appointed at the Continental Congress of 1776; but not adopted until 1781.
 - b. Purpose—To unite the colonies for the purposes of war and the regulation of commerce.
 - c. Weaknesses of this form of government.
 1. No head.
 2. No power to levy tax without the consent of the States.
 3. No power to enforce its recommendations.
 - d. Results of this form of government.
 1. Suffering of the army during the war.
 2. Contempt of the people at home and abroad.

EIGHTH GRADE B

I. FORMING A NEW GOVERNMENT.

1. A mutual interest—The Northwest Territory.
2. Steps toward "a more perfect union."
3. Struggles of the Constitutional Convention.

GENERAL OUTLINE IN SOCIAL SCIENCE—CIVICS

4. The adoption of the Constitution.

II. ORGANIZING THE NEW GOVERNMENT.

1. Political parties and their principles.
2. Election of the first members of Congress.
3. Election and inauguration of the first president.
4. The first capital.
5. The first cabinet.

EIGHTH GRADE A

I. THE GOVERNMENT OF THE UNITED STATES.

1. Divisions of the National Government.
2. The legislative branch of the National Government.
Article I. of the Constitution.
3. The President as the chief executive officer of the nation.
Article II. of the Constitution.
4. The "Federal Courts" as the judicial branch of the National Government.
Article III. of the Constitution.
5. Other important features of the Constitution.
 - a. Privileges of citizens defined—Article IV.
 - b. Admission of States into the Union—Article IV.
 - c. Amendments—Article V.
 - d. Supreme law of the land—Article VI.
 - e. Ratification—Article VII.
 - f. American Bill of Rights is expressed in the first *ten amendments*.
(The students should read these Amendments and note their similarity to the "rights of Englishmen" previously studied.)
 - g. Correction of minor defects found in the actual working out of the Constitution—Amendments XI. and XII.
 - h. Changes as a result of the Civil War—Amendments XIII., XIV., and XV.
 - i. Income tax—Amendment XVI.
 - j. Election of senators by the people of each State—Amendment XVII.

II. ORGANIZATION FOR THE PURPOSE OF CARRYING ON THE GOVERNMENT OF THE UNITED STATES.

1. Reason for political parties.
2. Leading political parties and their platforms.
3. Party organization.

Ward committee.	Caucus.
County committee.	National nominating conventions.
State committee.	Political clubs.
National committee.	The campaign.

COURSE OF STUDY

4. Election machinery.

Personal registration.

Party enrollment.

Nomination petition.

Primary election.

General election.

Election officers.

Ballots.

Counting the vote.

CURRENT EVENTS

INTRODUCTION

I. DISCRIMINATION.

As the students in the seventh grade B begin the work on current events, the first task of the teacher will be to get them to discriminate between what is worth while and that which is of little or no value. Confining the topics to local events is a good way to begin and will make this work directly related to the study of community civics taken up in this grade. Some of the following suggestions may also prove helpful in getting the students to evaluate the items found in their search for current events.

1. The teacher's comments and suggestions on the clippings brought into class.
2. Posting the best clippings on a bulletin board.
3. Selection of the best clippings for the class record book or envelope.
4. Allowing the class to vote on the best events brought in for a particular lesson.
5. Carefully directed class discussion of the events contributed by the several members of the class.

II. GENERAL SUGGESTIONS ON SELECTION OF EVENTS.

1. Items of particular local significance.
2. Important movements in our own country and in other lands.
3. Events that indicate world progress.
4. Statements about individuals who have accomplished something worth while.
5. The significance of holidays and anniversaries.
6. The results of important national and international conventions.
7. Messages and proclamations of the president, of the governor, of the mayor.
8. Important acts of Congress, of the General Assembly, of the Common Council.
9. Leading events relating to city, state, or national elections, e. g., nomination of candidates, party platforms, questions at issue in

GENERAL OUTLINE IN SOCIAL SCIENCE—CURRENT EVENTS

the campaign, election day, how the election is conducted and the results.

III. SOURCES OF MATERIAL.

1. While the daily papers will naturally furnish a large part of the material both because of the frequency of the news furnished and the low cost, it should be remembered that weekly and monthly publications contain very valuable reading matter. In the latter publications, the news has been more carefully selected and time has given the editors the opportunity to correct errors and to formulate suggestive comments.
2. Pictures add to the interest of the students in this work and help to make many of the topics much more concrete and real to them.
3. Cartoons often convey a very striking message in a most effective manner, and the students should be encouraged to collect them and taught to interpret and enjoy them.
4. General sources of material may include moving pictures, lectures, public signs or bulletins, conversations with other people, etc.

IV. RELATION OF "CURRENT EVENTS" TO "COMMUNITY CIVICS."

1. Students should know, at least, some of the *names* of the people who represent them in the city, the county, the state, and the nation. They should be encouraged to collect information given in the public press regarding the official acts of these representatives and taught how to use this material in forming judgments with reference to public officials.
2. By means of current events, students should be made familiar with matters taken up by the different bodies in the several units of government and should thus be helped to understand the work of the several departments.
3. Reading and discussing parts, at least, of the messages of executive officials will help students to see how these officials seek to influence or to initiate legislation.
4. Through current events, students may be helped to understand how money is raised and for what it is spent. The various ways of raising money to run the national government should be emphasized and so far as possible related to the study of the city tax budget.
5. The relation of the press to public opinion and of public opinion to law making should be carefully pointed out.

V. TIME GIVEN TO CURRENT EVENTS.

Thirty minutes a week should be devoted to this work. The teacher may divide this time in the manner that best meets the class needs. Some teachers like three short periods of ten minutes each while others

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like to give two fifteen minute periods to this work. In some cases it may be desirable to use the whole thirty minutes as one period.

VI. METHOD OF PRESENTING CLIPPINGS IN CLASS.

The student should not be allowed to read his clipping when presenting it to the class, but should be asked to master the facts that it contains and then to present them in a brief, effective form. In some cases, comment and discussion may profitably follow the presentation. The wise teacher will make this work have a most vital bearing on other subjects taken up in the regular course of study.

VII. PLANS.

1. The bulletin board plan.
2. The secretary or class historian plan.
3. The individual notebook plan.
4. The envelope plan.
5. The current history plan.

NOTE: The details of the above plans have been worked out by teachers in the History Department of the Washington Junior High School and are made available for the teachers of the city in a series of typewritten suggestions provided for this purpose.

VIII. GENERAL SUGGESTIONS.

1. The current events period may be socialized as follows:
 - a. Let class elect a chairman and two critics.
 - b. It shall be the duty of the critics to verify the statements made by the several contributors, to note errors in speech, to decide whether the events are grouped in the proper classification, and to determine whether the pupils have followed the plan outlined by the teacher.
 - c. At the end of the period the critics may make a report to the class.
 2. Have current event reviews.
 - a. Call on pupils to make statements with reference to recent current events of particular interest.
 - b. These statements must be brief and to the point.
 - c. Stimulate the interest of the class in this subject by having current events contests. Have each row work for a one-hundred per cent record.
 3. Include all the students in the class.
- If some students are slow in responding to the general directions for collecting current events, be sure to assign a special topic to them and call upon them for a definite report.

HISTORY

INTRODUCTION

It should be the teacher's aim in this work to make the study of history a study of vital relations rather than the memorizing of particular facts. In this subject, especially, education is not so much a process of instruction as it is a process of growth and development. The plan outlined in the following pages provides for the teaching of history not simply as a record of the past but rather as a means of understanding the present; hence the vital relation of this subject to civics and to current events. History makes the child familiar with the great characters and important events of the past; civics impresses upon the young citizen his relation to his community; and a wise use of current topics helps the pupil to understand how the important events which are taking place today will, in their turn, become a part of the history of the future, just as the events that took place in the past are written about and described in our present histories. In this way he is led to see that each helps to interpret the other.

The following outline includes references to and topics upon the history and institutions of other lands; and an attempt is made so to organize the material that the students will realize that American history is only a small part of the history that people have been making since the world began. Under this plan they are expected to learn that the Greeks, the Romans, and other nations have made contributions to civilization that paved the way for the life we live at the present time; and to sense the fact that if we are really to understand the history of our country, we need to know something about events that took place a long time ago. The study of the struggles of early peoples with emphasis on what each has contributed to civilization should arouse in the child some appreciation of what has been accomplished thus far in the world's history; and the stories of the persons through whom this work has been accomplished should help him to realize the power of individuals who are really great.

The study of history should give to the students a usable body of information, both for service and for pleasure; it should assist them in their attempts to distinguish between logical and fallacious thinking; and it should help to enable them to meet problems and situations of a social nature with reasonable and justifiable solutions, thus training them for acceptable and constructive service in the community. Quickening the community spirit is an essential part of the work of every history teacher. Today as never before, the teacher may help to steady public opinion which is so often threatened by superficial judgments and hasty conclusions. The present crisis has revealed the unusual opportunity of the history teacher who may, without lowering the standards of history teaching and without omitting anything of real importance, so deal with pres-

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ent-day events in their relation to the history of the past that this subject shall become most vital in the education of the coming generation.

The work as outlined in the following pages for the several grades is planned in large units of instruction which are further outlined in detail in order to indicate more clearly particular points of emphasis. So far as possible, each unit is to be presented from the standpoint of some present-day interest. Topics of minor importance are omitted. The chronological order is followed only so far as it refers to the development of a particular unit, and only then when this procedure is the most economical.

SEVENTH GRADE B

In attempting to present the brief sketches of world history suggested in the following outline for the seventh grade B, the teacher should remember that students in this grade are not prepared for detailed, scientific study. They are prepared, however, to receive more or less definite impressions that may be conveyed to them by means of pictures, stories, and simple descriptions arranged in chronological order. They are not expected to understand the full meaning of the great events here touched upon but rather to catch something of the spirit and purpose of the people who lived a long time ago and who have in turn added their contributions to our present civilization.

To attempt to memorize the facts indicated in the following brief outline on world events is contrary to the whole object of this work, the purpose of which is to furnish a background for later reading and study, and to give some idea of real beginnings in history. American history cannot be studied intelligently without some knowledge of the people who lived on the other side of the Atlantic a long time ago. Teachers should keep the *primary* object of this work constantly in mind and so guard against the natural tendency to include too many details from the rich material at their disposal.

I. THE DAWN OF HISTORY.

1. The Egyptians and the pyramids.
2. The Chaldeans.
 - a. The renowned king of Babylon.
 - b. The dream of a great prophet.
3. The Phoenicians and their trade routes.

II. EARLY LEADERS OF CIVILIZATION.

1. The Greeks.
 - a. Stories of the Greeks.
 - b. Familiar pictures.
 - c. The Olympic games.
 - d. The training of a Spartan youth.
 - e. Alexander and industrial expansion.
 - f. Greek men and self government.

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2. The Romans.

- a. Stories of the Romans.
- b. Familiar pictures.
- c. The Romans conquer the Greeks.
- d. Caesar overcomes the Gauls.
- e. Caesar invades Britain.
- f. Roman citizenship.

3. The Germans.

- a. Teutonic tribes—Angles, Saxons, Franks.
- b. Germans conquer the Romans.
- c. Germans invade England.

4. King Alfred and the English.

- a. Why called Alfred the Great?
- b. His struggles with the Danes.

NOTE: A brief study of English history will be continued in the seventh grade A as suggested in the work outlined under Civics.

III. EVENTS LEADING TO THE DISCOVERY OF AMERICA.

1. Results of the Crusades.

- a. Renewal of interest in the East.
- b. Revival of trade and love of travel.
- c. Rise of commercial centers, such as Venice, Genoa, and London.

2. Influence of the story of Marco Polo on European explorers.

3. Fall of Constantinople and its effect on European commerce.

4. The mariner's compass.

5. The effect of the invention of printing.

6. New ideas as to the shape of the earth.

IV. DISCOVERY OF AMERICA.

1. Columbus and his plans.

NOTE: Avoid too much detail in dealing with this topic. Utilize what the pupils have read about Columbus in previous grades and treat this subject more in the nature of a review.

2. Landing in America—Where?—When?

3. Other voyages of Columbus.

4. The naming of America.

V. NATIONS INTERESTED IN DISCOVERY, EXPLORATION AND COLONIZATION.

The characters indicated in the following outline should not be studied in detail. The purpose of the work suggested is to show the relation of the efforts of these men to the claims of a particular nation. Each character should, therefore, be definitely associated both with the country that he represents and with the results of his efforts so far as that country is concerned. Other details are matters of general interest

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rather than necessary parts of the following outline. It should also be remembered that the students have become more or less familiar with many of these characters through the history stories that they have read and discussed in previous grades. This information should furnish the background for the particular study suggested at this time.

1. Spanish.
 - a. De Leon.
 - b. Balboa.
 - c. De Soto.
 - d. Magellan.
 - e. Cortez in Mexico.
 - f. Pizarro in Peru.
 - g. Settlement at St. Augustine.
2. English.
 - a. The Cabots.
 - b. Drake.
 - c. Frobisher.
 - d. Raleigh and his attempts to colonize.
(Use the story of "Good Queen Bess.")
 - e. First permanent settlement at Jamestown.
3. French.
 - a. Champlain.
 - b. Cartier.
 - c. Marquette.
 - d. La Salle.
 - e. Settlements at Montreal and Quebec.
4. Dutch.
 - a. Henry Hudson.
 - b. Settlement at New Netherland.

SEVENTH GRADE A

Four colonies are selected for particular study. While the students should know the names of the thirteen original colonies and possibly the object of settlement, it is not necessary to study each one in detail. If there is time the students may read and discuss material given in the textbook with reference to the colonies not assigned for special study.

The relation of colonial history to events taking place in England should be brought out as clearly as the immature minds of students in this grade will permit.

I. ENGLISH COLONIES IN AMERICA. (Four colonies selected for study.)

1. Virginia.
 - a. The name and its relation to English history.
 - b. Time and place of settlement.
 - c. Character and object of settlers.
 - d. John Smith as a leader.

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- e. Tobacco culture and slavery.
- f. First representative assembly.
2. Massachusetts.
 - a. The Pilgrims.
 1. Time and place of settlement.
 2. Relation to English history.
 3. The Mayflower Compact.
 4. Character and object of settlers.
 5. Miles Standish as a leader.
 6. The climate and resulting difficulties.
 7. Their relation to the Indians.
 8. The first Thanksgiving.
 - b. The Puritans.
 1. Time and place of settlement.
 2. Relation to English history.
 3. Character and object of settlers.
 4. Winthrop as a leader.
 5. Compare with the Pilgrims.
 - c. Its relation to the settlements finally known as Rhode Island and Connecticut.
 - d. The New England Confederation.
 - e. Compare the "town meeting" in Massachusetts with the "representative assembly" in Virginia.
3. New York.
 - a. Time and place of settlement.
 - b. Object and nationality of the first settlers.
 - c. Peter Stuyvesant as a leader.
 - d. The Patroons.
 - e. Early friendships with the Indians.
 - f. New Netherland becomes New York—Why?
4. Pennsylvania.
 - a. The Quakers in England.
 - b. Time and place of first settlement.
 - c. Character and object of the settlers.
 - d. William Penn as a leader.
 - e. Friendly relations with the Indians.

II. INTERCOLONIAL WARS.

Beyond the causes and the effects of the Intercolonial Wars, no attempt should be made to go into the details of this topic. The pupils should, however, be given some idea of the struggles that took place in the old world between England and her rivals and the relation of these struggles to the colonists representing the several nations.

1. Causes.
 - a. The trouble between the mother countries in Europe was naturally taken up by the colonists in America. Under this cause the following points should be emphasized:

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1. For a long time England and Spain were rivals on the sea. In the end England defeated the great Spanish Armada and won the mastery of the sea.
2. The trouble between England and Holland was finally settled in favor of England; and New Netherland, the Dutch claim in America, became the English colony of New York.
3. Most serious of all, so far as the colonists were concerned, was the trouble between France and England. This began in America with what is commonly known as King William's War and marks the time in English history when William and Mary came to the throne and the Bill of Rights or Third Great Declaration of English Rights was made. This period ended, so far as the colonists were concerned, with what is known in some histories as the French and Indian War and in others as the last French War in America. It is unnecessary to go into the details of any of these wars except, possibly, to bring out the fact that as a result of the great battle fought at Quebec England established her claims to Canada.
- b. Another cause of the fighting was the conflicting claims made by the nations that had established settlements in the new world.
2. Effects on the colonists and their future.
 - a. The colonists learned to think and to act independently as well as to fight and thus came to know their strength.
 - b. They realized the value of cooperation and saw what might be accomplished if they were united. (Franklin's plan of union might be discussed in connection with this topic.)
 - c. The reaffirming of the "rights of Englishmen" increased the desire of the colonists for an equal share in these rights.

III. REVOLUTION OF THE ENGLISH COLONISTS IN AMERICA.

It will be necessary to avoid all detailed study of the various campaigns of the Revolutionary War in order to provide time for the more important topics that have been added to the outline of work for this grade.

1. Causes.
 - a. England's attempt to control American commerce through the "Navigation Acts."
 - b. The "Writs of Assistance."
 - c. Various forms of "taxation without representation" contrary to the "rights of Englishmen." Review topics 4, 7 and 8 under I. of the civics outline for this grade. (See page 81.)
 - d. The Boston Tea Party and its results.
 - e. Sending soldiers to America and attempting to quarter them in private houses contrary to the "rights of Englishmen."
2. Defenders of the American Cause.
 - a. In America—Samuel Adams—Patrick Henry.
 - b. In England—William Pitt—Edmund Burke.

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3. Attitude of King George III. and his friends.
4. Beginning of the Revolution.
 - a. Battle of Lexington—Paul Revere.
 - b. Battle of Bunker Hill.
5. Declaration of Independence.

Study this topic in connection with topics 7 and 8 under III in the civics outline for this grade.
6. The Colonies organize into States and the States into a Confederation.

Study this topic in connection with topic 9 under III in the civics outline for this grade.
7. An attempt to separate the colonists.

Battle of Saratoga.
8. Arnold's treason.
9. Valley Forge and the plots against Washington.
10. Aid from France—Benjamin Franklin.
11. Financial difficulties—Robert Morris.
12. The surrender of Cornwallis and the end of the war.
13. Results of the war.

EIGHTH GRADE B

In the outline for this grade there is no attempt to separate the civics and the history which are so closely related. The more formal work in civics is left for the second half of the eighth year.

I. THE CRITICAL PERIOD.

1. Weakness of the government under the "Articles of Confederation."

Review topic 9 under III in the civics outline for the seventh grade A.
2. Jealousy between the states because the people sought personal gain rather than the welfare of the country as a whole. Compare this with events that followed the revolution in Russia.
3. The Northwest territory—A mutual interest that held the states together.
4. Steps toward forming "a more perfect union."
 - a. Conference at Alexandria—1785.
 - b. Convention at Annapolis—1786.
 - c. Constitutional convention at Philadelphia—1787.
5. Struggles of the Constitutional Convention.
 - a. Questions at issue.
 - b. Compromises.
 - c. Constitution finally adopted by the convention, and then submitted to the people of the several states.
 - d. Final adoption after discussion and vote on adoption in the several states.

NOTE: It should be noted that the discussion and *study* of the

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Constitution itself is left for the work in civics in the eighth grade A.

II. STARTING THE NEW GOVERNMENT UNDER THE CONSTITUTION.

1. Political parties—Names of parties—Leading principles.
2. Election and inauguration of Washington.
3. The first capital.
4. Location of the present capital.
 - a. Where? How? Why?
 - b. Use pictures and interesting descriptions to make the capital of our country real to the students.
5. The Cabinet.
 - a. What for?
 - b. How chosen?
 - c. Compare the cabinet of the present time with Washington's cabinet.
6. Hamilton's financial measures that provided for raising money for the payment of our national debt and for the expenses of the government.

III. THE STRUGGLE FOR COMMERCIAL INDEPENDENCE.

1. The effect of modern conditions on Washington's idea of neutrality.
2. Compare the situation that led the United States to take part in the great European war with that which arose in Washington's day because of the war between France and England.
3. Jay's treaty with England.
 - a. The effect on America.
 - b. The effect on France.
4. Meaning of the X. Y. Z. papers.
 - a. Preparation for war.
 - b. Washington asked to take command of the army.
5. The United States Embargo Act.
 - a. Object.
 - b. Effect.
6. The United States finally forced into war with England in order to defend our rights on the sea.
 - a. Impressment of American seamen the cause of the war of 1812.
 - b. The "Star Spangled Banner" written during the war of 1812.
 - c. Results of the war of 1812.

NOTE: There should be no detailed study of the war of 1812, the successful completion of which ended our struggle for commercial independence. The whole topic offers excellent opportunity to establish a most vital relation of events of the present day to our early history as a nation.

GENERAL OUTLINE IN SOCIAL SCIENCE—HISTORY

IV. INDUSTRIAL PROGRESS BEFORE THE CIVIL WAR.

1. Agriculture.

- a. *Invention of the iron plow and its effect on farming.
- b. *Invention of the cotton-gin and the increase of cotton plantations.
- c. *Invention of the McCormick reaper and other machines for farming and the effect on the development of the West.

2. Manufacturing.

- a. Hand labor gradually gives place to labor-saving machinery and the modern factory has its beginning.
- b. Invention of the "spinning jenny" and the power-loom make textile industries possible.
- c. Slater, the "Father of American Manufacturers."
- d. Streams of New England and adjoining states furnish power for grist-mills, saw-mills, cotton-mills, and woolen mills.
- e. Discovery of coal revolutionizes the iron industry.
- f. *Invention of the sewing machine and its relation to the clothing and to the boot and shoe industries.
- g. Ship building.

3. Commerce.

- a. Increased trade between the states as the result of regulation by the national government.
- b. Trade with foreign countries increases as the result of our successful struggle for commercial independence.

4. Immigration.

- a. Trace briefly the increase in immigration from 1848 to 1860.
- b. The relation of immigration to the labor problem.

V. THE SLAVERY QUESTION.

1. Slave labor introduced in Virginia in 1619 raises a great national issue.
2. Struggle between free and slave states for the balance of power in Congress.
 - a. Missouri compromise in 1820.
 - b. Compromise of 1850 when California seeks admission to the Union as a free state.
 - c. Kansas and Nebraska bill.
 - d. Debates between Lincoln and Douglas.
 - e. Meaning of the following terms in the light of this struggle.
 1. Bleeding Kansas.
 2. Squatter Sovereignty.
 3. Abolitionist.
 4. Freesoiler.
 5. Black Republican.

*NOTE: Other inventions with their relation to the growth and development of the country will be taken up under transportation in the eighth grade A.

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3. The fugitive slave law.
 - a. Feeling about this law in the North—in the South.
 - b. The "higher law."
 - c. The "underground railway."
 - d. Personal liberty bills.
4. Influence of a book.
 - a. Uncle Tom's Cabin.
 - b. View of the North—of the South.
5. Effect on the South of John Brown's raid in Virginia.
6. The Dred Scott Case.
 - a. Decision of the Supreme Court of the United States.
 - b. Effect of this decision on the North—on the South.
7. Lincoln elected president.
 - a. His attitude toward the slavery question.
 - b. Effect of his election on the South.
 - c. Lack of support from the Abolitionists in the North. Why?
 - d. His inaugural address.
8. Peace conference in the North.
9. National property seized by the South.
10. Secession of South Carolina.
 - a. How accomplished.
 - b. Other states follow.
 - c. The border states.

VI. THE CIVIL WAR.

1. Direct cause of the war.
2. Overt acts.
 - a. Firing on the Star of the West by the South.
 - b. Firing on Fort Sumpter by the South.
3. Indirect causes of the war.
 - a. Different views as to whether it was right or wrong to keep slaves.
 - b. Different modes of labor.
 - c. Different social customs.
 - d. Lack of intercourse between the North and the South.
4. Advantages on each side.
5. The battle of Bull Run.

Its effect on the South—on the North.
6. Mason and Slidell affair.
7. England and "King Cotton."
8. Merrimac and Monitor.

Meaning of inventions to the carrying on of war.
9. The Emancipation Proclamation.
 - a. What? b. When and why issued? c. Results.

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10. Gettysburg.
 - a. Effects of this great battle.
 - b. Lincoln's address.
11. Lincoln re-elected.

His second inaugural address.
12. The surrender of Lee to Grant at Appomattox.
13. The results of the war.
14. The assassination of Lincoln.
15. Disbanding of the army and the remarkable return to peaceful pursuits.

NOTE: It is easy to lose time in teaching the events of this great war in our history; but the teaching of campaigns should be avoided and no attempt should be made to memorize military details. The pupils should be led to see the great meaning of the war; to understand its causes; to realize in some measure its results; to sense the spirit in which it was fought; and to feel its great cost to the country in money, in property, and in the sacrifice of human life.

EIGHTH GRADE A

I. THE PERIOD OF RECONSTRUCTION.

1. The problem.
 - a. Attitude of the North.
 - b. Attitude of the South.
2. President Johnson's plan of reconstruction.
3. Congress' plan of reconstruction.
4. Friction between the President and Congress.
 - a. Bills passed over the President's veto.
 - b. Impeachment of the President.
 1. By whom?
 2. Meaning.
 3. Result.
- *5. Amendments to the Constitution.
 - a. Simple meaning of the thirteenth, fourteenth, and fifteenth amendments.
 - b. How made and how ratified?
 - c. Effects of these amendments.

*NOTE: At the time the Constitution is taken up these amendments should be left for special study in connection with this topic.
6. Carpet Baggers and the iron-clad oath.

II. INDUSTRIAL PROGRESS AFTER THE CIVIL WAR.

1. Scientific farming—Bureau of Agriculture.
2. Harvesting machinery makes possible the great farms of the West.

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3. Irrigation reclaims vast tracts of waste land in the West.
 4. Increase of the construction and use of labor saving machines for both farm and factory.
 - a. American inventors known all over the world.
 - b. American tools, implements and machines carried to every continent.
 5. Development of iron and textile industries in the South.
 6. The United States as a leading manufacturing nation of the world.
 7. Immigration.
 - a. Trace briefly the increase in immigration after the Civil war.
 - b. Immigration and labor problems.
- III. TRANSPORTATION AND METHODS OF COMMUNICATION IN RELATION TO EACH OTHER AND TO THE DEVELOPMENT OF THE NATION.
1. Transportation by natural water routes.
 - a. Early methods.
 1. The canoe, the row boat, the flat boat.
 2. The first steamboat—Fulton.
 3. The first transatlantic steamship.
 - b. Modern methods.
 1. Lake and river steamers.
 2. The modern ocean liner—Marconi and wireless.
 3. The submarine.
 2. Canals supplement natural water routes.
 - a. The Erie canal and the first canal boats.
 - b. Other inland canals.
 - c. The Panama canal.
 3. Transportation and communication on land.
 - a. Early methods.
 1. The pack-horse, the ox-cart, the stagecoach, the "prairie schooner."
 2. Carrying mail on horseback and by stagecoach.
 3. National road.
 4. The first steam railroad—Peter Cooper's locomotive.
 5. Harnden starts the express business in America.
 - b. Modern methods.
 1. The invention of the telegraph by Morse and its relation to the development of railroads.
 2. Completion of the Pacific railroad.
 - a. The special celebration.
 - b. Transcontinental railroads as a means of developing the country and creating a national sentiment.
 - c. Other transcontinental lines.
 - d. Government aids railroads by land grants.
 3. Express companies cover all parts of the country.
 4. Electric railroads—surface, subway and elevated.
 5. Motor vehicles.

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4. Travelling in the air—Types of air craft and their uses.
5. Government aid.
 - a. In transportation.
 1. Deepening the mouth of the Mississippi river.
 2. River and harbor improvements by periodic appropriations.
 3. Lighthouses.
 4. Life-saving stations.
 5. Parcel post.
 - b. In communication.
 1. Post office department.
 2. Mail carrier service.
 3. Rural delivery.
6. The Atlantic cable connects the old world with the new world—Field. Other cables.
7. The telephone and its many uses—Bell.
8. Edison and his many inventions.

IV. TERRITORIAL GROWTH OF THE UNITED STATES.

1. Note the boundaries of the country at the close of the Revolutionary war.
2. The purchase of Louisiana.
 - a. Former owners of this territory.
 - b. Its importance to the United States.
 - c. Lewis and Clark's expedition.
3. Purchase of Florida.
 - a. Reason for the purchase.
 - b. Results.
4. Annexation of Texas.
 - a. Reasons for this.
 - b. A cause of the Mexican war—How?
5. Mexican cession.
 - a. A result of the Mexican war.
 - b. Rich mineral wealth of this territory.
6. Oregon territory.
 - a. Dr. Whitman's journey.
 - b. Our claim as the result of discovery, exploration and settlement.
 - c. "Fifty-four forty or fight."
 - d. Final settlement by treaty.
7. Gadsden purchase.
8. Purchase of Alaska.
 - a. Public opinion regarding it at the time.
 - b. Its real value.
9. Annexation of Hawaii.

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10. Spanish cession.

- a. Result of the Spanish war.
- b. Our relation to Cuba.

11. Purchase of the Danish West Indies.

Protection of the Panama canal.

NOTE: Avoid all details other than causes and results in dealing with both the war with Mexico and the Spanish war.

V. IMPORTANT NATIONAL ISSUES.

NOTE: The work in current events will naturally be closely related to such topics as the following and will give an ideal approach to the discussion of national issues. The teacher, therefore, will deal with topics under this group as the occasion presents itself rather than attempt to follow them in any formal order. The order and the number of topics selected will depend upon the time at the teacher's disposal, the ability and interest of the students, and the events that are of particular current interest when the class reaches this part of the outline.

1. The Tariff.

- a. In relation to current events.
- b. A means of raising revenue for government expenses. (Review Hamilton's financial measures.)
- c. Protective tariff introducing the additional idea of protection for American manufactures—How? Why?
- d. The Nullification Act of South Carolina and Jackson's action.

This act involved the question of "state rights" as opposed to a "strong central government." Refer to the great leaders, Webster, Calhoun, and Haynes and their famous debates.

- e. Clay's compromise tariff bill.
- f. Various tariff bills named after the chairman of the "Ways and Means" committee of the House of Representatives at the time each bill was made.

2. The Monroe Doctrine.

- a. As discussed at the present time.
- b. What and why issued in Monroe's time.
- c. Applications.

3. The "Spoils System" or "Rotation in Office."

- a. Civil service in operation in Rochester.
- b. Jackson's action with reference to filling public offices.
- c. The results of his plan.
- d. Civil service reform as a result of the assassination of Garfield.

4. Banks.

- a. National banks as we have them today in Rochester.
- b. The national bank in Hamilton's time.
- c. Jackson's action in reference to the national bank and to state banks.

GENERAL OUTLINE IN SOCIAL SCIENCE—GEOGRAPHY

- d. Difficulties resulting from state banks.
- e. The cause of panics—Panic of 1837 and later panics.
- f. The sub-treasury bill.
- g. Federal reserve banks.
- 5. Interstate commerce.
 - a. Interstate commerce commission of today.
 - b. Early troubles between the several states.
 - c. Interstate commerce acts.
 - d. Effect of interstate commerce acts on railroads.
- 6. Trusts.
 - a. Compare the modern department store with the old village store.
 - b. Compare methods of manufacturing in a modern plant in Rochester with methods of manufacturing in our early history.
 - c. Advantages and disadvantages of the new system.
 - d. Federal and State regulation.
- 7. The World War.
 - a. Reasons why the United States took part in the war.
 - b. Relation to our past history of events that have taken place.
 - c. Results of the war.
 - d. International relations—League of Nations.

GEOGRAPHY

INTRODUCTION

All classes in all regular departments of the junior high school have geography throughout the seventh grade. In the seventh grade B, geography is taught during the first ten weeks of the semester and four forty-minute periods are given to this subject each week. In the seventh grade A, two periods of forty minutes each are given to geography each week throughout the semester.

The work outlined for the seventh grade has for its object the double purpose of providing for a brief review of some of the fundamental facts of geography and of building a foundation for the particular type of work in geography that is to be carried on in the commercial department during the eighth grade. The students in other departments finish their formal study of geography in the seventh grade. For details of the work outlined for the eighth grade commercial course see the outline under "Commercial Geography" on page 124.

Sketch maps are of more value than elaborate and accurately drawn detail maps, and work of this character should be especially emphasized as a means of helping the students to fix in their minds the essential facts of place geography. Students should be encouraged to form the habit of locating places, areas, or bodies of water relatively, namely, with reference to each other.

COURSE OF STUDY

The course for the seventh grade briefly outlined in the following pages stresses the location of important places, the association of principal products with each place, and the means of transportation for carrying products from place to place, thus summarizing the work in this subject so as to equip the students with a fund of useful information that ought to prove of practical value in their future work, whether they are students in school or workers in the community.

SEVENTH GRADE B

I. REVIEW THE FOLLOWING AS CLASS NEEDS MAY REQUIRE:

1. River—mouth, source, tributaries, system, basin.
2. Bay, gulf, harbor.
3. Island, peninsula, isthmus, cape.
4. Valley, plain, plateau.

II. ROCHESTER.

1. Location.

a. On the Genesee River and Lake Ontario.

b. In Monroe County.

1. Each pupil should be taught to draw a free-hand outline map of Monroe County. He should be given sufficient practice to enable him to draw this outline rapidly and with sufficient accuracy for all practical purposes. Adjacent counties and some of the more important surrounding cities and towns should also be indicated in reference to this sketch map of Monroe County.

2. Monroe County includes the city of Rochester and the following nineteen townships:*

Brighton.	Irondequoit.	Riga.
Chili.	Mendon.	Rush.
Clarkson.	Ogden.	Sweden.
Gates.	Parma.	Webster.
Greece.	Penfield.	Wheatland.
Hamlin.	Perinton.	
Henrietta.	Pittsford.	

*Call the attention of the class to some of the villages in these townships and thus help them to distinguish between a village and a township.

- c. With reference to adjacent counties.

Wayne.	Livingston.	Orleans.
Ontario.	Genesee.	

- d. With reference to some of the surrounding cities and towns.

Newark.	Piffard (salt).	Pavilion (gas).
Canandaigua.	Batavia.	Albion.
Avon.		

GENERAL OUTLINE IN SOCIAL SCIENCE—GEOGRAPHY

2. Reasons for growth.
 - a. Water power.—Flour mills.
 - b. On the natural line of communication between the East and the West.—Erie canal and railroads.
 - c. In a broad, fertile valley.—Agricultural development.
 - d. The development of varied industries. See "City of Varied Industries" published by Chamber of Commerce.
 - e. Market facilities.
 - f. A city of homes, churches, and schools.
 - g. Excellent water supply.
 - h. Extensive trolley system, local and interurban.
 - i. Activities of the Chamber of Commerce.
3. The relation of Rochester to the State, to the United States and to the World with reference to commerce and industry should be pointed out and emphasized when related topics are studied as suggested in the following outline.

III. NEW YORK STATE.

NOTE: As the first step in this study each pupil should be taught to draw a free-hand outline map of New York state. He should be given sufficient practice in this work to enable him to draw this outline rapidly and with sufficient accuracy for all practical purposes. As the various topics indicated in the following outline for the study of New York state are taken up, a map should be sketched and filled in with reference to the particular topic under discussion. These sketch maps should also be used for purposes of review.

1. Boundaries.
2. Rivers—Hudson, Mohawk, and Genesee.
3. Mountains—Adirondack, Catskill.
4. Cities—New York, Buffalo, Rochester, Syracuse, Albany, Troy, Schenectady, Utica, Binghamton, Elmira, Niagara Falls and Jamestown.
5. Transportation.
 - a. Railroads—New York Central.
Erie.
Lehigh.
Buffalo, Rochester and Pittsburg.
Delaware and Hudson.
 - b. Trolley lines.
 - c. Barge canal and its connections.
 - d. Boundary lakes.
 - e. Hudson river.
 - f. Improved highways.
6. Products.
 - a. Mineral.
Iron, salt, gypsum, limestone, natural gas, petroleum, graphite.

COURSE OF STUDY

- b. Agricultural.
 - 1. General farm products, grains, dairy products, truck-garden-
ing products, fruits, nursery stock.
 - 2. Soil and climate should be studied in relation to their effect on
these products.
- c. Manufactured.
 - Clothing, structural iron, shoes, gloves, cameras and kodaks,
office furniture, textiles.

SEVENTH GRADE A

I. UNITED STATES.

NOTE: As the first step in this study each student should be taught to draw a free-hand outline map of the United States. As the various topics in the following outline on the United States are taken up this outline map should be sketched and filled in with reference to the particular topic under discussion. Students should also be able to sketch a state or group of states in order to locate important cities.

- 1. Boundaries.
- 2. Rivers—Mississippi, Ohio, Missouri, St. Lawrence, Hudson, Delaware, Columbia.
- 3. Mountains—Rocky, Appalachian.
- 4. States.
 - a. Emphasize the states in which the large commercial centers are located.
 - b. Suggestive grouping of the states.
 - New England States.
 - Middle Atlantic States.
 - Southern States.
 - Middle West or Central States.
 - Western States.

5. Cities.

New York.	Detroit.	Indianapolis.
Chicago.	Buffalo.	Denver.
Philadelphia.	Milwaukee.	Rochester.
Boston.	Cincinnati.	Louisville.
St. Louis.	New Orleans.	Columbus, O.
Cleveland.	Washington.	Omaha.
Baltimore.	Minneapolis.	Salt Lake City.
Pittsburg.	Seattle.	Duluth.
San Francisco.	Kansas City.	Galveston.

NOTE: Location, important products and lines of transportation should be emphasized in connection with the above cities.

GENERAL OUTLINE IN SOCIAL SCIENCE—GEOGRAPHY

6. Transportation.

- a. Railroads—New York Central R. R.
Union Pacific R. R.
Southern Pacific R. R.
Southern R. R.
Atchison, Topeka and Santa Fe R. R.
Northern Pacific R. R.
- b. Canals—Barge, Welland, Chicago river and canal, Sault Ste. Marie commonly called "Soo."
- c. Lakes and Rivers.
- d. The Lincoln National Highway.

7. Products.

NOTE: An attempt should be made to fix the great production *areas* of the country rather than to make an intensive study of the particular products enumerated.

- a. Mineral—Coal, iron, oil, precious metals.
- b. Agricultural—Wheat, corn, tobacco, cotton, fruit.
- c. Manufactured—Steel, textiles, clothing, lumber, furniture, leather, boots and shoes, meat products.

II. POSSESSIONS OF THE UNITED STATES.

1. Divisions.

- a. Alaska, Hawaiian Islands, Philippine Islands, Porto Rico, Guam, Panama Canal Zone, Danish West Indies.
- b. Sufficient attention should be given to these possessions to make clear their commercial relation to the United States.

2. Cities—Manila, Honolulu, Panama, Colon, San Juan.

3. Panama Canal.

4. Ocean trade routes connecting the United States with other countries.

5. Products—Gold, fruits, hemp, sugar cane.

III. ADJACENT COUNTRIES.

1. Countries.

- a. Canada, Mexico, Central America.
- b. These countries should be studied at this time only so far as it is necessary to make clear their commercial relation to the United States and to the rest of the world.

2. Cities—Montreal, Quebec, Vera Cruz.

3. Trade Routes—St. Lawrence River.

Canadian Pacific Railroad.

4. Products—Grain, lumber, wood pulp from Canada.
Mining products from Mexico.

GENERAL OUTLINE IN SCIENCE

INTRODUCTION

Science is a required subject in all grades and in all regular departments of the junior high school.

The work in *elementary* science which begins in the seventh grade and continues through the eighth grade provides a foundation for the course in general science outlined for the ninth grade.

The general aim in the science work is:

1. To develop the student's power of observation so that he may be aware of his surroundings in a way that will enrich his experience.
2. To give the students an understanding of the common phenomena of their immediate environment.
3. To provide opportunity for practice in applying what has been learned to the solution of new problems.
4. To correct misinterpretations of natural phenomena.
5. To give students some idea of scientific methods of procedure in dealing with problems of a scientific nature.

The topics for study are arranged in groups and the information and training obtained by the study of any group is made to play a definite part in the study of succeeding groups. The arrangement of groups is somewhat determined by seasonal changes. The arrangement of topics within a group is either psychological or logical as the particular case demands. Throughout all courses the home, street, school and city environment, as contributing to the physical, mental and moral development of the student, is made the keynote of the science study.

The following brief outline will indicate some of the more important topics to be taken up in the different grades.

SEVENTH B OR SEVENTH A GRADE

FALL TERM

I. ROCKS.

1. Rocks as building stones—limestone, sandstone, marble and granite
2. Rocks and minerals.
3. Rocks as soil producers.

II. SOIL.

1. Formation of soil.
2. Soil in relation to plant life.

GENERAL OUTLINE IN SCIENCE

III. RIVERS.

1. Rivers as soil makers.
2. Rivers as soil distributors.
3. Rivers and flood control.
4. Rivers as a means of transportation.
5. Rivers as a source of power for industries.

IV. OBSERVATIONAL WORK.

1. In order to train the students in everyday observation, definite outdoor and home observation work is assigned according to the particular season of the year in which the class is studying.
2. Topics:
 - a. Bird life (study one or two common birds).
 - b. Cocoons.
 - c. Spiders.
 - d. Familiar trees (select and study at least one tree, e. g., Elm, or Maple).
 - e. Seed dispersal.
 - f. Systematic outdoor temperature readings.
 - g. Definite observation of wind direction.
 - h. "The North Star" and "The Big Dipper."
 - i. Follow in some definite way the changes that occur during the days preceding and following the equinox.
 - j. Find examples of conservation as applied to:
 1. Soil fertility.
 2. Water power.
 3. Forest or birds.

SPRING TERM

I. AIR.

1. The relation of air to combustion—to oxidation.
2. What constitutes good air?
3. Good air and health.
4. Hygiene of breathing.
5. Good air and proper breathing in relation to disease control.

II. FIRE.

1. Feared and worshipped by man.
2. Uses of fire.
3. Loss by fire.
4. Fire prevention measures.

III. OBSERVATIONAL WORK.

1. Special days—science classes should take particular interest in the observation of the following:

COURSE OF STUDY

- a. Arbor day.
- b. Bird day.
- c. Clean-up days.
2. General Topics.
 - a. Bird Study (continue the study of common birds).
 - b. Temperature readings as previously suggested.
 - c. Wind direction as previously indicated.
 - d. Planets—Morning and Evening Stars.
 - e. Familiar Trees—continue to study our common trees, noting especially at this time of the year the branching, budding, flowers and leaves.
 - f. School and Home garden planting.
 - g. Find examples of conservation as applied to:
 1. Health.
 2. Foods.
 3. Building material.

EIGHTH B OR EIGHTH A GRADE

FALL TERM

- I. PERSONAL HYGIENE (Personal hygiene is accented in all grades throughout the year).
 1. Kinds of soap and how they are made.
 2. How soap cleanses.
 3. Use of soap in the laundry—removal of stains.
 4. Substitutes for soap.
 5. Soap and a clean skin—a clean skin and health.
 6. Tooth pastes and powders—hygiene of the teeth and mouth.
- II. COMMUNITY SANITATION.
 1. Garbage disposal:
 - a. Receptacles for garbage—kind and care.
 - b. Prevention of flies and odors.
 - c. Collection of garbage—methods and efficiency.
 - d. Methods of garbage disposal—saving fats.
 - e. Rochester plan.
 2. Sewage disposal:
 - a. Sanitary plumbing—care and use.
 - b. City sewers.
 - c. Rochester plan.
 - d. Other plans.
- III. THE HEAVENS.
 1. The earth and her moon.
 2. Location of places on the earth's surface by means of latitude and longitude.

GENERAL OUTLINE IN SCIENCE

3. Motions of the earth and their effects.
4. Meaning of time on the earth.
5. Our sun and his family of planets.
6. The stars and the constellations.
7. Archimedes, Galileo and Newton.

IV. OBSERVATIONAL WORK.

1. Winter birds—Housing and Feeding.
2. Frost and its effect on the soil.
3. Study of a special tree or shrub.
4. Wind velocity as well as wind direction.
5. Continue observations of outdoor air temperature.
6. Planets and designated constellations.
7. Seeds and seed dispersal.
8. Grasshoppers.
9. Examples of conservation as applied to:
 - a. Foods.
 - b. Crops.
 - c. Birds, etc.

SPRING TERM

I. THE WEATHER.

1. Sayings about the weather.
2. Weather factors.
 - a. Temperature—Thermometer and its use.
 - b. Winds—Direction, velocity, cause.
 - c. Air pressure—How measured? Relation to storms.
 - d. Humidity and health.
 - e. Precipitation—Clouds, rain, snow, dew, frost.
3. Climate in relation to crops, industries and health.
4. Weather predictions.
 - a. Pupil's prediction based upon personal observation of weather factors.
 - b. U. S. Weather Bureau predictions—How obtained—Value.

II. WATER.

1. Properties, impurities and uses of water.
2. The local water supply.
 - a. The lake sources—altitude, drainage areas, sanitary control.
 - b. Distributing conduits.
 - c. The city storage reservoirs.
 - d. Boiling water to make it pure.
 - e. Water in the home—Faucets, water pipes, traps, meters.

COURSE OF STUDY

3. Purification methods of other cities.
4. Vacation dangers in drinking water.
5. Chemically pure water—distillation.
6. Process of distillation applied to gasoline, benzine, kerosene, lubricating oils, and alcohol.

III. GARDENING.

1. Preparation of the soil.
2. Planning the garden.
3. Planting the seeds.
4. Weeding.
5. Marketing.

IV. OBSERVATION WORK.

1. Continue daily weather observations.
2. Continue the work on bird life.
3. Flies and mosquitoes—relation to health.
4. Fire risks in relation to fire insurance.
5. Continue the work on the study of common trees.
6. Examples of conservation as applied to:
 - a. Water supply.
 - b. Liquid fuels.
 - c. Other topics previously mentioned under this heading.

NINTH B OR NINTH A GRADE

FALL TERM

I. ANIMAL LIFE IN RELATION TO MAN.

1. A study of insect life in relation to the welfare of man.
2. Birds and toads in relation to insects and to crops.
3. The economic importance of the earth worm.
4. Fish as a staple food.
5. The cow and the horse as domestic animals.

II. EFFICIENT MAN.

1. Good food.
 - a. Preparation of food.
 - b. Foods that produce the greatest efficiency of body functions, digestion, circulation, etc.
 - c. Pure foods and drugs.
 - d. Grocery sanitation.
 - e. Kitchen sanitation—Saving food from the garbage pail.

GENERAL OUTLINE IN SCIENCE

- f. Nutrition handicaps.
- g. Nutrition aids.
- 2. Good air.
 - a. Good air and how to obtain it.
 - b. Ventilating and heating—home, school, shop, store.
 - c. How the body uses air.
 - 1. The lungs—function and care.
 - 2. The skin—cleanliness and treatment of injuries.
 - 3. Posture and exercise.
 - 4. Respiration and disease.
- 3. Studies of body wastes.
- 4. Nerve control—automatic—voluntary.
- 5. The eye in relation to illumination and color.
 - a. Home, school and shop lighting.
 - b. Wall paper and colors.
 - c. Good eyesight an asset.
 - d. Poor eyesight a handicap—its correction.
 - e. Prevention of blindness.
- *6. Personal hygiene—hair, nails, skin, clothing, shoes, etc.

*NOTE: Personal hygiene is accented in all grades throughout the year.

III. OBSERVATIONAL WORK.

- 1. Continue to observe birds, insects and toads.
- 2. Continue the work on seeds and seed dispersal.
- 3. Planting bulbs—indoors and outdoors.
- 4. Continue the study of common trees.
- 5. Amateur weather forecast contest.
- 6. Examples of conservation.

SPRING TERM

I. GERMS.

- 1. The smallest plants and animals and how they hinder or help man.
- 2. Plant diseases—Animal diseases.
- 3. Yeasts and molds as related to the preservation of fruits and vegetables.
- 4. Prevention and control of disease.
 - a. Immunization.
 - b. Vaccination—Smallpox, diphtheria, whooping cough, typhoid fever.
 - c. Eradication—Antiseptics, disinfectants, pasteurization and sterilization.
 - d. Elimination of carriers.

COURSE OF STUDY

- e. Personal hygiene.
- f. Public hygiene and sanitation.

II. MILK.

- 1. Milk, its food value.
- 2. Clean milk vs. dirty milk.
- 3. Pasteurized milk vs. raw milk.
- 4. Problems of the production, transfer and distribution of clean, wholesome milk.
- 5. Utilization of unused milk.
- 6. Proper care of milk in the home—Refrigerators.
- 7. Danger of disease through distribution of milk and attempts to reduce this danger through organized control.
- 8. Civic hygiene as related to the milk supply.

III. PLANT LIFE.

- 1. Our dependence upon plants.
- 2. Proper conditions for the growth of plants.
- 3. Plants in relation to food, shelter and clothing.
- 4. Care of plants—cultivating, watering, spraying, propagating.
- 5. Planning a garden.
- 6. Weeds and their control.

IV. OBSERVATION WORK.

- 1. The elimination of waste in the home, the school and the city.
- 2. Investigation of local milk distribution.
- 3. Continue the work on bird life and the study of common trees.
- 4. Wild flowers—where to find them and how to know them.
- 5. Common weeds.
- 6. Examples of conservation.

OUTLINE FOR FOREIGN LANGUAGE COURSE

INTRODUCTION

As previously noted in the statement concerning the organization of junior high schools in Rochester, students are allowed to select a particular course at the end of the seventh year. Students who are expecting to go on through high school and college and are planning to take the usual academic course are advised to elect the Foreign Language Course.

In order to make provision in the time schedule for five twenty-five minute periods a week to be given to a foreign language throughout the eighth year, literature is taken from the English group of subjects and made a part of the history group. In the ninth year five eighty minute periods a week are given to the foreign language selected.

It is the purpose of the instruction given in the eighth grade to provide a better foundation for the study of the language selected by giving the students a longer time to assimilate essential, fundamental facts so that they may be better prepared for the work of succeeding years. The primary object of this work is, therefore, a better general preparation rather than saving of time; although it may be possible to accomplish both objects when the results of this work are fully realized. The vocabulary taught in this first year is determined by practical standards rather than by the peculiarity of the text book that is to be used as the basis of the work during the second year.

Students who have elected the Foreign Language Course have selected either Latin or German up to the present time as the foreign language to be studied during this course; but, owing to changed conditions brought about by the war, the foreign language work will be modified to include French, Spanish and Italian, if a sufficient demand is expressed for any of these languages.

The outlines for subjects other than the languages in this course are largely the same as those given in the preceding pages under the "General Outline" in each subject. In the following pages, however, a brief statement is made concerning the changes and particular points of emphasis, if any, in each of the several subjects that form a part of this course both for the eighth and for the ninth grades.

LATIN

I. LATIN IN RELATION TO EVERY-DAY LIFE.

By beginning the work in Latin in the eighth grade, more time is provided in which to give the students an opportunity to sense the relation of Latin to English in the simplest and most practical ways. The

COURSE OF STUDY

students are directed to their environment for their first lessons in the new language. In every possible way, the teacher seeks to make them aware of the fact that they have unconsciously been using Latin expressions for some time. The teacher plans the work so as to bring the students into contact with Latin by requiring them to search newspapers, magazines and books for Latin expressions. This initial contact with life is developed and maintained constantly throughout the course by means of the laboratory method. The adoption of this plan makes the note book of primary importance as a laboratory tool and, therefore, much emphasis is placed upon this work.

II. SELECTION OF THE FIRST YEAR VOCABULARY.

The basis of the selection of the first year vocabulary is as follows:

1. Its capacity for application to the pupil's everyday, colloquial English environment.
2. Its capacity for application to the pupil's contemporary English reading.
3. Its capacity for increasing the pupil's English vocabulary.
4. Its capacity for application to other contemporary or subsequent studies, e. g., science, mathematics, music, etc.

III. TEXTBOOKS USED.

Full details of the plan referred to above as well as definite and carefully outlined lessons in both English and Latin will be found in the two books written in connection with this work.

1. Text used in the eighth year—"Introductory Lessons in High School English and Latin" by Dr. Mason D. Gray.
2. Text used in the ninth year—"Supplementary Lessons in High School English and Latin" by Dr. Mason D. Gray.

IV. OUTLINE IN LATIN BY GRADES.

EIGHTH GRADE B

1. Latin and the Romans.
2. Latin words and phrases in every-day life.
3. The elements of language.
4. English words retaining their Latin form.
5. How to study vocabulary.
 - a. Getting the meaning of Latin words through context.
 - b. Getting the meaning of Latin words through English derivatives.
 - c. Getting the meaning of Latin words through related Latin words.
6. How to study inflections.
7. How to study syntax.
 - a. Grammatical ideas.
 - b. Grammatical terms.

OUTLINE FOR FOREIGN LANGUAGE COURSE—LATIN

8. Case and case ideas—Relation of Latin to English.
9. Identification of English and Latin syntax.
10. How to study the Latin sentence.
11. The nominative, vocative and accusative cases.
12. The genitive case.
13. The dative case.
14. The ablative case.
15. The present simple tense, active and passive.
16. The first declension.
17. Four uses of "of" in Latin.

EIGHTH GRADE A

1. Some uses of the ablative case.
2. The form of the Latin verb—verb stems.
3. The active conjugation of "voco."
4. The predicate nominative and the verb "to be."
5. The second declension.
6. The declension of adjectives.
7. The passive conjugation of "voco."
8. A study of the dative case.
9. The adverbial accusative.
10. The genitive case (Objective and whole).
11. How to study prose—Translating English into Latin.
12. Translation of a continuous story—Latin into English.
13. English spelling and Latin derivation.
14. The four conjugations.

NINTH GRADE B

1. Pronominal adjectives.
2. Imperative mood—active and passive.
3. Infinitive mood—active and passive.
4. Declension of the intensive pronoun.
5. Declension of the demonstrative pronouns.
6. Declension of interrogative and relative pronouns.
7. Declension of indefinite pronouns.
8. Declension of personal and reflexive pronouns.
9. Personal and reflexive possessive adjectives.
10. The nature of participles.
11. Indirect discourse.
12. The third declension.
13. Dative of reference.

COURSE OF STUDY

14. Dative of possession.
15. General review of infinitives and participles.
16. Periphrastic conjugation.
17. Deponent verbs.
18. Ablative absolute.
19. Comparison of adjectives.
20. Irregular nouns and adjectives of the third declension.
21. Comparison of adverbs.

NINTH GRADE A

1. The subjunctive mood.
 - a. Vocative.
 - b. Anticipatory.
 - c. Optative.
2. Types of clauses in which the subjunctive mood is used.
3. Ablative of cause or reason.
4. Ablative with the comparative.
5. Ablative of degree of difference.
6. Ablative of respect.
7. Gerundive and gerund.
8. The fourth declension.
9. The fifth declension.
10. The uses of "quod."
11. The uses of "cum."
12. The dative with compound verbs.
13. Supines.
14. Irregular comparison of adjectives.
15. "Before" and "until" clauses.
16. Conjugation of irregular verbs.
17. Latin numerals—cardinals and ordinals.

GERMAN

I. THE DIRECT METHOD.

In attempting to teach German to eighth grade students the direct method is employed. An attempt is made to convey the meaning of German words and sentences directly through object and action work without first trying to translate them into English. It has been found that this method not only saves time but also gives the pupils a more practical, working knowledge of the new language that they are endeavoring to learn. Not more than four new nouns and the same number of verbs are introduced in any lesson, and it is the aim of the teacher to combine the new vocabulary with words previously taught in mak-

 OUTLINE FOR FOREIGN LANGUAGE COURSE—GERMAN

ing as many simple, usable, practical sentences as possible. The Hoelzel pictures are used during the first semester as a part of this plan of vocabulary building.

II. GRAMMAR TEACHING INCIDENTAL AT FIRST.

Technical language is used as little as possible at the beginning, and the necessary grammatical rules are developed inductively as a result of conversational exercises. By constant comparison with English, points of similarity and of difference are gradually noted and emphasized. The following outline indicates the work attempted on the grammar side, but can not, in the very nature of the case, give any adequate indication of the way in which the work is presented.

III. TEXTBOOK USED.

1. Lessons based upon the principles referred to above and carefully prepared as the result of many years of experience in the class room have been written by Mr. Frederick Betz in connection with his work in the German classes.
2. Text used both for the grammar and for the reading in the eighth year and in the ninth year—"A First Book in German" by Betz and Price.

IV. OUTLINE IN GERMAN BY GRADES.

EIGHTH GRADE B

1. Introduction of nouns and verbs by means of object and action work.
2. Articles introduced as a part of the work with objects.
3. Introduction of personal pronouns in simple sentences used in series form.
4. Nominative case emphasized in connection with subject of simple sentences.
5. Accusative case—direct object of a verb.
6. The use of possessive adjectives in simple sentences.
7. The use of the inverted order as a peculiarity of the German language.
8. Indirect object and the dative case.
9. Prepositions used with the dative case.
10. Prepositions used either with the dative or the accusative case.
11. Singular and plural forms of common verbs in the present tense.
12. Contractions combining a preposition and an article.

EIGHTH GRADE A

1. Plural of nouns used as a part of the work in the eighth grade B.
2. Genitive case in the singular form as the case of possession.
3. Introduction of declension by idea as applied to each of the four cases.

COURSE OF STUDY

4. Declension of "der" words.
5. Declension of "ein" words.
6. Declension of possessive adjectives.
7. Dative case of the personal pronouns.
8. Formal method of address.
9. Verbs used in previous lessons now used as the basis for teaching the imperfect, perfect and pluperfect tenses.
10. Principal parts of verbs.

NOTE: Review of eighth grade B work is carried on daily.

NINTH GRADE B

1. Prepositions used with accusative.
2. Numerals (Cardinals only).
3. The use of pronominal adverbs.
4. The future tense.
5. Verbs used with the dative case.
6. Prepositions used with the genitive case.
7. Completion of the declension of nouns.
8. Genitive and dative plural of the noun.
9. Modal auxiliaries (Present and imperfect tenses).
10. Separable and inseparable prefixes.
11. The use of the infinitive with and without "to."
12. Dependent clauses.

NINTH GRADE A

1. Relative pronouns.
2. Irregular verbs.
3. Declension of adjectives with the definite article.
4. Declension of adjectives with the indefinite article.
5. Declension of adjectives with no articles.
6. Comparison of adjectives.
7. Numerals (Ordinals).
8. Modal auxiliaries (Perfect, pluperfect, and future tenses).

ENGLISH

1. The term, English, includes composition, grammar, literature and spelling. The complete outlines for each of these subjects which will be found in the preceding pages under "General Outline in English" will be followed in this course. (See pages 28-43.)
2. More emphasis is placed on technical grammar in this course and special lessons for pupils taking the "Foreign Language Course" are noted under this subject in the outlines referred to above.

OUTLINE FOR FOREIGN LANGUAGE COURSE—SPECIAL SUBJECTS

3. Students taking this course will also place particular emphasis on certain phases of vocabulary building that are directly related to the foreign language studied.

MATHEMATICS

The "General Outline in Mathematics" found on pages 70-72 will be followed as a regular part of this course.

CIVICS—CURRENT EVENTS—HISTORY

The work outlined in these subjects under the "General Outline in Social Science" is a part of the regular work of this course. (See pages 82-84; 84-86; 93-101.)

SCIENCE

Students in this course have two forty-minute periods a week in science in the eighth grade and three eighty-minute periods in the ninth grade, following the course outlined under "General Outline in Science." (See pages 108-112.)

SPECIAL SUBJECTS

Two periods a week are provided for industrial subjects. The boys are given training in the shops using both wood and metal. The girls are given one period for cooking and one period for sewing. This work is not vocational but is given for its value as a part of the general educational training of the students. For the time given to art instruction, music, penmanship and physical education, see "Outlines for Special Subjects." (Art pages 151-154; Music 154-157; Penmanship 157-158; Physical Education 158-160.)

OUTLINE FOR COMMERCIAL COURSE

INTRODUCTION

In any consideration of an elementary commercial course it may as well be admitted by all that, while the commercial subjects are extremely valuable as a part of a general education, their highest and surest claim to a permanent place in the educational world rests upon their ultimate vocational value.

Since it is the business of those who are responsible for the organization of more elementary commercial courses to know what positions are within the contemplation of such courses, and since the vocational needs of the community can be met only when they are thoroughly understood, it is highly important that a survey of these business needs be made. Such a survey will reveal the occupations for which special training is necessary. In Rochester it has been found that the following positions are open to boys and girls of junior high school age: check and cash girls, bundle clerks, shipping clerks, stock clerks, general office assistants, mailing clerks, order clerks, billing clerks, messengers and typists. For none of these positions is training in bookkeeping and shorthand required. As the bookkeeper and the stenographer must possess more maturity, judgment and training than can be expected of junior high school boys and girls, it is unnecessary to discuss the point as to whether or not these subjects can be mastered below the senior high school.

Great difficulty attends any effort to help the boy and the girl choose a vocation wisely. With all the co-operation of parent, teacher, principal and friends a wise choice of a vocation can not always be depended upon. For the boy or girl who elects a commercial course in the junior high school, therefore, the way to a college education must not be closed. The cross-over from one course to another when such courses are given at this early age, must be made easy. It is equally important, however, that the students shall be fitted for some kind of profitable employment at the end of the junior high school course, in order to provide for those students who must leave school at that time. It must not be assumed, however, that these students should be fitted for the same types of commercial work that are open to the graduates of our secondary schools. Moreover, such a course should also develop in the students a desire for more advanced commercial education which can be obtained only by attending the senior high school. No opportunity should be lost to show how all the subjects of the junior high school commercial course may be continued with profit in the senior high school. Exchange of visits between senior high school and junior high school pupils, together with interesting demonstrations, go far toward encouraging pupils to remain

 OUTLINE FOR COMMERCIAL COURSE—ENGLISH

in school as long as possible. Business men are invited to come in and tell pupils about the increasing demand for higher education in business. No particular emphasis is placed on the job that is open to the junior high school graduate. There are many positions open, however, and those who can not go on to the senior high school are recommended for them in so far as their training has been adequate; but no pupil who can continue his education is encouraged to drop out at the end of his junior high school course by the offer of an immediate position.

Commercial education, as offered in our senior high schools, has passed through a period of evolution. Its inception came through a widespread demand for better penmanship. Bookkeeping, business arithmetic, business English, commercial geography, shorthand, etc., have been added, until there has been developed a complete four years' course of secondary school grade. Universities are continuing the work of the commercial high school by offering courses in accounting, economics, business administration, business organization, finance, business law, etc. Now comes a demand for elementary business training and it is quite likely that in the junior high schools of this country the most important attempts are being made to meet this demand.

The commercial course in the Rochester junior high schools has been arranged in such a way that either the senior high school academic course or the commercial course remains open on completion of the work outlined for the junior high school period; yet those who must finish their schooling at this time will be fitted for definite positions in the business world. The course as outlined in the following pages includes neither subjects beyond the comprehension of an eighth grade student, nor subjects that are not essential to adequate training for positions that such boys and girls can fill.

ENGLISH

- I. The term English, as here used, includes composition, grammar, literature and spelling. Complete outlines under each of these headings will be found in the preceding pages under "General Outline in English." (See pages 28-43.) This general outline will be followed in the commercial course with the following exceptions.
 1. In the work on *vocabulary building* special emphasis is to be placed on business terms.
 2. In adapting this outline for use in the commercial course, many of the lessons in *technical grammar* primarily designed for classes taking Latin have been omitted.
 3. In *spelling* special emphasis is placed on those words that meet the particular needs of the commercial worker.

II. Technicalities and language forms.

The rules for capitals, for punctuation and for paragraphing, together with the various *language forms* agreed upon, have been made uniform throughout the several courses in harmony with general rul-

COURSE OF STUDY

ings in the commercial departments of the city. These rulings and suggestions are carefully outlined under *technicalities* and under *language forms* as a part of the general outline on composition referred to above.

III. Oral and written work.

The suggestions on *oral and written work* given under this heading as a part of the general outline on composition have been found well adapted to commercial needs and are, therefore, to be considered a part of this outline.

IV. Correct speech.

Habit-forming drills in *correct speech* must supplement the regular instruction in the fundamentals in English compositions if we are to insure better English in simple business composition, original and dictated. The detailed outline given under this heading in the general outline on composition should be followed.

V. Dictionary work.

The directions that have been carefully outlined under this heading in the general outline referred to above should be carefully followed.

BUSINESS ARITHMETIC

The work in the senior high school has emphasized the need of more careful preparation in this subject. Merely to continue to review arithmetic will not suffice. Much of the old-time subject matter in arithmetic has been eliminated and the time thus saved is now devoted to the drill so essential to the acquisition of facility in handling the more common and more practical arithmetical computations. Local conditions have determined to a large extent topics that should be eliminated and topics that should be emphasized.

It is expected that all processes that generally recur in the same form will be habituated. Such habituation is absolutely essential in order to insure the degree of facility in the common arithmetical processes required by the average business man; and it can not be secured without definite, continuous, daily drill. Daily rapid work, both mental and written, is, therefore, made a definite part of this course.

If the work outlined for the eighth year is done as it should be, it will not be necessary to devote much time to this subject in the ninth year. An advanced course in arithmetic is offered in the fourth year of senior high school when stocks and bonds, commission, customs and duties and the more difficult problems in arithmetic are given.

The following outline gives a brief statement of the work in the eighth grade.

I. Daily drill and review.

1. Fundamental processes.
2. Common and decimal fractions.

 OUTLINE FOR COMMERCIAL COURSE—BUSINESS WRITING

3. Aliquot parts in relation to dollars and cents, to percentage and to computing invoices.
 4. Tables of weights and measures as applied in practical problems.
 5. Percentage applications as taught in this grade.
- II. Review aliquot parts and give ample practice in their application to invoices so that the students may work with accuracy and speed.
- III. Review interest giving especial attention to the various combinations of months and of days, so that the students will think the best combinations rapidly and be able to apply them accurately.
- IV. Continue to make the applications of the several cases of percentage with which the students must be familiar and must be able to apply in practical problems with accuracy and speed.
1. Continuous review of practical applications.
 2. Special applications of trade discount to marking goods.
 3. Teach partial payments (Two payments).
 4. Teach taxes briefly as an application of percentage.
 5. Teach the use of tables in computing compound interest.
- V. Review square measure and apply it in practical problems dealing with the following topics: painting, plastering, land areas and area of circles.
- VI. Review cubic measure and apply it in practical problems dealing with volume of rectangular solids and cylinders.
- VII. Teach pay rolls.
1. Horizontal addition.
 2. Double check.
- VIII. Graphs.
1. Interpretation of graphs.
 2. Making simple graphs.

NOTE: In the *ninth year* the time previously assigned to arithmetic is largely given to elementary bookkeeping which affords numerous opportunities for the practical application of topics in arithmetic. Sufficient work in arithmetic is given, however, to provide for the review and drill necessary to retain or to develop the ability to compute accurately and rapidly.

BUSINESS WRITING

There is no better time in the school life of the child to develop good writing habits than in the junior high school. This is the period when habits are most easily formed. Every graduate of the junior high school commercial course is expected to write a hand that will meet the approval of business men generally. Students in the commercial department are given extra penmanship practice in the eighth year but the same methods are used as are used in the academic classes.

COMMERCIAL GEOGRAPHY

The work in geography outlined for the seventh grade under the "General Course in Social Science", after providing for the review of designated fundamentals, begins with local place geography and covers the immediate neighborhood, the county, the state, the United States and the possessions of the United States. In the eighth grade, the commercial students continue this work devoting time to the study of the different countries in proportion to the relative commercial importance of each country studied. No attempt is made to go into detailed study of world geography of an advanced character as such a study is provided for in the senior high school course on this subject. Important cities, rivers, and transportation routes are studied; and in brief, a general foundation is laid for the more difficult problem type of commercial geography that is offered in the senior high schools. A better knowledge of place geography is of incalculable value to boys and girls in business positions, and the lack of adequate provision for this subject has stamped the word *failure* on many commercial courses.

Local occupations and industries are studied, not merely for the sake of knowing facts about them, but rather that the boys and girls may become acquainted with the business opportunities with which they are surrounded. The pupil often enough knows comparatively little about any business except that in which members of his household are engaged. Vocational opportunity and the need of special training for any worth-while occupation are to be kept uppermost in the pupil's mind. Toward the end of the course slightly more difficult problem geography may well be introduced in the hope that there may be aroused a desire for more advanced work in this subject.

The eighth grade course in this subject is intended to do two things; afford an excellent basis for the more advanced commercial geography course scheduled for the tenth year, and give those who do not go beyond the junior high school a better knowledge of political geography and commercial products than usually results from the ordinary course in the elementary school. During the year, reviews of the seventh grade work should be given frequently in the form of practical applications of the facts of place geography to commercial requirements.

The chief emphasis in this course should be on place geography and commercial products as a basis for the business problem type of commercial geography that will follow in the tenth year. Much map work should be insisted upon, but approximate outline maps should be the rule rather than accurately drawn detail maps.

All work in location should be of relative character. It is not of much importance to know the exact location of isolated places, areas, streams or bodies of water. It is essential to know such locations with reference to each other, and much drill should be given in locating cities with respect to other cities, streams with reference to other streams,

 OUTLINE FOR COMMERCIAL COURSE—COMMERCIAL GEOGRAPHY

bodies of water in their relation to other bodies of water, and production areas with reference to each other.

In the following outline an attempt has been made to call attention to those countries that are of relative commercial importance and to indicate cities, products and transportation routes with which all commercial students should be made thoroughly familiar.

Vital relations existing between these countries and the United States should be emphasized whenever there is an opportunity.

I. SOUTH AMERICA.

NOTE: A simple outline map should be drawn and used as previously suggested.

1. Countries—Emphasize Brazil, Argentina, Chili.
2. Rivers—Amazon, La Platte.
3. Cities—Rio de Janeiro, Buenos Aires, Valparaiso.
4. Products—Rubber, coffee, grains, animal products, nitrates.
5. Transportation—Ocean trade routes connecting South America with the United States and the rest of the world.

II. EUROPE.

1. Countries—Emphasize Great Britain, France, Italy, Russia, Germany.
2. Cities—

London.	Manchester.	Odessa.
Paris.	Naples.	Rome.
Berlin.	Brussels.	Lyons.
Vienna.	Liverpool.	Rotterdam.
Petrograd.	Milan.	Lisbon.
Constantinople.	Amsterdam.	The Hague.
Hamburg.	Marseilles.	Bremen.

NOTE: The above cities should be emphasized as commercial centers, careful attention being given to location and important products.

3. Rivers—Thames, Elbe, Rhine, Seine.
4. Products:
 - a. Mineral—Coal, iron, petroleum.
 - b. Agricultural—Wheat, silk, fruits, sugar beet, flax and hemp.
 - c. Manufactured—Textiles, clothing, dyes, leather, steel and iron.
5. Transportation—Ocean trade routes connecting Europe with the United States.

III. ASIA.

1. Countries—Emphasize Japan, China and India.
2. Cities—Yokohama, Peking, Hongkong, Calcutta, Bombay.
3. Products—Wheat, silk, fruit, cotton, tea, coffee.

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4. Transportation—Ocean trade routes connecting Asia with the United States.

IV. AFRICA.

1. Cities—Cairo, Alexandria, Cape Town.
2. Products—Gold, Diamonds.
3. Transportation—Connecting trade routes—Suez Canal.

V. AUSTRALIA.

1. Cities—Melbourne, Sidney.
2. Products—Gold, wool.
3. Transportation—Connecting trade routes.

* CIVICS—CURRENT EVENTS—HISTORY

Students taking the commercial course devote three full periods a week to the above topics. Complete outlines under each of these headings will be found in the preceding pages under the "General Outline in Social Science." The amount of time given to each of the above subjects is specified in detail in that part of the time schedule which refers to the commercial course. This work is so planned that the commercial students cover all the essentials of the work outlined for the other departments. (See pages 82-84, 84-86, 93-101.)

SCIENCE

Two forty-minute periods a week in the eighth grade and three eighty-minute periods in the ninth grade are devoted to this subject and the students follow the course outlined under the "General Outline in Science." (See pages 108-112.)

INDUSTRIAL SUBJECTS

Two periods a week are provided for industrial subjects. The boys are given training in the shops using both wood and metal. The girls are given one period for cooking and one period for sewing. This work is not vocational but is given for its value as a part of the general educational training of the students.

PHYSICAL EDUCATION

Aside from the setting-up exercises, one period a week is given to physical education under the regular instructors. Nowhere is this kind of training needed more than in the commercial course as the strain of modern business requires the highest type of physique.

MUSIC

The students in the commercial department have two thirty-minute periods a week for music under the same instructors and the same plan as in other departments.

FIRST LESSONS IN BUSINESS

EIGHTH YEAR

It must be remembered that this course is not to be confounded with a course in elementary bookkeeping. In keeping with the general aims of the commercial course in the junior high school no difficult bookkeeping should be given in the eighth year. Keeping in mind the age, ability and needs of the students, this work is based upon vocational possibilities and is designed to fit for the easier clerical positions that are open to boys and girls of the ages usually found in the middle year of the junior high school period and at the same time to act as a stimulus to further study in the bookkeeping field.

The course includes definite study and practice under the following business training topics:

1. *Business vocations.* Students are taught something about business organizations in an elementary way to set them to thinking along definite vocational lines and to show the training necessary to success in the various positions open to boys and girls.
2. *Business habits.* By concrete instruction the development of business habits such as courtesy, honesty, accuracy, promptness, cheerfulness, loyalty, industry, etc., is made more certain. By insisting on such conduct as will indicate the possession of these habits permanency is assured.
3. *Business forms.* The simpler business forms, such as invoices, receipts, orders, checks, notes, telegrams, inventories, deposit tickets, and drafts are taught and handled in practice work until the students are thoroughly familiar with them.
4. *Record work.* Records of cash receipts and payments on ruled forms, of personal income and expenses, of household expenses, of simple business ventures, and of the cost of school supplies are some of the more simple data that are used in teaching the proper use of specially ruled space.
5. *Ruling forms.* Pupils are taught to rule simple forms for the recording of such data as are included in the preceding paragraph. The use of red ink and the ruler is an accomplishment that requires much practice.
6. *Filing.* Pupils are taught to file according to the alphabetical, geographical, and numerical systems of filing. Practice in filing is a part of the prescribed work in this course.
7. *Hearing and executing orders.* Pupils are given definite practice in receiving, understanding and executing oral orders.
8. *Wrapping bundles.* Preparation of packages of various kinds for local and out-of-town delivery is given attention.

COURSE OF STUDY

9. *Messenger service.* Definite instruction is provided in the following phases of this type of service which so often furnishes younger boys and girls their chance to get established with a business firm: what is expected of the messenger; why the position is an important one; what promotional streams have their source in the position of messenger; how to make the most of such a position. Practice is also afforded in this kind of work.
10. *Stock-keeping.* The duties of the stock clerk are thoroughly taught. These include checking invoices, marking goods, making reports on supply, etc.
11. *Shipping clerk.* The duties of the shipping clerk are explained and illustrated with actual transactions and by visits to the shipping rooms of nearby concerns.
12. *Cashiering.* Making change, preparing money for deposit, wrapping coins, keeping cash records, filing tips, etc., are all made the basis of instruction for service as cashiers.
13. *Other occupations.* Pupils are encouraged to write up the duties of positions held by their friends or acquaintances and such reports are made the basis of further study in the field of elementary office work.
14. *Elementary bookkeeping.* During the last six weeks of the year the preceding instruction and practice in elementary business is headed up into some simple instruction in elementary accounts for the purpose of showing the pupil a very good reason for continuing his course another year. In other words the end of the eighth year finds the pupil with a course begun rather than with a course finished.

ELEMENTARY BOOKKEEPING

NINTH YEAR

Bookkeeping has long been regarded the backbone of any commercial course and it seems best to offer an elementary course in this subject in the ninth year. This course will be a continuation of the work given in the last six weeks of the eighth year. While it is not the purpose of the course to make expert bookkeepers, it is intended to give the student sufficient knowledge of the subject to enable him to act as an assistant in bookkeeping work or to handle a very simple set of books. In no other way can the student be given an understanding of the part which business transactions play in the conduct of a business. This course will also furnish an excellent opportunity for review and further drill in the fundamental business practice which has been given in the eighth year. It will also furnish an opportunity for the application of business arithmetic to the problems of an office. This elementary bookkeeping course will also give a much better preparation for a slightly higher type of clerical

OUTLINE FOR COMMERCIAL COURSE—TYPEWRITING

work than that which is contemplated in the course called "First Lessons in Business."

The year's work will include the following:

1. Journalizing.
2. Posting and taking a trial balance.
3. Making statements of profit and loss and of assets and liabilities.
4. Closing simple profit and loss accounts into the proprietor's or investment account by journal entries.
5. Filing business papers.
6. Fundamental ruling work in connection with ledger accounts, statements, etc.
7. Making out monthly statements of personal accounts.
8. Handling the various business forms in their relation to business transactions.
9. Cash, trade and bank discounts and interest transactions.
10. Draft work during the last month of the year but it should be of a simple character.

The course will include simple problems in bookkeeping, much drill in the processes referred to in the above outline, and the recording of bookkeeping entries from a series of transactions in the form of a business narrative.

TYPEWRITING

EIGHTH AND NINTH YEARS

This is by no means an easy subject to teach, and yet the junior high school student can acquire a skill that will add to his chance of securing a position when he has finished his course. Typists are always in demand for copy and billing work. The ability to write about 25 words a minute by the touch method is not too much to expect. Continued practice in the office will gradually increase this to a speed comparable with that of skilled and mature operators. One of the chief advantages of this subject in the junior high school course is its strictly commercial nature.

The student feels that he is getting a real business education, and this feeling may forestall an insistent demand for the more difficult subjects of bookkeeping and shorthand.

Through this subject helpful practice is given in the development of the business habits referred to in the outline for "First Lessons in Business." The course also establishes the basis for some valuable office practice work during the later part of the junior high school period.

The outline of the course, so far as it goes, is identical with that of the senior high school. It does not, however, include the more advanced phases of typewriting practice. The more important topics are included in the following outline:

COURSE OF STUDY

1. Discussion of the nature of the subject and its special requirements.
2. Accuracy and its relation to speed.
3. Approved technique.
 - a. Position at the machine.
 - b. Position of the arms in their relation to the machine.
 - c. Position of the wrist and hands.
 - d. Method of striking the keys.
 - e. Use of fingers.
 - f. Proper habits in the use of the space lever and in returning the carriage to initial position.
 - g. Inserting and removing paper.
 - h. Proper use of space bar and shift key.
 - i. General elimination of lost motion.
4. Development of the keyboard for the purpose of establishing the touch method of typewriting.
5. Keyboard practice and drill.
6. Use of labor saving devices.
7. Instruction in letter forms.
8. How to form commonly used characters not found on the keyboard.
9. Care of the machine.
10. Changing ribbon.
11. Special rulings.
12. Writing on ruled paper.
13. Addressing envelopes.
14. Centering titles.
15. Proper handling of carbon paper.
16. Acceleration exercises consisting of memorized words, phrases and short sentences.
18. Practice in copy work sufficient to insure a speed of 25 words a minute.
17. Rhythm drill with appropriate music.

It is required that no practice other than that obtained in the class period shall be allowed except for the purpose of making up time lost by absences. Credit for this subject is on the basis of "unprepared" work.

Accuracy is the keynote of all practice work. Three copies of each lesson are required, at least one of which must be perfect. The other two copies may contain not more than four errors.

OUTLINE FOR TECHNICAL HOUSEHOLD ARTS COURSE

INTRODUCTION

The fundamental principles underlying this course are based on the idea of home-making, but all products must pass the test of a commercial standard and be produced under approved industrial conditions.

The technical household arts course is open to girls who have finished the general course of the junior high school outlined for the seventh year. The girls who elect this course may in the main be divided into two classes: first, those who are preparing for senior high school, second, those who are not yet fourteen and who can not, therefore, enter the special vocational course, but who expect to do so as soon as they are fourteen years of age.

All girls who elect this course have one period each day in the household arts department. In order to provide this time, design is substituted for the ordinary course in drawing; and cookery or sewing is taken in place of a foreign language. In planning this course which gives some opportunity for pre-vocational instruction, an effort has been made to do so without the loss of the cultural and social values of the curriculum. For example, a girl selecting this course may elect a foreign language in any later year. In the ninth year she may substitute a foreign language for mathematics.

A basic aim in this plan is to give adolescent girls the much needed opportunity to enlarge their experiences by working under real conditions on products that are of commercial value in such a way as to assist them in discovering whether or not they have the inclination and ability to engage in this type of work successfully. As indicated in the following outline on book subjects, this work will be related to the academic subjects in such a way as to provide new avenues of expression which grow out of actually doing things. In this way it is hoped that the book work itself will be made more vital.

The work outlined in domestic science and domestic art in the following pages indicates the general training that is believed to be fundamental in carrying out the above ideals.

COURSE OF STUDY

GENERAL OUTLINE IN COOKERY

The course for the seventh grade is outlined here in order to indicate the foundation upon which the later outlines are based.

SEVENTH GRADE B

LESSON.	PRINCIPLES.	APPLICATION.
I.	1. Personal cleanliness. 2. Care of utensils. 3. Measuring.	Cocoa.
II.	Value of cereals as food.	Cereals. a. Rice. b. Oatmeal.
III.	Preparation of potatoes for cooking—method of cooking.	Boiled, mashed and baked potatoes.
IV.	1. Method of making and various uses. 2. Value of milk as food. 3. Starch as a leavening agent.	White sauce—soups. Cream of potato or pea soup.
V.	Preparation of vegetables.	Vegetable soup.
VI.	Flour mixtures—Baking powder as leavening agent.	Baking powder biscuits.
VII.	Cooking meat.	Meat pie.
VIII.	Dining room courtesy.	Set breakfast table.
IX.	Table service in the home.	Prepare and serve a breakfast.
X.	Care of dining room. a. Care of table linen. b. Silver, etc.	Housekeeping.
XI.	Measuring and recognition of the boiling point of water.	Apple sauce.
XII.	Medicinal qualities of apples.	Baked apples. Brown Betty pudding.
XIII.	Use of sugar as food.	Candy. a. Peanut brittle. b. Popcorn balls.

OUTLINE FOR TECHNICAL HOUSEHOLD ARTS COURSE—DOMESTIC SCIENCE

SEVENTH GRADE A

LESSON.	PRINCIPLES.	APPLICATION.
I.	Review Lesson I of the Seventh grade B outline.	Any lesson from the seventh grade B outline.
II.	Beverages for breakfast, suitable for: a. adults. b. children.	Coffee. Cocoa.
III.	Value and need of fruit for breakfast.	1. Ways of serving uncooked fruit. 2. Stewed prunes or apple sauce.
IV.	Review use of double boiler, boiling point of water and cookery of cereals.	1. Farina with dates. 2. Oatmeal with bananas or baked apple.
V.	Eggs—Value as diet.	Poached egg on toast.
VI.	Use of left-over meat or fish. Care in the home.	Meat or fish cakes.
VII.	1. Flour mixtures. 2. Review leavening agents and oven temperatures.	Muffins.
VIII.	Flour mixtures.	Griddle cakes.
IX.	Fruit—Review lesson III.	Baked bananas.
X.	Cereals—Review lesson IV.	Rice with tomatoes or tomatoes and cheese.
XI.	Eggs—Review lesson V.	Plain omelet.
XII.	Left-over meat or fish.	Meat or fish loaf.
XIII.	1. Review white sauce. 2. Use of cream soup as the principal dish for supper.	Cream soup.
XIV.	Flour mixtures. Review lesson VII. Method of mixing butter cake.	One-egg cake.
XV.	Value of starch as a food.	Chocolate cornstarch pudding.
XVI.	Value of fruit as food.	Any previous fruit lesson, or prepare any fruit in season.

COURSE OF STUDY

LESSON.	PRINCIPLES.	APPLICATION.
XVII.	1. Value of green vegetables as food. 2. Preparation and cookery.	Buttered spinach, cabbage, etc.
XVIII.	1. Value of eggs as food. 2. When a cheap food and when expensive.	Foamy omelet.
XIX.	1. Value of milk as food. 2. Care of milk in the home.	Cream rice pudding, junket, or cream soup.
XX.	1. Value of meat or fish as food. 2. Care and use of left-overs.	Any previous meat or fish lesson.
XXI.	Meat substitutes and reasons for using them.	1. Macaroni or rice with cheese. 2. Polenta. 3. Split peas and bacon.
XXII.	Flour mixtures—Review. a. Muffin mixture. b. Baking powder biscuit mixture. c. Cake mixture.	1. Gingerbread or cornbread. 2. Baking powder biscuits or shortcake. 3. One-egg cake with confectioners icing.
XXIII.	Review lesson VIII of the seventh grade B outline.	Prepare and serve a simple luncheon.
XXIV.	1. Use of sugar as food. 2. Economy in use of sugar.	Candy or dessert.

EIGHTH GRADE B

I.	Use of preserved fruits and vegetables. a. Canned. b. Dried.	1. A dried fruit. 2. A canned vegetable.
II.	Value of fat as food.	French dressing and variations. Mayonnaise dressing and variations.
III.	Methods of cooking meat. a. To retain juices. b. To extract juices.	1. Broiled hamburg steak. 2. Soup stock.
IV.	Value of soup meat. Care and use in the home.	1. Shepherd's pie. 2. Meat loaf.

OUTLINE FOR TECHNICAL HOUSEHOLD ARTS COURSE—DOMESTIC SCIENCE

LESSON.	PRINCIPLES.	APPLICATION.
V.	Selection and preparation of fish.	Boiled, broiled or baked fish.
VI.	Uses of gelatine.	Standard gelatine recipe.
VII.	Thorough review of leavening agents. a. Baking powder. b. Baking soda and acid. c. Air.	1. Any previous lesson. 2. Any previous lesson. 3. Popovers.
VIII.	Review cake making.	Cake with uncooked icing.
IX.	Cooky mixtures—Difference between cooky and cake mixture. a. Proportion of ingredients. b. Oven temperature.	Drop cookies.
X.	Preservation of food. a. Sterilization. b. Sugar. c. Vinegar, spices, etc. d. Evaporation of moistures.	Canning. Jellies, jams and conserves. Pickling. Drying.
XI.	Cookery of vegetables. a. Sweet juiced. b. Strong flavored.	Glazed sweet potatoes, scalloped cabbage, spinach, glazed carrots, etc.
XII.	Selection of meat and its cookery. a. Tough cuts. b. Tender cuts.	Stew with biscuits. Broiled or roast meat.
XIII.	Yeast, a leavening agent. a. Bread making. b. Difference between bread and pastry flour. c. Substitution of other grains for wheat.	Bread and rolls.
XIV.	Pastry. Method of combining large amount of fat with flour to make tender pastry.	1. One-crust pie. 2. Double-crust pie.
XV.	Deep fat frying—Tests. a. Cooked mixtures. b. Uncooked mixtures.	1. Croquettes 2. French fried potatoes, doughnuts, etc.

COURSE OF STUDY

LESSON.	PRINCIPLES.	APPLICATION.
XVI.	1. Various tests for candy making. a. Soft ball stage. b. Hard ball stage. c. Brittle stage.	1. Fondant candies. 2. Molasses candy or caramels. 3. Peanut brittle.
	2. Use of candy as dessert.	
XVII.	Review.	Formal table setting.
XVIII.	Laundering. a. Kitchen linens. b. Dining room linens.	Laundry work.
XIX.	Dining room courtesy.	Setting the dinner table.
XX.	Review.	Prepare and serve simple three course dinner.

EIGHTH GRADE A

I.	Preservation of food. Review lesson I of the eighth grade B outline.	Review.
II.	Review lesson IV of the eighth grade B outline.	Review.
III.	Marketing.	Small groups of students go to local and up-town markets and purchase food to be used in classes.
IV.	1. Selection. 2. Preparation. 3. Value as food.	Scalloped vegetables.
V.	Value in diet—dressing.	Salad—Fruit.
VI.	Value in diet.	Cooked fruit desserts.
VII.	Review.	Rolled cookies—ginger snaps.
VIII.	Review.	Pastry—one-crust lemon pie.
IX.	Method of making the frosting.	Cake—Review confectioners frosting.
X.	Method of making the boiled icing.	Cake—boiled icing.
XI.	Review.	Laundry work. a. Napkins. b. Table linen.

 OUTLINE FOR TECHNICAL HOUSEHOLD ARTS COURSE—DOMESTIC SCIENCE

LESSON.	PRINCIPLES.	APPLICATION.
XII.	Review.	Preparing and serving dinner.
XIII.	Kinds of diet given. a. Time for each. b. Suggestions for each.	Invalid tray.
XIV.	Kinds of children's diet. a. Meals and ages. b. Suggestions.	Prepare diet suitable for children.
XV.	Use of substitutes.	War breads.
XVI.	Use of substitutes.	Sugarless desserts.
XVII.	Meal preparation—A balanced meal.	Plan, prepare and serve meals at given cost to small groups of the faculty or visitors.
XVIII.	Food value.	Baked beans and brown bread.
XIX.	Freezing.	Frozen desserts.
XX.	Home nursing.	Home care of sick. Emergencies.

NINTH GRADE

Work done in previous grades ought to have prepared the students for definite lunch room work. They can now reasonably be expected to plan the menus, do the marketing and ordering necessary, serve the meal, and keep all accounts including the daily checking up of all bills, the payment of these bills at stated periods, and the filing of proper receipts.

In the previous grades they have been taught to prepare and serve a breakfast, a simple luncheon, a simple three course dinner and a more elaborate dinner. The outline for this grade in addition to the above requires the planning and serving of an afternoon tea and a buffet lunch.

Students taking this course will be expected to serve at least two weeks in the lunch room sometime during the year.

The cooking for this year will all be done with definite reference to the requirements of the lunch room. The students will be expected to gain a desirable amount of skill in preparing the several items of a given menu in a reasonable time and in such a way that they will meet the commercial test of providing food acceptable to those who are served.

In the ninth grade A, the girls have only one period a week in cooking; the other period is devoted to laundry work according to the following outline:

COURSE OF STUDY

OUTLINE IN LAUNDRY WORK

NINTH GRADE

PRINCIPLES—WASHING

- Sorting clothes and locating soiled spots.
- Temperature of water for various fabrics.
- Use of soap in removing dirt.
- Value of soap compared to friction, and the effect of each on the life of a garment.
- Rinsing and bluing.
- Starching.
- Testing colors and classifying.
 - a. Fast colors.
 - b. Loose copying colors.
 - c. Non-copying colors.
- Washing of woolens, silks, crepes, velours and laces.
- Drying various fabrics.

PRINCIPLES—IRONING.

- Covering and padding ironing board.
- Use of different irons.
- Temperature of irons for different fabrics.
- Dampening and preparing clothes for ironing.
- Ironing ruffles, smocking, etc.
- Hand plaiting.
- Pinning down lace.
- Putting curtains on frame.
- Art of folding and putting away clothes.
- Cleaning and pressing garments.

APPLICATIONS

- Towels and aprons.
- Caps and blouses.
- Waists, skirts and underwear.
- Dresses and children's clothes.
- Table linen.
- Soft shirts
- Stiff shirts.
- Collars.
- Woolens.
- Curtains and laces.
- Cleaning and pressing dresses.
- Cleaning and pressing suits.

NOTE: An equivalent may be substituted for any of the above articles provided the principles involved in each case are practically the same.

OUTLINE FOR TECHNICAL HOUSEHOLD ARTS COURSE—DOMESTIC ART

GENERAL OUTLINE IN SEWING

SEVENTH GRADE

This course is outlined here in order to indicate the foundation upon which the later outlines are based.

PRINCIPLES

Review stitches.

Bias bands.

Buttonholes.

Stitched or French seams.

Use of patterns.

French hems.

Hand fell seams.

French side seams.

Lace.

Over-hanging French seams.

Tucks (optional).

Sleeves.

APPLICATION

Household articles:

Towels, dish cloths, oven cloths,
dusters and ironing board covers.

Bungalow apron.

Princess slip.

Nightdress.

TECHNICAL HOUSEHOLD ARTS OUTLINE IN SEWING

EIGHTH GRADE B

PRINCIPLES

Continuous placket.

French seams.

Band.

Tucks.

Ruffles or lace.

Band

Fastening.

Outside skirt placket.

Covering of button forms.

APPLICATION

Petticoat

Drawers.

Cotton skirt.

EIGHTH GRADE A

Collar and cuffs.

Making of eyelets for laces instead
of buttonholes.

Cutting, marking seams, fitting
plackets, seams, finishing waistline
and laying and finishing hem.

Middy blouse.

Gored skirt.

COURSE OF STUDY

Box plait and hem, finishing seams, Shirt waist.
waist band, collar, sleeves, cuffs.

OUTLINE IN SEWING**NINTH GRADE B**

NOTE: In the ninth year, the girls have only one period a week for sewing. The other period will be devoted to millinery as indicated in the following outline:

PRINCIPLES**APPLICATION**

Review.

One piece cotton dress.

Turning hem and over-handing.

Napery hemming.

NINTH GRADE A**PRINCIPLES****APPLICATION**

Review.

Graduating dress.

SPRING OUTLINE IN MILLINERY**NINTH GRADE**

NOTE: Use the spring outline in millinery with the ninth grade B or the ninth grade A according to the season.

PRINCIPLES**APPLICATION**

Making wire frames from measurements.

Proper handling of wires, tape lines, also use of plyers.

Necessity for accurate measurements and for tying and winding firmly.

Covering wire frames.

Bracing cape net frames.

Sewing braids on wire or net frames.

Wiring ribbon.

Wiring laces.

Bows of different designs.

Rosettes.

a. Shirred.

b. Plaited.

Children's millinery.

a. Infants' bonnets.

b. Children's hats.

Making a frame for a spring hat.

Covering or bracing frame selected.

Covering the hat with straw braids.

Trimming the hat.

Making a hat for some child.

OUTLINE FOR TECHNICAL HOUSEHOLD ARTS COURSE—ENGLISH

FALL OUTLINE IN MILLINERY

NINTH GRADE

NOTE: Use the fall outline in millinery with the ninth grade B or ninth grade A according to the season.

PRINCIPLES

APPLICATION

Ball stitch.

Slip stitch.

Buttonhole stitch.

Blind stitch.

Stitches applied in practical work.

Cleaning and steaming velvet.

Sponging and cleaning felt.

Cleaning and pressing ribbon.

Cleaning and tinting flowers.

Cleaning and curling feathers.

Renovating old material.

Drafting pattern.

Wiring.

Covering.

Binding.

Fastening crown to brim.

Trimming.

Lining.

Making a simple school hat for winter.

Plain facing.

Shirred facing.

Plaited facing.

Facings applied in making a hat.

Milliners' folds, etc.

Folds applied in making a hat.

ENGLISH

1. As heretofore stated, the term English is used to include composition, grammar, literature and spelling. The complete outlines in each of these subjects as given in the preceding pages under "General Outline in English" will be followed in this course (See pages 28-43).

2. Less emphasis is placed on technical grammar in this course; and certain lessons, outlined primarily for students taking a foreign language course, will be omitted as indicated in the outline on grammar referred to above.

3. On sheets prepared for this purpose, the instructor in the Household Arts Department is expected to report to the English teacher topics in domestic science or domestic art that may well be made the subject of oral or written work in English. Such topics will be suggested at the time when the particular class is working on the topic referred to in the suggestion. In this way it is expected to make this work of mutual interest to the teachers in both departments as well as to furnish topics of real interest for the work in English.

4. In spelling, special emphasis should be given to words that the girl will be called upon to use in her written work on domestic science or domestic art topics.

COURSE OF STUDY

MATHEMATICS

The "General Outline in Mathematics" found on pages 68-72 will be followed as a regular part of this course. The teachers in the Household Arts Department are expected to furnish problem material in a manner similar to that suggested in the work in English. Girls in this department may substitute a foreign language for algebra in the ninth grade.

CIVICS—CURRENT EVENTS—HISTORY

The work outlined in the suggestions under the "General Outline in Social Science" is a part of the regular work of this course. The girls should, however, be encouraged to make themselves thoroughly familiar with the work that *women* have done and are doing. (See pages 82-84, 84-86, 93-101.)

SCIENCE

Students in this course have two forty-minute periods in science in the eighth grade and three eighty-minute periods in the ninth grade following the "General Outline in Science." (See pages 108-112.)

SPECIAL SUBJECTS

Time is given to art instruction, music, penmanship and physical education under the regular instructors as indicated under "Outlines for Special Subjects." (See Art pages 151-154; Music 154-157; Penmanship 157-158; Physical Education 158-160.)

OUTLINE FOR TECHNICAL INDUSTRIAL ARTS COURSE

INTRODUCTION

The recent world war has demonstrated as nothing else ever could the importance of an efficient industrial Democracy adequately conscious of its responsibilities. We have learned that fighting in the field was only one way in which democratic ideals could be defended, and that quite as important as this was the work behind the line in the field, in the factory, in the mill, in the mine and on our various lines of communication and transportation. We have come to realize that the period between the ages of thirteen and sixteen is a tremendously important stage in the lives of our boys as it is essentially a period when they begin to think, vaguely perhaps, but none the less surely in terms of their future relation to the world about them. It is a time when every possible opportunity should be provided which might help them make a wise choice of their life work. It is the aim of this course to provide opportunities to gain information pertaining to various industries which will permit boys to test their vital interests and to ascertain latent ability. The lines of work offered through shop rotation during the four semesters of this course represent those that are fundamental in any industrial community.

This course is open to boys who have finished the regular work of the seventh grade in junior high school. Boys who elect this course are divided in the main into two classes: first, those who are taking the course as a part of their preparation for senior high school and who also have in mind a technical course in some higher institution on completion of their course in the senior high school; second, boys who are not yet fourteen and so can not enter the special vocational course, but who expect to do so as soon as they attain the proper age. The course is so planned that the boys substitute mechanical drawing for the regular work in this subject, and take the shop work in place of a foreign language which they may select, however, as a part of their course in senior high school. This plan gives the boys a chance to get industrial training without the loss of opportunity to take subjects that are of distinctly cultural or social value.

All boys who elect this course have shop work one period each day and change shops each half year. This plan gives boys who expect to enter the trades some pre-vocational training, and also furnishes to students who are planning for a technical course essential fundamental ideas of industry based upon their experiences in at least four shops. It is hoped that this work will also be of assistance to these students either in determining just what particular line of technical work they will follow later on or in convincing them that they are not adapted to follow this line of work. The shop work outlined under this course indicates general training that is given in fundamental trade operations without any attempt to develop a high degree of skill in any particular

COURSE OF STUDY

trade. Its purpose is to emphasize the technical, informational side of trade work. The following outlines will give an idea of the possibilities of the different shops open to the boys who take this course.

SHEET METAL WORK

Process.	Project.	Theory.	Science.
Locking.	Locked seam. (Exercise.)	Why do we use a locked seam?	Study available metals and determine their physical qualities. Are they hard or soft, malleable, ductile, brittle, elastic?
Riveting.	Riveted seam. (Exercise.)	Why are rivets tinne?	
Forming.	Galvanized tube. (Exercise.)	Purpose of heading a rivet.	
Grooving.	Pipe. (For window ventilator.)	Reason for grooving a seam.	Which metals, due to their physical qualities are suitable for sheet metal work? Why?
Folding.	Cooky tray.	Why are these edges folded?	
Wiring.	Dust-pan.	Purpose of twisting wire.	
Wiring.	Wired edge on pail.	Reason for using wired edge.	What is a gauge in metal? Determine the gauge in a variety of specimens.
Double-folding.	Russia-iron biscuit sheet.	Measurements considered as outside measurements.	
Circle cutting.	Disc. (For pail bottom.)	When to use hand circle shears.	
Forging. Tinning. Soldering.	Seed box.	Why do we forge and tin soldering irons.	Of what metal are rivets composed? What are the characteristics of this metal?
Double seaming.	Tin cup.	Reason for using double seamer.	
Fake-wiring.	Flour scoop.	Why do we use fake-wiring?	
Dove-tailing.	Window ventilator	Purpose of dove-tail.	Study corrosion of metals. Make acid tests of all available specimens. What is rusting? Why does not copper rust? What metals will rust?
Cutting angles.	Bread tin.	Why do we notch seams?	
Burring.	Quart measure.	Necessity for burring machines.	

Action of soldering fluids.
Composition of soldering fluids.

OUTLINE FOR TECHNICAL INDUSTRIAL ARTS COURSE—PATTERN-MAKING

Process.	Project.	Theory.	Science.
Wiring. Grooving. Double seaming.	Garbage can.	Reasons for double seam bottoms.	Study the production of the metals, also mining, reduction and refining.
PATTERN-MAKING			
Planing (hand).	(12" Lathe parts or productive work in substitution.)	Kind and sizes of planes and gauges used and why.	Kinds of woods used for patterns. How seasoned?
Constructing center-line.		Why are center lines necessary for accurate work?	
Allowing draft and shrinkage.	Small gib and cross slide nut.		
Laying out work.		Why is a trimmer used to cut end grain?	What is kiln drying and why is it done?
Trimming.	Compound nut.		
Constructing one piece patterns.	Lead screw bearing.	Why do we sometimes carve patterns out of one piece of wood?	Causes of warping in wood.
Glueing.		Why glue is used and how.	
Building up patterns.	Head block cap.	The reason for building up patterns.	Shrinkage of metals.
Making round corners and using fillets. Band-sawing.	Head stock bearing.	Why are fillets placed on patterns wherever possible?	
Facing stock on jointer.	Gear shifter handle.	Reason for using push stick. Why does the rip saw differ from the cross-cut saw? Why do saws have set?	Manufacture of glue.
Ripping.		Why inside, and outside ground, carving and spoon gouges are used.	
Gouging.			
Turning between centers.	Thrust box.		Strength of glue joints.
Face plate turning.	Thrust box nut and cam washer.	Purpose of turning.	Material from which wood cutting tools are made. Physical qualities.
Using dowel pins.	Shear nut and thimble.	Why are metal and dowel pins sometimes used?	Abrasives.

COURSE OF STUDY

GAS ENGINE AND AUTOMOBILE WORK

Shop Projects.	Theory.	Science.
General Examination of motor cars.	Familiarize student with the automobile and its chief components. Sub-division of motor car into its mechanisms.	Effect of vibration on screws.
Disassembling and assembling parts.		
Use of cotter pins, lock washers, wire, etc. Practice in selecting sizes of bolts, nuts, etc.	Study of U. S. S. and S. A. E. threads.	Theory of heat, expansion, pressure, etc.
A study of the principles of power production.	Determination of the actual source of power.	
Examination and study of engine units.	Engine cycles 2 and 4 stroke.	Inertia Atmospheric pressure.
Disassemble, clean, examine, study removable motor head.		
Remove carbon, grind valves. Replace worn parts.	Study of cycles applied multi-cylinder motors.	Inertia. Engine balance.

CABINET MAKING

Process.	Project.	Theory.	Science.
Selection of stock.	Flat top desk. Teacher's desk or other work in substitution.	Reason for avoiding sap and knots, checks and decay. Why consider the grain? Why is oak a good furniture wood?	Our lumber forest trees. Characteristics of different trees and different kinds of lumber.
Cutting stock in the rough.	All stock for desks.	Reasons for the necessity of cutting stock longer and wider than stock sheet calls for. Economy in cutting.	Lubrication and lubricating oils.
Facing stock on jointer. (Table adjustment.)	All stock for desks.		
Jointing edges.	Stiles, rails, drawer fronts, drawer sides, posts, tops, etc.	The reason for having a working edge.	Materials of which wood cutting tools are made.
Ripping.		Reason for using push stick. Why does the rip-saw differ from the cross-cut saw? Why do saws have sets?	Kiln drying.

OUTLINE FOR TECHNICAL INDUSTRIAL ARTS COURSE—CABINET MAKING

Process	Project	Theory	Science
Boring.	Stiles, rails, drawer slides.	Why do we use dowel joints in preference to other types of joints? Explanation of other types and when each type is properly used.	
Cutting off stock.		The problem of cutting off ends. (Angular relation between end cuts and sides.)	Tempered wood-cutting tools.
Sanding.	Drawer fronts, drawer sides, drawer backs. All surfaces.	Reason for sanding. Why necessary to have a smooth surface. Effect on stock of high speeds in power machine sanding.	How sandpaper is made. Materials used.
Planing.	All stock.	Advantages of power machine planing. Effect of vibration of knives	
Grooving.	Stiles, rails, drawer sides, drawer fronts.	Problem of different ways of cutting grooves.	
Chamfering.		Reasons for cutting chamfers. (Two types,—Through and stop.)	
Band-sawing. Re-sawing.	Thin drawer partitions. Drawer handles, etc.	For what types of work is a band-saw used in preference to other saws? Problems in saw tension and saw widths for different types of work.	
Glueing		Why do we use glue in preference to nails, or other jointing materials? Why do we use in some cases cold glue and in others hot glue? Why do we heat stock in applying glue.	Manufacture of glue. Test and strength of glue surfaces. Effect of room temperatures and humidity upon glued joints.

COURSE OF STUDY

Process.	Project.	Theory.	Science.
Scraping.	All surfaces to be finished.	Advantages in scraping. Problems of sharpening and holding a scraper.	
Complete assembly of project.	Complete flat top desk.	Problems in use of clamps and squaring sticks.	

PRINTING

Straight matter composition.	Lesson sheets such as "Rochester Leaflets."	Explanation of the layout of the case.	Composition of type.
Straight matter composition with book spacing. Initial letter.	Type-setting on the school paper—"Pathfinder."	History of printing with movable types.	
Job composition—two, three or four-line jobs.	Printing on envelopes and letter-heads for the school department.	Selection of type faces for different uses.	Manufacture of paper.
Imposition and lock-up.	Preparing above forms for press.	Relation of proper justification to lock-up.	Composition of inks. Color harmony.
Make-ready on press.	Make-ready on above jobs.	Effect of impression on printing effects.	
Press feeding.	As above.		Composition of inks. Color harmony.

PAINTING AND DECORATING

Paint and color mixing.		Various methods of mixing paint and their individual values.	Chemical action of various pigments when mixed together. A study of the primary, secondary and tertiary colors and their value.
Preparing a wall for and finishing with a Tiffany blend.	Sample wall or panel.	The origin of Tiffany blend. The method of mixing transparent colors. The use of blending tools.	The values of reflected and saturated light as demonstrated by the use of transparent colors.
Spacing of letters in relation to formation and advertising relative values.	Real estate signs and law work, school signs.	Shop methods of setting out. Use of chalk line and rule. The rule as an aid to quick lettering.	Color values and their use as attractive agents.

OUTLINE FOR TECHNICAL INDUSTRIAL ARTS COURSE—ENGLISH

Process	Project	Theory.	Science.
Decorators geometry. Geometry in designing. Fundamental principles of designing.			
Flatting and polishing a varnished, ornamental surface.	Sample boards or shop products.	Cutting with various stones or grades of stones. Use of felt with oil or water as a lubricant.	Friction with and without lubricant and its effect on varnish surfaces.
Gilding on wood with leaf, transfer and ribbon gold.		How to lay gold by cushion and book methods.	The action of Japan and oil on gold, silver and aluminum.

ENGLISH

1. The term English is here used to include composition, grammar, literature and spelling. The complete outline for each of these subjects as given in the preceding pages under "General Outline in English" will be followed in this course. (See pages 28-43.)

2. In this course less emphasis is placed on technical grammar. Certain lessons outlined primarily for students taking a foreign language course will be omitted as indicated in the outline on grammar referred to above.

3. By means of sheets prepared for this purpose, the instructor in the shop is expected to report to the English teacher whenever a particular class is dealing with a phase of industrial work that might well be made the subject of oral or written work in English. The academic teacher on the other hand is expected to become personally familiar with this part of the shop work before attempting to utilize it as suggested. In this way it is hoped that the actual doing in the shop will have a share in vitalizing the book work.

4. The work in spelling should provide special lessons on shop terms that the boys are likely to use in their written work.

MATHEMATICS

The "General Outline in Mathematics" found on pages 68-72 will be followed in this course. Shop instructors are expected to furnish practical problem material that may be used to supplement the regular work of the class. Blanks are provided as noted above under the suggestions on English and the work in mathematics is to be carried on in the same spirit of mutual helpfulness and efficient co-operation.

CIVICS—CURRENT EVENTS—HISTORY

The work outlined under each of the above headings in the "General Course in Social Science" is to be followed in this course. (See pages 82-84, 84-86, 93-101.)

COURSE OF STUDY

SCIENCE

Students in this course have two forty-minute periods per week in science in the eighth grade and three eighty-minute periods in the ninth grade following the "General Outline in Science." (See pages 108-112.)

SPECIAL SUBJECTS

Time is given to art instruction, music, penmanship and physical education under the regular instructors as indicated under "Outlines for Special Subjects." (See Art pages 151-154; Music 154-157; Penmanship 157-158; Physical Education 158-160.)

OUTLINES FOR SPECIAL SUBJECTS

ART INSTRUCTION

I. AIM.

The aim of art instruction is to equip the student with a knowledge of certain governing principles that will acquaint him with standards or tests by which he may estimate the beauty or merit in all of his surroundings; also to give him a fuller understanding of art in its relation to his own life and to the industries of the world, thus establishing art education as an indispensable factor in the education of the American people.

II. GENERAL STATEMENT.

The pupils from the elementary schools come to the junior high school with a fair knowledge of color, with fundamental ideas of what is best in design together with the practical knowledge of application of simple designs and with the elementary basic principles of perspective as applied in the drawing of objects. It is the purpose of the work in the junior high school to add definite gain in color appreciation, technic and skill along lines already partly developed in the lower grades; to emphasize creative ability; to continue to develop a love for the beautiful wherever the child comes into contact with it; and to encourage self-expression in every possible way.

III. TIME GIVEN TO ART INSTRUCTION IN THE SEVERAL GRADES AND COURSES.

1. All pupils in the seventh grade B devote two forty-minute periods each week to this work.
2. In the seventh grade A, try-out opportunities are offered. As a part of this work mechanical drawing is given to the boys and design to the girls for one eighty-minute period each week.
3. In the eighth grade, pupils taking the foreign language course have two forty-minute periods each week for drawing. Pupils taking the technical arts courses have either mechanical drawing or design taught in relation to the other work of the course.
4. In the ninth grade, art instruction is an elective subject for pupils taking the foreign language course. Students taking the technical industrial arts course or the technical household arts course continue the work in either mechanical drawing or design.

COURSE OF STUDY

IV. BRIEF OUTLINE OF THE COURSE OF STUDY BY GRADES.

SEVENTH GRADE

1. Representation.

This work includes freehand, pictorial drawing and painting of nature specimens and other objects, and is intended to develop accuracy of observation as well as skill of hand in recording appearances. Such objects as flowers, fruits, landscapes and still life are rendered in outline, in neutral values and in color masses.

2. Design and historic ornament.

Emphasis is placed equally upon the two aspects which are evident in the study of design, namely, the element of utility and the element of beauty. Through the use of appropriate exercises and by means of the influence of excellent examples found in nature, in prints and in historic ornament a refined taste is developed.

3. Original designs made from free-hand, pictorial sketches are made the basis of this work. These designs are applied to bookcovers, blotter pads, doilies, etc.

4. Composition.

The study of composition includes selection, arrangement, proportion and space-relation. Its purpose is to create arrangements of lines and of forms in neutral values and in color that will present a beautiful whole when completed; and will show the elements of variety, repose and unity. This type of work develops individual creative power in the student.

5. Lettering.

This work includes single-line letters applied to title pages, also block letters applied to bookcovers and posters.

6. Color.

The study of color is associated with both representation and design. The aim is to develop color perception, relations, and application in such a way as to teach the use of harmonious color combinations in dress and in the home. This is accomplished through the study of good examples found in textiles, colored prints, designs and in nature.

7. Pictures.

Pictures are studied in a manner that acquaints the pupils with some of the great paintings and awakens a sincere liking for the best things in art.

EIGHTH GRADE

1. Representation.

Plant studies in pencil and in color are continued and the emphasis is placed on lines of growth, types of joints and foreshortening of leaves and blossoms. Studies including still life and the application

OUTLINES FOR SPECIAL SUBJECTS—ART INSTRUCTION

of the principles of perspective to quick sketches of rectilinear objects are also made a part of the work of this grade.

2. Design and historic ornament.

This work is so planned that the pupils are now given an opportunity to apply the principles of pure design taught in previous grades. This is done through the attempts of the students, by means of creative exercises, to apply the laws of rhythm, balance and harmony. Historic ornament serves as a field for the study of these elements.

3. Applied design.

Suitable original designs resulting from the above study are applied to pillow-tops, table-runners, bags and bookcovers by means of needle-work, stencil and block printing.

4. Composition.

Emphasis is placed on the laws of principality, opposition and balance which require harmony of lines, spaces and masses. This work is rendered in lines, in neutral values and in colors. The aim in these exercises is to develop creative ability.

5. Lettering.

Continued use is made of block, straight line and initial letters as applied to title pages, book-covers and posters.

6. Color.

The color study is along the same lines as pursued in the preceding grade with emphasis on more accurate recognition, more variety in good combinations and freer application.

7. Pictures.

The aim of the picture study in this grade is to familiarize the pupils with some of the works of our best American painters and illustrators and to create an interest in American art.

NINTH GRADE

1. Representation.

This work continues along lines similar to those in the eighth grade. A definite gain in knowledge of principles and hand dexterity is expected. Art pottery, singly and in groups; articles of furniture; plant studies; and pose are the subjects studied.

2. Design and composition.

The study of pure design and decorative treatment is continued with particular reference to the object or article to which it is to be applied.

3. Applied design.

Original designs and decorative treatments resulting from the above studies are applied to textiles, such as pillow-tops, table-

COURSE OF STUDY

runners and bags, by means of needle work, block printing and stencil. Through the use of enameline, oil paint or any other suitable medium, designs are also applied to tiles, boxes, vase-forms and flowerpots.

4. Color.

The emphasis in color study in this grade is placed on the application of harmonious color combinations to dress, to interior and exterior decoration of the home and to the art side of industry.

5. Lettering.

Initial letters, monograms, block and Roman letters are taught and applied to mottoes, pennants, posters, window-cards and labels.

6. Pictures.

Picture study is treated from three standpoints, first, the picture itself as a work of art, second its suitable mounting and framing, and third the placing on the wall in reference to good spacing both in relation to itself and to other wall decorations and spacings.

MUSIC

I. AIM.

1. The work in music is organized and conducted with the object of making the best use of music as an educational influence on the school as a whole as well as upon each individual.
2. It is the purpose of the work given in the junior high school to continue this cultural influence of music along the general lines of study required in the grades. The work is extensive rather than intensive and the appeal to love for the best music is continued.

II. GENERAL STATEMENT.

1. The music course is in process of evolution. A pre-vocational course is now offered in the seventh grade A as a test of musical ability. Special provisions for students talented in music and desirous of making it a vocation are now under consideration.
2. Students come to the junior high school with the ability to read simple music in three and four parts. It is the task of the teacher to mould the changing voices into the parts best suited for the individual child. There is a careful test of voices twice a year and the individual effort of each child is recorded on cards provided for this purpose. The problem is to carry the pupils through the changing voice period carefully and safely; to teach them how to use their unwieldy voices; to advance them in reading music; and to send them on to high school prepared to sing choruses and oratorios.

OUTLINES FOR SPECIAL SUBJECTS—MUSIC

3. Provision is also made for training the pupils to recognize orchestral instruments when they hear them and an opportunity to play in an orchestra or band is provided. Lessons on any orchestral instrument are offered free of expense and in school time. These lessons are given in small classes.

III. TIME GIVEN TO MUSIC IN THE DIFFERENT GRADES AND COURSES.

1. As a part of the general assembly held each week, the entire school devotes fifteen or twenty minutes to singing together songs that stimulate the development of patriotism, ambition and love of truth and beauty. This is an essential aid to the development of the community spirit.
2. All pupils in the seventh grade B have music two thirty-minute periods a week. In the seventh grade A the special try-out work explained above is given and two eighty-minute periods a week are thus provided for pre-vocational work in music. One eighty-minute period is given to cultural music once each week. During the eighth year all pupils in all courses devote two thirty-minute periods a week to music. Music is an elective subject in the ninth year.

IV. BRIEF OUTLINE OF THE COURSE OF STUDY BY GRADES.

The work in music is outlined along three general lines, namely, chorus work, appreciation and theory as follows:

SEVENTH GRADE B

1. Chorus work.

Standard songs, folk songs, patriotic songs and two and three part work for unchanging voices.

2. Appreciation.

Here the work is extensive rather than intensive; a study of orchestral instruments is made and an opportunity provided for making a distinction between men's voices and women's voices.

3. Theory.

Rhythm, sight reading, minor mode and scale formations.

SEVENTH GRADE A

Prevocational work is provided during this semester as follows:

1. Pupils who want to play a musical instrument other than the piano and who have passed a musical test given at the end of the seventh grade B are chosen for this class. Class lessons on violins, cornets, drums and other band and orchestral instruments are given by a special teacher.
2. Special chorus work is provided.

COURSE OF STUDY

3. Appreciation.

Special attention is given to orchestral work and records of the best orchestras are used for this purpose. Both instruments and composers are studied.

4. Theory.

Attention is given to scales, chords and clefs used for the different instruments, a study of the seating of large orchestras is made, and essential musical terms and characters are learned.

5. In the cultural music class, composed of pupils who take lessons outside of school, special vocal work is given; a general study of appreciation is provided for; and a special arrangement and application of theory work is made. There have been periods when the members of this class have gone home to practice lessons. In such instances a record of the time is kept on a special card provided for this purpose.

EIGHTH GRADE B AND A

1. Chorus work is continued.

2. Appreciation.

Familiarity with great artists and general treatment of larger forms of composition.

3. Theory.

Work on sight-singing in parts is given, bass voice is studied and instruction is given on how to care for the new voice.

NINTH GRADE B AND A

The work provided along the three lines suggested above is continued and made more difficult. Provision for progressive advancement and a more definite study of scales and chords preparatory to harmony study is made. Lack of recitation room prevents complete duplication of ninth year theory work as given in the senior high schools.

V. GENERAL ACTIVITIES.

1. Glee Club.

Girls from the whole school, chosen after a vocal test, have rehearsals twice a week after school hours.

2. Assemblies.

This type of work provides an opportunity for classes, Glee Clubs, orchestras and individuals to appear in public; also for the singing of patriotic and folk songs and hymns.

3. Orchestras (A and B).

There are two orchestras known as the A and the B orchestras respectively.

OUTLINES FOR SPECIAL SUBJECTS—PENMANSHIP

The A orchestra is a very democratic organization. The main object is to encourage all to participate rather than to provide a finished product. Two rehearsals a week are held in school time during the school activities period. This orchestra plays marches and special numbers, also plays the accompaniment for all the songs in assemblies. Each member of this orchestra is awarded a gold orchestra pin for three terms service in the school including attendance at all rehearsals and willingness to respond on all occasions.

The B orchestra is composed of beginners from the instrumental classes in school and from those taking private lessons. The work is purely voluntary on the part of members and rehearsals are held after school.

4. Bands.

A drum corps is now ready for any outdoor celebrations and is prepared to lead the Boy's Military Club and the Girl's Junior Reserve. A band is also in process of organization.

PENMANSHIP

I. AIM.

The aim in the teaching of penmanship in the junior high school is the development of a legible, clear-cut, rapid handwriting by every pupil. The necessity and demand for better writing is growing stronger every day; and greater interest and enthusiasm is being manifested in this work by the teachers, pupils and parents than ever before. Aside from the actual task of writing, great emphasis is placed upon maintaining a healthful posture of the body, freedom of movement in the execution of the letter forms and sufficient speed to meet the requirements of the daily written work.

II. STYLE OF WRITING.

The style of writing taught is plain and the script forms are stripped of all unnecessary lines and are made in the most simple manner possible. The system of writing used by the pupils of the junior high school has the indorsement of business men in Rochester and elsewhere. The style of writing taught is the same as advocated by the leading business colleges throughout the country. This kind of writing has withstood the test of time both in the business world and in daily usage. Considering this fact, the work is in no way an experiment but is daily demonstrating its usefulness in the written tasks of the pupils.

III. METHODS.

The foundation for a good, practical, handwriting is correct position of the body, hand and pen and the development of a light, elastic, muscular movement of the arm. Special stress is placed upon the hygienic position of the body, not only during the writing period, but also dur-

COURSE OF STUDY

ing the time the pupil is writing his daily lessons. A carefully outlined course of lessons is followed throughout the different grades. There are no waste strokes in the pupil's practice work as he does his work in a systematic manner. He is led from the simple to the complex in easy and natural stages until a good handwriting has been attained.

IV. TIME ALLOTMENT.

All pupils in the seventh and the eighth years, except those in the Commercial course, spend sixty minutes a week in formal practice; while the pupils taking the Commercial course devote one-hundred minutes a week to improving their penmanship. The lessons are taught by special teachers who have proved their ability and worth in this line of work. The lessons are short, interesting and to the point. Both teachers and pupils manifest much enthusiasm over the work in penmanship.

V. RESULTS.

In the junior high school, as well as in the grades, a plan of inspection of work has been devised that greatly aids the teacher in securing splendid results in the actual daily written lessons of the pupils. The technic of the writing is given in the formal writing lessons, and a practical application of movement and legible writing is insisted upon in the regular written work. All credit marks are based upon the writing in the daily note-books. No pupil is considered successful unless he uses good writing in all of his daily written work. Under this plan every written lesson is a help in building up a permanent and graceful handwriting.

VI. CERTIFICATE OF PROFICIENCY.

As a means of encouraging a high standard of efficiency in penmanship, a certificate of proficiency is awarded to pupils of the eighth grade A. These certificates are given only to those whose work meets the approval of the director, and they are considered an excellent recommendation in penmanship by the pupils who succeed in earning them.

PHYSICAL EDUCATION

I. AIM.

The aim of the work in physical education is to help prepare the boys and girls of our city for the duties and responsibilities of right living:

1. Through the promotion of a hygienic school and home life.
2. Through development of bodily vigor and endurance, muscular strength and skill, bodily and mental poise and such desirable moral and social qualities as courage, self-control, self-subordination and obedience to authority, cooperation under leadership and disciplined initiative.
3. Through adequate physical examination followed by the correction of postural and other remediable defects.

OUTLINES FOR SPECIAL SUBJECTS—PHYSICAL EDUCATION

II. TYPES OF PHYSICAL EDUCATION INSTRUCTION AND TIME REQUIREMENTS.

1. Daily morning health inspection.

The homeroom teachers will make a rapid daily health inspection of all pupils at the beginning of the morning session, using as a basis for such inspection the following signs of health disorder.

SIGNS

DISORDER

Sore throat.

Earache.

Ear discharge.

Running nose.

Disorders of nose, throat and ear.

Sore eyes of any kind.

Styes.

Eyes, red or bloodshot.

Dizziness.

Eye disorders and defects.

Flushed face.

Chill.

Headache.

Eruptions.

Nausea.

Vomiting.

Running nose.

Congested eyes.

Cough.

Contagious diseases.

Fits.

Fainting.

Nervous disorders.

Enlarged glands in neck.

Puffiness of face and eyes.

Shortness of breath.

Unusual pain anywhere.

Nutritional and general disturbances.

2. Relaxation drills (Eight minutes per day).

All teachers will give at least four two-minute relaxation drills daily, one at the middle of each of the four class periods. The purpose of these drills is to ventilate rooms; to refresh pupils and teachers; to develop quick, accurate and orderly response to command; and to promote good posture.

A series of graded exercises has been printed on cards for the seventh and eighth grades respectively, and a series of exercises suitable for ninth year students is available in stencil form. Teachers are requested to give to the grades only those exercises especially prepared for them.

NOTE: See pages 40 to 59 in Physical Education Outline Course of Study for explanation of positions and exercises.

COURSE OF STUDY

3. Talks on hygiene (Twenty minutes per week).

This instruction is to be given by the teachers in the science department and includes personal, school and community hygiene. Particular emphasis is to be placed upon the formation of good health habits. In other words teachers are requested to devise plans whereby they may know with some degree of certainty whether their instruction is being made to function in the daily lives of their pupils. Provision is made through the Student Organization of the junior high school for carrying on the work done in the elementary schools under the Rochester Health Club plan.

The teaching of the principles of personal hygiene as these principles relate to the daily life of the students most naturally and logically lies within the province of the instructors of physical education. Plans are now being formulated whereby this instruction will be given in the near future by the department of physical education.

4. Supervised recreation (Sixty minutes per week).

The students may satisfy the recreational requirement by joining any one of the recreation clubs which meets the approval of the Director of Physical Education.

5. Gymnastic drills (Sixty minutes per week).

All students shall receive at least two half-hour periods of gymnastic drill instruction each week under the direction of trained physical education instructors. This instruction shall be given as follows:

First half-hour period:

Mass drill with and without hand apparatus.....15 minutes

Games and athletics15 minutes

Second half-hour period:

Military marching tactics15 minutes

Gymnastic dancing15 minutes

NOTE: Instructors should follow suggestions as found on pages 90 to 102 in Physical Education Outline Course of Study.



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