Greene High School

INTRODUCTORY

DEDICATION

To

SARAH E. RUSSELL

Member of Class of 1883

The First Graduating Class

of

GREENE HIGH SCHOOL

FOREWORD

EDUCATION AS UNFOLDING FROM WITHIN

"Sound education stands before me symbolized by a tree planted near fertilizing waters. A little seed, which contains the design of the tree, its form and proportions, is placed in the soil. See how it germinates and expands into trunk, branches, leaves, flowers, and fruit! The whole tree is an uninterrupted chain of organic parts, the plan of which existed in its seed and root. Man is similar to the tree. In the new-born child are hidden those faculties which are to unfold during life. The individual and separate organs of his being form themselves gradually into unison and build up humanity in the image of God.

It is not the educator who puts new powers and faculties into man, and imparts to him breadth and life. He only takes care that no untoward influence shall disturb nature's march of developments."—Pestalozzi

This yearbook is published by the Board of Education and Students Association thru their Principal and Teachers in order to acquaint prospective students, parents, tax-payers and others with the work and aims of Greene High School.

Acknowledgement is given for the aid and cooperation from students, teachers, and friends; and for references and ideas obtained from the following: "The Junior H. S. in New York State" by Wiley and Van Cott; "Cardinal Principles of Secondary Education" by Dept. of Interior; "The Work of the Public Schools" Rochester, N. Y.; New York State Syllabus; and various texts and articles.

Respectfully Submitted,

H. N. CHAMBERLAIN, Principal.

August 6, 1929

HISTORY OF GREENE HIGH SCHOOL

The village school in the old days was situated just north of the Methodist church on South Chenango Street. It was known as District Number Four and continued to be simply a district school until its removal to the new and spaciouus building on Monell Street. There were ample grounds and the second floor was used as a sort of community house. In 1871 Dr. Jesse E. Bartoo took the principalship and in 1874 had succeeding in putting the old school on an academic basis.

From this time it was the Greene Union School and Academy, and school was divided into primary, intermediate, grammar and academic departments, the last occuping the old public hall on the second floor.

Realizing the need for college preparatory courses, Principal Welland Hendrick began a new system of grading and arranged classes in the higher grades and in 1883 graduated the first class from the old Academy, under the Regents requirements. Soon a new building was necessary for the lower grades.

In 1897 the school became the Greene High School.

By Mary Williams

Part II

ADMINISTRATION

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ADMINISTRATION OFFICERS

MEMBERS OF BOARD OF EDUCATION

Dr. C. W. Chapin, President

Raymond F. Elliott — Courtney S. Bryant

Horace W. Owens — Charles Clinton

SUPERVISING PRINCIPAL

H. N. Chamberlain

SENIOR H. S. DEAN
Marion H. Race

ELEMENTARY SCHOOL DEAN
Cora E. Wells

JUNIOR H. S. DEAN
Cora A. Taft

PRIMARY SUPERVISOR
P. Elizabeth Wilcox

DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS

Gerald P. Jones

DISTRICT SUPERINTENDENT

Jane I. Schenck

CLERK

Horace L. Rhodes

COLLECTOR
Dr. J. E. Bartoo

TREASURER
Charles H. Gray

JANITOR

Ralph Hayes

The regular monthly meeting of the Board is held the first Tuesday of each month. The Annual Meeting is held the first Tuesday in August. It is a civic duty to attend the Annual Meeting.

GREENE HIGH SCHOOL ALUMNI ASSOCIATION

GREENE HIGH SCHOOL ALUMNI ASSOCIATION

founded by
Welland Hendrick, M. A.
Principal of
Greene Union School and Academy from 1882 to 1890

OFFICERS 1928-29	OFFICERS 1929-30
Pres.—Willard F. Knickerbocker '29	Pres.—Chester Race '19
Vice Pres.—Robert B. Bryant '28	Vice Pres.—Alfred Turner '29
Sec.-Treas.—Mary L. Williams '89	Sec.-Treas.—Mrs. Cora Gross

PROGRAM FOR FORTIETH REUNION
Alumni Association
Greene High School — Saturday Evening June 29, 1929

TOASTS

Toastminstress ..... Mary L. Williams '89
How We Got That Way ..... Byron Knickerbocker '29
Harp Solo "Hymee a la Paix" ..... Elizabeth M. Gray '19
Being Modern ..... Robert Hagaman '09
Letter .....from Nellie E. Smith '99
He Came, was Seen, he Conquered ..... Welland Hendrick

"GREENE HIGH SCHOOL"

Oh, Greene, our dear old High School
For thee we raise our song,
With all our heart and voices,
Thy memory prolong;
And often may we hail thee
Our Alma Mater dear,
With songs of love and friendship,
Thy noble name revere.

Chorus — Cheer loud and long the G. H. S.
High let her banner wave,
We'll fight to help the Greene High Win,
We'll die her name to save.

"OUR PRINCIPALS"

Given at Alumni Banquet

Where, Oh, where, is Welland Hendrick?
Where is that gentleman of great renown?
Where, Oh, where, is our much loved founder?
Safe now in old Nyack town.

Where, Oh, where is Maurice Page?
The man who chose a lawyer's lot.
Our only Prof. to change his profession
Safe, safe, now in Endicott.

Where, Oh, where, is our William Harris,
Harris, he of the subtle charm?
Satisfied with fruits of teaching,
Safe now on his ancestral farm.

Where, Oh, where, is John Wheeler Lumbard?
Where , Oh, where, is our genial John?
Product of Greene, the "man who knew Coolidge,"
A fine superintendency he still holds down.

Where, Oh, where, is Edward Graham?
That Scotch Presbyterian, tireless fisherman,
Where, Oh, where, does he lead the choir?
In Norwich, Connecticut.

Where, Oh, where is Willard Andrews?
What high seat does that pedagogue fill?
Look for him in a teacher's Bureau
Of Education on Capitol Hill.

Where, Oh, where, is C. E. Smith?
Where, is that man of industry?
Where, Oh, where, does he use his talents?
Superintending, as he ought to be.

Where, Oh, where, is Royal Gilkey?
Where, Oh, where, is his familee?
Teaching school, and raising apples,
Right over in Ithacee.

Where, Oh, where, is the cryptic Dalton?
Where, Oh, where, are the Warrens twain?
Where, Oh, where, are those young professors?
Safe now in the teaching train.

OFFICERS AND COMMITTEES OF THE PARENT TEACHER'S ASSOCIATION

President—Mrs. Louis Juliand
1st Vice-pres.—Mrs. C. S. Bryant
2nd Vice-pres.—Mrs. B. Kimball
3rd Vice-pres.—Mrs. F. B. Skinner
Recording Sec.—Mrs. Charles Clinton
Corrresponding Sec.—Mrs. E. Bolt
Treasurer—Miss Cora Wells

COMMITTEE AT LARGE

Mr. H. N. Chamberlain
Dr. L. F. Gainsway

PROGRAM COMMITTEE

Mrs. C. S. Bryant
Mrs. F. B. Skinner
Mrs. J. L. Cutler

WAYS AND MEANS COMMITTEE

Mrs. F. B. Skinner
Mrs. J. L. Cutler
Mrs. C. W. Chapin

HEALTH COMMITTEE

Mrs. Carl Meacham
Mrs. Julia Clinton
Mrs. Howard Bradley

GIRL SCOUT COMMITTEE

Mrs. B. Kimball
Mrs. R. T. Goff
Mrs. R. F. Elliott
Mrs. Anna Noone
Mrs. H. Owens

REFRESHMENT COMMITTEE

Mrs. Kimball
Mrs. Ray Sweetland
Mrs. M. M. Barstow
Mrs. Fred Webb
Mrs. Robert Russell

WELFARE COMMITTEE (Relief)

Miss Cora Wells
Mrs. Geo. Burdic
Mrs. Ed. Kenyon
Mrs. H. N. Chamberlain
Mrs. David Ford

MOVING PICTURE COMMITTEE

Mrs. Paris Van Auken
Mrs. Harry King

MEMBERSHIP COMMITTEE

Mrs. Will Driscoll
Mrs. Walter Nosser
Mrs. Mark Salvatore
Mrs. Ed. Bolt
Mrs. Ray Sweetland

SUNSHINE COMMITTEE

Mrs. Sauter
Mrs. M. M. Lewis

PUBLICITY COMMITTEE

Mrs. Clarence Teetsal
Mrs. Ballentyne
Mrs. Will Driscoll

FACULTY

HAROLD N. CHAMBERLAIN, C. E.—Supervising Principal and Teacher of Solid Geometry, Trigonometry, Mechanical Drawing, Intermediate and Advanced Algebra—Rensselaer Polytechnic Institute, New York University and Syracuse University. Formerly teacher of Mathematics, Science and Drafting at Utica Free Academy.

MISS MARION H. RACE, A. B.—Senior High School Dean and Teacher of History—Albany State Teachers College and Syracuse University.

MISS CORA A. TAFT—Junior High School Dean and Teacher of Elementary Algebra, Commercial Arithmetic, Elementary Business Training and Vocational Guidance.—Oneonta Normal and Syracuse University.

MISS MAY MANNING,—Supervisor of Attendance and Teacher of General Science, Biology, Physical Geography, and Physics.—Albany State Teachers College and Syracuse University.

MRS. ELIZABETH G. SHERMAN—Post Graduate Home Room Teacher, Advisor for School Paper and Teacher of Latin, Plane Geometry, Intermediate Algebra, Advanced Algebra.—Cortland Normal, Cornell University. Formerly Principal of De Ruyter High School and Teacher at Marathon High School.

MRS. GRACE R. Mac CORMACK,—Head of Departments of English, Public Speaking and Dramatics and Teacher of Senior High School English, Dramatics and Public Speaking for Girls. Cortland Normal, Cornell University, Syracuse University.—Formerly Preceptress and Teacher at Marathon High School.

MISS LOUISE BRIGGS, B. S.—Teacher of Typewriting, Bookkeeping, Shorthand, Commercial Law and Economic Geography. Graduate of Syracuse.

MISS HELEN B. SMITH, B. S.—Teacher of French, Jr. H. S. English, Jr. H. S. Dramatics and Jr. H. S. Public Speaking for Girls. Graduate of Elmira College.

MRS. GENEVIEVE (HALE) CLARK, B. S.—Teacher of Jr. and Sr. H. S. Homemaking and Civics. Director of 4-H Club for Girls. Supervisor of School Lunch. Graduate of Syracuse University.

HOWARD R. BRADLEY, B. S.—Teacher of Jr. and Sr. H. S. Agriculture, Chemistry and Civics. Director of 4-H Club for Boys. Teacher of Senior and Junior H. S. Public Speaking for Boys. Graduate of Syracuse University.

MRS. BLANCH BURDIC—Teacher of Junior H. S. Social Science and Junior H. S. English. Home Room Teacher Junior H. S. Oneonta Normal Syracuse University.

MRS. ANNA NOONE—Teacher of Junior H. S. Mathematics and Science. Home Room Teacher Junior H. S. Oneonta Normal, Syracuse University.

MISS CORA E. WELLS—Head Grade Teacher and Sixth Grade. Oneonta Normal and Syracuse University.

MRS. FLORENCE B. LOOMIS,—Supervisor of Lunch Room and Teacher of Fifth Grade. Oneonta Normal and Syracuse University.

MISS HAZEL M. TYDINGS, Teacher of Fourth Grade. Oneonta Normal. Formerly District School Teacher.

MRS. ESTHER B. CURTIS,—Teacher of Third Grade. Oneonta Normal and Syracuse University. Formerly District School Teacher.

MISS EMMA AITKEN,—Teacher of Second Grade. Cortland Normal and Syracuse University.

MISS P. ELIZABETH WILCOX,— Supervisor Primary Grades, Teacher of First Grade and Kindergarten Pre-primary. Fredonia Normal, Columbia University and Syracuse University. Formerly teacher at Medina, N. Y.

MRS. NINA B. CUTLER, B. A.—Librarian and Teacher of Drawing. Leland Stanford University, Syracuse University, Columbia University.

GERALD P. JONES,—Director of Physical Education and Teacher of Boys Physical Education. Coach of Boys Class and Varsity Athletics. Graduate of Cortland Normal.

MRS. WILHELMINA BRADLEY, B. S.—Teacher of Girls Physical Education and Grades one and two. Coach of Girls Class and Varsity Athletics. Graduate of Albany State Teachers College. Formerly Teacher at Brockport Normal.

MISS ELSIE O. HOMAN, Teacher of Music and Director of Orchestra and Glee Club. Fredonia Normal.

MR. GEORGE N. VAN TUYL,—Teacher and Director of Band. Ithaca College of Fine Arts.

New Teachers for Year 1929-30

MISS HELENA LEE, B. S.—Teacher of Typewriting, Bookkeeping, Shorthand, Commercial Law and Economic Geography. Graduate of Elmira College.

MISS RUTH E. BAYLES, B. S.—Teacher of Homemaking and Home Management. Director of 4-H Club for Girls. Supervisor of School Lunch. Graduate of Syracuse University.

MISS RUTH E. DECKER, B. Mus.,—Teacher of Music and Director of Orchestra and Glee Club. Keuka College and Ithaca College of Fine Arts.

MISS MURIEL E. CHURCHILL,—Teacher of Girls Physical Education and Grades 1 and 2. Coach of Girls Class and Varsity Athletics. Cortland Normal. Formerly Teacher at Randolph, N. Y.

MISS BERTHA M. HAYES,—Teacher of Third Grade. Oneonta Normal. Formerly District School Teacher.

It is the aim of the Board of Education to continually raise the standard of teaching in Greene High School. The goal is that there will be no teacher in the faculty who has not the following or its equivalent: Senior High School—College Degree; Junior High School—College Degree; Special Teachers—College Degree; and Elementary Teachers—Three Year Normal.

With this in view, Extension Courses have been offered by Syracuse University at Greene High School during the past two years: Advanced Educational Psychology—Prof. Van Atta; Direction and Supervision of Study—Prof. Van Atta; Practical School Problems—Prof. Stroebel; and Advanced History of Education—Prof. Jordan. All of the above are 3 credit courses.

The following Three-Year Course has now been arranged. The work will start September, 1929. The classes will be at Greene, one week; Oxford, second week; Sidney, third week. They are: Fall, 1929—Teaching of Ideals; Spring, 1930 —Curriculum Methods; Fall, 1930—Junior High School; Spring, 1931—Tests and Measurements: Fall, 1931—Adolescent Phychology; and Spring, 1932—Rural Sociology. The above are also 3 credit courses.

THE DUTIES OF THE HIGH SCHOOL DEAN

Though colleges have had deans for many years the idea of having a dean in a high school particularly a small high school is relatively new. In the larger schools two deans one for the girls and one for the boys are necessary. In Greene High School we have one dean for Junior High and one for Senior. each having charge of both boys and girls.

The duties of the Junior High School dean is partly vocational guidance. She is to find out in what line of work the student is most interested, or if he seems to have no special preference, to help him choose. She must know in what sort of school work the student does best in order that her advise may be wise. This choice of vocation should be made not later than the third year of Junior High. To change plans in Senior High means wasted time.

Both high school deans are also to know the students personally. They should understand their home conditions, their special problems and reasons why they are failing in any one subject. In other words the deans are student advisors, attending class meetings and helping the various classes to plan their social activities and business projects. In doing all this the dean should understand the point of view of youth.

In large schools where many types of students attend, many from homes not worthy the name, there are many social service problems which Greene High School does not face. Our young people are almost without exception morally good, and honest. For these reasons the deans of Greene High School have fewer problems to solve.

In all these duties and responsibilities the principal and deans work together, the deans fully understanding the principal's plans.

By Marion H. Race

SUMMARY OF HIGH SCHOOL EXAMINATIONS
January & June 1929

REGENTS

Passing Examinations	91.4%
Passed on School Avg.	2.7%
Promoted	94.1%

Subject		Exams. No. Taking	No. Passing Exams.	No. Passed on School Av.	No. Promoted
English, 3 yrs.		38	35	1	36
English, 4 yrs.		42	35	5	40
Latin, 2 yrs.		40	31	0	31
Latin, 3 yrs.		5	3	2	5
French, 2 yrs.		21	17	0	17
French, 3 yrs.		9	7	2	9
Elementary Algebra		23	16	2	18
Plane Geometry		36	35	0	35
Intermediate Algebra		12	11	0	11
Advanced Algebra		10	10	0	10
Solid Geometry		6	6	0	6
Trigonometry		3	3	0	3
Biology		39	39	0	39
Physical Geography		9	9	0	9
Physics		30	29	0	29
History, A		31	27	2	29
History, B		19	17	0	17
Chemistry		7	7	0	7
American History		35	29	2	31
Civics		28	27	0	27
Elem. Bus. Training	*	41	38	1	39
Com'l Arithmetic		35	28	1	29
Typewriting I		38	38	0	38
Typewriting II	*	22	19	2	21
Bookkeeping 1	*	7	7	0	7
Shorthand I	*	12	12	0	12
Com'l Law		6	6	0	6
Econ. Geog. I	*	12	12	0	12
Econ. Geog. II	*	12	12	0	12
Rudiments of Music	*	1	1	0	1
Harmony I	*	4	4	0	4
Design I	*	14	14	0	14
Design II	*	7	7	0	7
Design III	*	3	3	0	3
Representation I	*	17	16	0	16
Representation II	*	3	3	0	3
Mech. Drawing I	*	11	11	0	11
Mech. Drawing II	*	16	15	0	15
Homemaking III	*	8	8	0	8
Homemaking I	*	14	14	0	14
Comp. Homemaking		4	4	0	4

Agriculture, III	*	9	9	0	9
Agriculture, I	*	8	8	0	8
Comp. Agriculture		2	2	0	2
Totals		749	684	20	704

X—9 passed on marks raised by Albany.

*—Certified Regents Examinations.

Number of Papers rejected by State Dept. June, 1928—15

Number of Papers rejected by State Dept. Jan, 1929—10

HONOR MARKS—HIGH SCHOOL REGENTS EXAM.
January & June, 1929

ENGLISH III YRS.

80% or Better—Lois Bolt, Louise Frost, Ruby Yarnes.
85% or Better—Stanley Bryant.
90% or Better—None.

ENGLISH IV YRS.

80%—Marguerite Weymouth.
85%—Winifred Fox, Doane Meacham, Edward Meacham.
90%—None.

LATIN II YRS.

80%—Ruth Skinner.
85%—None.
90%—None.

LATIN III YRS.

80%—None.
85%—Winifred Fox.
90%—None.

FRENCH II YRS.

80%—Winifred Fox, Reta Miller.
85%—None.
90%—None.

FRENCH III YRS.

80%—Reta Miller.
85%—None.
90%—Laurence Munyon.

ELEMENTARY ALGEBRA

80%—Everett Cady.
85%—Howard Casler, Wendell Fiske, Ethel Wightman.
90%—None.

INTERMEDIATE ALGEBRA

80%—Edward Meacham, Stanley Bryant.
85%—None.
90%—None.

ADANCED ALGEBRA

80%—Earl Pittsley.
85%—Paul Hardesty.
90%—Stanley Bryant, Florence Eggleston.

PLANE GEOMETRY

80%—Esther Wightman, Genevieve Young.
85%—Isabelle Tydings, Gordon Webb.
90%—Robert Bryant, Ruth Skinner, Harold Standish, Frederick Hoyt.

SOLID GEOMETRY

80%—Joseph Gross
85%—None.
90%—Robert Bryant, Frederick Hoyt, Edward Meacham.

TRIGONOMETRY

80%—Earl Pittsley.
85%—Joseph Gross.
90%—Robert Bryant.

BIOLOGY

80%—Doris Beckwith, Margery Stiles, William English, Hazel Hartman, Jane Kramer, Bernice Milstead, Gerald Packard, Joseph Sauter, Homer Stanton, Francie Jacobsen.
85%—Mildred Foster, Wilson Harrison, Hazel Hayes, Beatrice Armentrout.
90%—Henry Juliand, Ethel Wightman.

PHYSICAL GEOGRAPHY

80%—Arthur Bartlett, Joseph Gross, Boyd Wilcox.
85%—Paul Hardesty, Karl Reinhardt, Hazel Tydings.
90%—None.

PHYSICS

80%—Roswell Brown, Dale Cutler, Florence Eggleston, Harry Hayes, Lloyd Kenyon, George King, Reta Miller, Dorothy Oles, Carmela Villanti.
85%—Arthur Bartlett.
90%—Stanley Bryant, Raymond White.

CHEMISTRY

80%—Frederic Juliand, Karl Reinhardt.
85%—Paul Hardesty.
90%—Doane Meacham.

HISTORY A

80%—Dorothy Spafford, Margaret Noone.
85%—Phyllis English, Isabelle Sturdevant.
90%—Donald Kruger.

HISTORY B

80%—John Flagg, Frances Kimball, Carmela Villanti, Esther Wightman.
85%—William Bartlett, Louise Frost, Marguerite Weymouth, Anna Winfield.
90%—None.

AMERICAN HISTORY

80%—Frederick Juliand, Ethel Kenyon, Alfred Turner.
85%—None.
90%—Doane Meacham.

CIVICS

80%—Clarabelle Davis, Graydon Excell, Norman French, Frances Jacobsen, Mildred Hathway, Agnes Tarble, Shirley Willey.

85%—Howard Casler, Erma Lewis, Sherwood Martin, Phylis English, Ruth Skinner.

90%—Donald Kruger, Karl Reinhardt, William Winter.

ELEM. BUSINESS TRAINING

80%—Beatrice Armentrout, Marjorie Badger, Lucille Botsford, Dorothy Brooks, Kenneth Cole, Gerald Lamphere, Wanda Olmstead, Homer Stanton, Richard Tydings, Eleanor Wheeler, Joseph Souter, Wendel Fiske.

85%—Alice Barstow, Frederick Hoyt, Grace Schaapman.

90%—Howard Casler, Vincent Davis, Inez Parsons, Isabelle Tydings.

COMMERCIAL ARITHMETIC

80%—Ruth Peterson, Edward Rounds, Mae Happich, Lucille King, Allen Wightman, Ethel Wheeler..

85%—Arthur Davis, Cecil Heath, Alice Barstow, Lucille King, Hazel Tydings.

90%—Howard Foster, Vincent Davis, Inez Parsons, Shirley Race, Dorothy Rittenburg, Esther Wightman.

TYPEWRITING I

80%—Lucille Botsford, Everett Cady, Elizabeth Duntley, Byron Knickerbocker, Clarence Peters, Ruth Skinner, Harold Standish, Hazel Tydings, Harriet Norton.

85%—Frederick Hoyt, Lucille King, Margery Stiles, Ruth Hart.

90%—Alice Barstow, Robert Bryant, Winifred Fox, Doane Meacham, Isabelle Najarian, Dorothy Oles, Joseph Sauter, Grace Schaapman, Edna Ticknor, Ethel Wheeler.

TYPEWRITING II

80%—Joseph Gross, Lucille King, Byron Knickerbocker, Isabelle Najarian, Ethel Wheeler, Doane Meacham.

85%—Harold Standish, Robert Bryant.

90%—None.

SHORTHAND I

80%—Robert Bryant, Vincent Davis, Frederick Hoyt.

85%—Alice Barstow, Doane Meacham, Edward Meacham, Isabelle Najarian.

90%—Lucille King, Ethel Wheeler.

BOOKKEEPING I

80%—Ethel Wheeler.

85%—Dorothy Brooks.

90%—Vincent Davis, Frances Hamilton, Isabelle Najarian.

ECONOMIC GEOGRAPHY I

80%—Luray Hall, Lucille King, Ethel Wheeler, Elizabeth Van Auken.

85%—William Bartlett, Joseph Gross, Frederick Hoyt, Doane Meacham, Edward Meacham.

90%—Vincent Davis.

ECONOMIC GEOGRAPHY II

80%—Luray Hall ,Lucille King, Ethel Wheeler, Elizabeth VanAuken.
85%—William Bartlett, Joseph Gross, Frederick Hoyt, Doane Meacham, Edward Meacham.

COMMERCIAL LAW

80%—None.
85%—Gerald Lamphere, Doane Meacham.
90%—Vincent Davis, Edward Meacham.

RUDIMENTS OF MUSIC

80%—None.
85%—Frances Kimball.
90%—None.

HARMONY I

80%—None.
85%—Erma Lewis, Edward Meacham.
90%—None.

DESIGN I

80%—Freda Anderson, Marjorie Badger, Geneva Lamphere, Clifford Ballantyne, Dorothea Krivicich.
85%—Marion Gross, Esther Wightman, Florence Eggleston, Harold Gillette.
90%—None.

DESIGN II

80%—Ethel Kenyon, Marcia Sliter.
85%—Harriett Norton, Norma French, Minnie Leach, Karl Reinhardth.
90%—None.

DESIGN III

80%—Garl Reinhardt.
85%—Norma French.
90%—Minnie Leach.

REPRESENTATION I

80%—Florence Eggleston, Freda Anderson.
85%—Bernice Badger, Harold Gillette, Frances Kimball, Shirley Race, Geneva Lamphere, Esther Wightman.
90%—None.

REPRESENTATION II

80%—Grace Schaapman, Karl Reinhardt.
85%—None.
90%—Minnie Leach.

MECHANICAL DRAW. I

80%—Sherwood Martin.
85%—None.
90%—Robert Bryant, Dale Cutler, Graydon Excell, Milton Ford, Earl Pittsley, Charles Wade, Raymond White, William Winter.

MECHANICAL DRAW II

80%—Wilson Harrison, Charles Wade, Joseph Gross.
85%—Sherwood Martin, Earl Pittsley, Raymond White, William Winter, William Keller.
90%—Robert Bryant, Dale Cutler, Frederick Hoyt.

HOMEMAKING I

80%—Lucille Aylesworth, Doris Beckwith, Marjorie Stiles.
85%—Hazel Hartman.
90%—Cecil Heath.

HOMEMAKING III

80%—Marie Taft, Freda Anderson.
85%—Mary Hollenbeck, Cecil Heath, Geneva Lamphere, Stella Boughton, Vennis Davis.
90%—None.

COMPREHENSIVE HOMEMAKING

No Honor Marks.

AGRICULTURE I

80%—Howard Foster, Francis Ingraham, Kenneth Purdy, Harry Young.
85%—Joseph Eggleston, Homer Stanton.
90%—Roswell Brown, Donald Kruger.

AGRICULTURE III

80%—Arthur Davis, Francis Ingraham, Raymond White.
85%—Roswell Brown, Leonard Bullett.
90%—Luray Hall.

COMPREHENSIVE AGRICULTURE

80%—Kenneth Purdy.
85%—None.
90%—None.

SUMMARY OF FINAL H. S. EXAMINATIONS
(These subjects have no Regents)

JANUARY & JUNE—1929

Subject	No. Taking Exams.	No. passing exam	No. Passed on School Av.	No. Promoted
English, II yrs.	35	30	4	34
English, I yr.	42	31	2	33
Latin, I yr.	18	10	4	14
French, I yr.	8	8	0	8
Public Speaking, 1	27	23	4	27
Public Speaking, II	44	36	8	44
Library	38	34	0	34
Physical Education, IV	38	34	4	38
Physical Education III	32	29	3	32
Physical Education II	40	38	1	39
Physical Education I	43	39	3	42
Total	365	312	33	345

Percent Passing Examination:—85%; Percent Promoted:—95%

HONOR MARKS—FINAL H. S. EXAMINATIONS

JANUARY & JUNE1929

ENGLISH II YRS.

80%—Minnie Leach, Dorothy Spafford.
85%—Alice Barstow, Phyllis English, Isabelle Najarian, Ruth Skinner.
90%—Lucille King, Erma Lewis, Esther Wightman, Genevieve Young.

ENGLISH I YR.

80% Mildred Foster, Wilson Harrison, Bernice Milstead, Wanda Olmstead, Esther Wightman.
85%—Wendell Fiske, Doris Beckwith, Howard Casler, Frances Graves, Hazel Hayes, Charles Wade.

LATIN I YR.

80%—Charles Wade.
85%—Mildred Hathaway, Frances Jacobsen, Harold Standish.
90%—Oby J. Hoag.

FRENCH I YR.

80%—Stanley Bryant, Ruby Yarnes.
85%—Margaret Noone.
90%—Lois Bolt, Louise Frost.

PUBLIC SPEAKING I

80%—Marjorie Badger, Luray Hall, Dana Benson, Margaret Noone, Lois Bolt, Dale Cutler, Carmela Villanti, Eleanor Davy, George King, Frances Kimball.
85%—Stanley Bryant.

PUBLIC SPEAKING II

80%—Ethel Kenyon, Isabelle Tydings, Edna Ticknor, Helen Elliott, John Flagg, Anna Winfield, Lloyd Kenyon, Winifred Fox, Stella Boughton, Harry Hayes, Mary Hollenbeck, Marion Pixley, Lynn Excell, Paul Hardesty, Marguerite Weymouth.
85%—Kenneth Purdy, Frederick Juliand, Alfred Turner, Milton Ford, Dorothy Oles.
90%—None.

LIBRARY

80%—Doris Beckwith, Helen Brooks, Howard Casler, Harold Gillette Frances Graves, Wilson Harrison, Elwood Kimball, Bernice Milstead, Homer Stanton, Charles Wade.
85%—Lorena Barstow, Helen Enggard, Mildred Foster, Norma French, Henry Juliand, Ethel Wightman.
90%—Lucille Aylesworth, Alicia Davis, Hazel Hayes, Wanda Olmstead.

PHYSICAL EDUCATION IV

80% Milton Ford, Florence Eggleston, Winifred Fox.
85%—Alfred Turner, Ethel Kenyon, Marie Taft.
90%—Frederick Juliand, William Bartlett.

PHYSICAL EDUCATION III

80%—Raymond White, Luray Hall, Dale Cutler, Louise Frost.
85%—George King, Stanley Bryant, Geneva Lamphere.
90%—Margaret Noone, Freda Anderson, Alice Carlson, Carmela Villanti.

PHYSICAL EDUCATION II

80%—Joseph Eggleston, Oby Hoag, Esther Wightman, Mary Sauter, Minnie Leach, Genevieve Young, Frances Jacobsen.
85%—Donald Kruger, Phyllis English.
90%—Isabelle Sturdevant, Ruth Skinner.

PHYSICAL EDUCATION I

80%—Elwood Kimball, Harold Gillette, Wilson Harrison, Hazel Hartman, Wanda Olmstead.
85%—William English, Henry Juliand, Gerald Packard, Mildred Foster.
90%—Charles Wade, Marian Cooper.

SUMMARY OF PRELIMINARY REGENTS EXAMS.

GREENE HIGH SCHOOL STUDENTS—JUNE 1929

Subject	No. Taking Exams.	No. Passing Exams.	No. passing 85% or better
Silent Reading	27	26	16
Writing	31	31	16
Spelling	28	22	16
Elementary English	35	33	7
Arithmetic	25	25	18
Geography	38	36	21
Elementary U. S. History	30	28	21
Total	214	201	124

Percent Passing—98.6%

DISTRICT SCHOOL STUDENTS TAKING EXAM. AT G. H. S.

Silent Reading	27	20	2
Writing	25	25	15
Spelling	22	15	8
Elementary English	28	13	1
Arithmetic	23	14	6
Geography	26	19	1
Elementary U. S. History	28	15	5
Total	179	121	38

Percent Passing—67.6%

REGENTS PRELIMINARY CERTIFICATES — JUNE 1929

Blue Seal—High Honor—Certificates—Average of 90% or Better.

Greene H. S. Students

Ruth Bartlett
Gertrude Cobb
Barbara Cutler
Richard DeLamarter
Mildred Harrington
Frederic Juliand
Edward Kenyon
Terry Maxon
Frances Noone
Bernice Milstead
Howard Casler

District School Students

None.

Gold Seal—Honor—Certificates—Average of 85% or Better.

Greene H. S. Students

Anna Boardman
Kathleen Bullett
Worth Burgess
Harriett Cook
Gladys Happich
Frederic Langdon
Harrison Schmoll
Francis Moran
Ethel Wightman

District School Students

Ella Mayer
Thelma Gates
Logan Wheeler
Doris Merrill

Certificates—Less than 85%

Greene H. S. Students

Frederic Burrows
Hans Schaapman
Sanford Winston
Leonard Bullett
Helen Brooks
Marion Cooper
Beatrice Armentrout
Francis Ingraham
Karl Reinhardt
Harley Page
Homer Stantton
Harry Hayes
Alice Conner
Helen Robbins
Victoria Lund
Phyllis English
Woodrow Johnson
Francis Moran
Charles Hall
Cecil Heath

District School Students

Dorothea McGowan
Margery Stiles
Alica Davis
Claude Clark
Carlton Rockwell
Kenneth Cole
William Fitzgerald
Dorothy Wilcox

HONOR MARKS—PRELIMINARY REGENTS EXAMS.—JUNE 1929.

SILENT READING

85% or Better—Greene H. S. Students—Robert Barstow, Worth Burgess, Eleanor Martin.

District School Students—Thelma Scott.

90% or Better—Greene H. S. Students—Marjorie Alvord, Ruth Bartlett, Gertrude Cobb, Harriett Cook, Barbara Cutler, Richard DeLamarter, Gladys Happich, Mildred Harrington, Edward Kenyon, Frederick Langdon, Terry Maxon, Frances Noone, Harrison Schmoll.

District School Students—Marjorie Hayes.

WRITING

85% or Better—Greene H. S. Students—Robert Barstow, Frederic Burrows, Charles Hall, Gladys Happich, Thelma Hibbard, Eleanor Martin, Harrison Schmoll, Homer Stanton.

District School Students—Harry Anderson, Marian Biles, Elsie Enggaard, Pauline Furman, Alice Parks, Frances Wheeler.

90% or Better—Greene H. S. Students—Marjorie Alvord, Ruth Bartlett, Anna Boardman, Kathleen Bullett, Leonard Bullett, Worth Burgess, Gertrude Cobb, Harriett Cook, Barbara Cutler, Richard DeLamarter, Mildred Harrington, Francis Ingraham, Edward Kenyon, Frederick Lankdon, Terry Maxon, Frances Noone, Ethel Wightman.

District School Students—Lucy Aiken, Arthur Dietrich, Ruth English, Thelma Gates, Frances Hollenbeck, Doris Merrill, Elbert Mayer, Ella Mayer, Eleanor Roberts, Logan Wheeler.

SPELLING

85% or Better—Greene H. S. Students—Anna Boardman, Kathleen Bullett, Frederick Langdon, Terry Maxon, Sanford Winston.

District School Students—Carolyn Cochran, Ruth Craft, Elbert Mayer.

90% or Better—Greene H. S. Students—Marjorie Alvord, Ruth Bartlett, Worth Burgess, Gertrude Cobb, Barbara Cutler, Richard DeLamarter, Mildred Harrington, Frederick Juliand, Edward Kenyon, Eleanor Martin, Frances Noone.

District School Students—Marjorie Hayes, Doris Merrill, Ella Mayer, Frances Wheeler, Alice Parks.

ELEMENTARY ENGLISH

85% or Better—Greene H. S. Students—Marjorie Alvord, Worth Burgess, Mildred Harrington.

District School Students—Ella Mayer.

90% or Better—Greene H. S. Students—Ruth Bartlett, Barbara Cutler, Edward Kenyon, Frances Noone.

District School Students—None.

GEOGRAPHY

85% or Better—Greene H. S. Students—Alfred Acly, Erwin Centerwall, Immanuel French, George Green, Thomas Kespaugh, Marion McCullough Jane Miller, Kenneth Pope, Charles Rockwell, Eleanor Schmoll, Elsie Stein.

90% or Better—Greene H. S. Students—Nelson Bryant, Einar Christiansen, Julia Clinton, Ruth Driscoll, Rosella Forrest, Merlin Hathaway, Louise Kenyon, Richard Kimball, Madeline Raymond, Harrison Schmoll.

District School Students—None.

ARITHMETIC

85% or Better—Greene H. S. Students—Barbara Cutler, Bernice Milstead, Reginald Tietsel.

District School Students—Harry Anderson, Frances Hollenbeck, Doris Merrill, Ella Mayer, Hugh Roberts.

90% or Better—Greene H. S. Students—Ruth Bartlett, Anna Boardman, Helen Brooks, Kathleen Bullett, Worth Burgess, Gertrude Cobb, Harriett Cook, Richard DeLamarter, Gladys Happich, Mildred Harrington, Edward Kenyon, Frederic Langdon, Terry Maxon, Frances Noone, Harrison Schmoll.

District School Students—Vincent Hall.

ELEMENTARY HISTORY

85% or Better—Greene H. S. Students—Robert Barstow, Kathleen Bullett, Marion Cooper, Gladys Happich, Frederick Langdon, Reginald Tietsel.

District School Students—Russell Hall, Ella Mayer, Thelma Scott.

90% or Better—Greene H. S. Students—Marjorie Alvord, Ruth Bartlett, Worth Burgess, Gertrude Cobb, Harriett Cook, Barbara Cutler, Richard DeLamarter, Harry Hayes, Edward Kenyon, Terry Maxon, Francis Moran, Frances Noone, Karl Reinhardt, Harrison Schmoll, Ethel Wightman.

District School Students—Thelma Gates.

SUMMARY OF FINAL HIGH SCHOOL EXAMINATIONS

7th and 8th Grades

(These subjects have no Regents)

JANUARY & JUNE 1929

Subject	No. Taking Exams.	No. Passing Exams.	No. Passed on School Av.	No. Promoted
(8th Grade Subjects				
Jr. Music, 2	27	22	5	27
Jr. Drawing, 2	27	27	0	27
Jr. Physical Education 2	27	19	8	27
(7th Grade Subjects)				
Jr. English, 1	38	34	1	35
Jr. Arithmetic, 1	38	31	5	36
Jr. Social, 1	38	27	5	32
Jr. Music, 1	38	23	13	36
Jr. Drawing, 1	38	38	0	38
Jr. Physical Education 1	38	24	9	33
Total	309	245	46	291

Percent Passing Examination: 79% Percent Promoted: 94%

HONOR MARKS—FINAL JUNIOR H. S. EXAMINATIONS

January—June, 1929

JR. ENGLISH I

80%—Alfred Acly, Lillian Botsford, Einar Christiansen, May Crosby, Ruth Driscall, George Greene, Gerald Hayes, Erma King, Bertha Miller, Charles Rockwell, Doris Sampson.

85%—Erwin Centerwall, Rosella Forrest, Merlin Hathaway, Madeline Horton, Louise Kenyon, Richard Kimball, Marian McCullough, Pearl Mikulski, Jane Miller, Naomi Nosser, Hazel Sampson.

90%—Nelson Bryant, Julia Clinton, Elizabeth Keller, Madeleine Raymond, Eleanor Schmoll, Elsie Stein.

JR. ARITHMETIC I

80%—Julia Clinton, Ruth Driscall, Gerald French, Gerald Hayes, Charles Jacobs, Erma King, Thomas Kishpaugh, Edith Kruger.

85%—Hazel Sampson, Francis Tarble.

90%—Alfred Acly, Nelson Bryant, Einar Christiansen, Rosella Forrest, Merlin Hathaway, Elizabeth Keller, Louise Kenyon, Richard Kimball, Marian McCullough, Kenneth Pope, Madeleine Raymond, Charles Rockwell, Eleanor Schmoll, Elsie Stein.

JR. SOCIAL SCIENCE I

80%—May Crosby, Ruth Driscall, Rosella Forrest, Immanuel French, Gerald Hayes, Kenneth Pope, Hazel Sampson.

85%—Alfred Acly, Julia Clinton, Merlin Hathaway, Elizabeth Keller, Madeline Raymond, Charles Rockwell, Elsie Stein

90%—Nelson Bryant, Erwin Centerwall, Einar Christiansen, Louise Kenyon, Richard Kimball.

JR. MUSIC II

80%—Anna Boardman, Worth Burgess, Mildred Harrington, Terry Maxon, Harrison Schmoll.

85%—Gladys Happick, Eleanor Martin.

90%—Ruth Barthlett, Kathleen Bullett, Gertrude Cobb, Barbara Cutler, Richard DeLamarter, Edward Kenyon, Frances Noone, Reginald Teetsel.

JR. MUSIC I

80%—Einar Christiansen, Rosella Forrest, Marian McCullough, Charles Rockwell, Hazel Sampson, Eleanor Schmoll, Elsie Stein.

85%—Julia Clinton, Elizabeth Keller.

90%—Nelson Bryant, Madeline Raymond.

JR. DRAWING II

80%—Margorie Alvord, Robert Barstow, Kathleen Bullett, John Greene, Gladys Happich, Thelma Hibbard, Hans Schaapman, Reginald Teetsel.

85%—Ruth Bartlett, Frederick Burrows, Gertrude Cobb, Harriett Cook, Barbara Cutler, Richard DeLemarter, Mildred Harrington, Frederick Langdon, Terry Maxon, Harrison Schmoll.

90%—Worth Bugess, Edward Kenyon, Francis Noone.

JR. DRAWING I

80%—Alfred Acly, Lillian Botsford, Julia Clinton, Emmaneul French, Richard Kimball, Erma King, Marian McCullough, Kenneth Pope, Madeleine Raymond, Roy Rheinhardt, Hazel Sampson, Eleanor Schmoll, Francis Tarble.

85%—Ruth Driscall, Rosella Forrest, Merlin Hathaway, Elizabeth Keller, Doris Sampson, Elsie Stein.

90%—Nelson Bryant, Erwin Centerwall.

JR. PHYSICAL EDUCATION II

80%—Ruth Bartlett, Loren Beach, Frederick Burrows, Richard DeLamarter, Frances Noone, Reginald Teetsel, Winston Sanford.

85%—None.

90%—Worth Burgess, Edward Kenyon, Frederic Langdon, Terry Maxon, Harrison Schmoll.

JR. PHYSICAL EDUCATION I

80%—Rosella Forrest, Kenneth Pope, Madeleine Raymond, Roy Reinhardt, Charles Rockwell, Elsie Stein, Eugene Watrous.

85%—Einar Christiansen, Julia Clinton, Immanuel French, Marian McCullough.

90%—Nelson Bryant, Erwin Centerwall, Gerald French, Merlin Hathaway, Gerald Hayes, Richard Kimball, Eleanor Schmoll.

SCHOOL CALENDER

1929 — [redacted] 1930

Sept. 2—School Begins. Fall Term.

[redacted]r.

Nov. 1—Recess — Teachers' Convention.

Nov. 27—Single Session. Thanksgiving Vacation Begins.
(Includes Nov. 28th & 29th)

Dec. 23—Holiday—Christmas Vacation Begins.
(School begins Jan. 6, 1930)

Jan. 20-24—Regents Examination Week.

Jan. 24—Junior High School Commencement (Special for this yr. only)

Jan. 27—School Begins. Spring Term.

Feb. 12—Holiday. Lincolns Birthday.

Apr. 18-25—Easter Vacation.

May 2—Arbor Day. Special Session of School.

May 30—Holiday. Memorial Day.

June 16-20—Regents Examination Week.

June 20—Elementary School Graduation.

June 22—Baccalaureate Sermon—Jr. & Sr. High School.

June 23—Concert—Orchestra, Band, Glee Clubs.

June 24—Junior High School Commencement.

June 25—Senior and Junior H. S. Picnics.

June 26JSenior H. S. Commencement.

June 27—Alumni Banquet.

ATTENDANCE & REPORTS

Reports for Junior and Senior High School will be iussed as follows during the year 1929-30. Elementary School Reports (*)

Fall Term. (1) Sept., 25, *(2) Oct. 9, (3) Oct. 23, *(4) Nov. 6, (5) Nov. 20, *(6) Dec. 11, Jan. 8, *(8) Final Report — Jan. 27.

Spring Term. (1) Feb. 19, *(2) Mar. 5, (3) Mar. 19, *(4) April 2, (5) April 30, *(6) May 14, (7) May 18, *(8) Final Report. Will be mailed to parent and student — June 26.

These reports are issued at approximately two week intervals and are to acquaint students and parents with the Teacher's estimate of the Students' work. The mark on the card is an average of class recitations, daily prepared lessons and a test given on the last Friday of each two week. The test counts approximately one-third. The passing average for the school is 75%. The passing mark for all academic examinations is 65% (both regents and school.) 2The passing mark for examinations for preliminary subjects and 7th and 8th grade is 75%. The marks are considered as follows:--95—very superior; 90, excellent (high honor); 85, very good (honor); 80, good (with credit); 75, passing; 70, poor; 65, very poor. An average class in any subject will show the following distribution 75 considered passing): — A (93-100), 7 percent; B (85-92), 24 percent; C (77-84), 38 percent; D (70-76), 24 percent; E, (0-69), 7 percent.

Passing on Average—A student is passed in a subject if the average of the class work and the final examination is 75 percent or more, although the examination is failed. The examination counts one third. The student must try the next examination if he remains in school.

Standard Tests—(E. Q., I. Q., A. Q.) There are two kinds of standard tests used. The Education (Mis-named Achievement Test) Test is used to test what the student has learned. This test gives an Educational score which is changed to Education age of the student in a particular subject.

$$\text{Education Quotient (E. Q.)} = \frac{\text{Educational Age (E. A.)} \times 100}{\text{Chronological Age (C. A.)}}$$

An E. Q. of more than 100 shows that the student has learned more than the average student.

The Intelligence Test is used to attempt o determine the amount of learning power a student may possess. These tests, as yet, are not wholly reliable. It is difficult to devise a test which registers the actual mentality of a student. This test gives a score which may be transferred to Mental Age. The results of these tests are only used for aid to teachers, deans and supervisors. They are not ordinarily given to students and parents. This is thought best at the present time.

$$\text{Intelligence Quotient (I. Q.)} = \frac{\text{Mental Age (M. A.)} \times 100}{\text{Chronological Age (C. A.)}}$$

The achievement quotient (A. Q.) is a measure of the teachers and students efficiency. It is a measure of the amount a student has learned in proportion to his ability to learn.

$$\text{A. Q.} = \frac{\text{E. Q.} \times 100}{\text{I. Q.}}$$

If the student has an A. Q. of more than 100, the student is working above his ability; if the A. Q. is less than 100, the student is not working up to his ability.

Attendance.—Absence from school can never be made up satisfactorily. If the absence is illegal 5 must be deducted from each mark for each subject missed and cannot be made up. The only legal absences are those caused as follows: sickness; sickness or death in family; impassable roads or weather, making travel unsafe; religious observance; quarantine; required to be in court.

This school loses on an average of $5 per day State Aid or $1000 per year from absences. State Aid is deducted for both legal and illegal absence. Parents and students should aid the faculty in every way so that the school can do its best for the student.

Part III

SENIOR HIGH SCHOOL DEPARTMENT

1. Foreword with aims and objectives of Secondary Education.
2. Senior High School Commencement—June, 1929.
3. Requirements for Regents Colllege Entrance and High School Diplomas,
4. Courses of Study—Senior High School.
5. Curriculum Outline for Senior High School Subjects.
6. Class Roll—Post Graduates.
7. Class Roll—Twelfth Year.
8. Class Roll—Eleventh Year.

SENIOR HIGH SCHOOL DEPARTMENT

including

GRADES TEN, ELEVEN AND TWELVE. (New 1929-30 program)

"Within the past few decades changes have taken place in American life profondly affecting the activities of the individual. As a citizen, he must to a greater extent and in a more direct way cope with problems of community life, State and National Governments, and international relationships. As a worker, he must adjust himself to a more complex economic order. As a relatively independent personality, he has more leisure. The problems arising from these three dominant phases of life are closely interrelated and call for a degree of intelligence and efficiency on the part of svery citizen that can not be secured through elementary education alone, or even through secondary education unless the scope of that education is broadened."—Federal Bureau of Education.

AIMS AND OBJECTIVES OF SECONDARY EDUCATION

Health—Health needs can not be neglected during the period of secondary education without serious danger to the individual and race. The secondary school should therefore provide health instruction, inculcate health habits, organize an effective program of physicial activities, regard health needs in planning work and play, and cooperate with home and community in safe guarding and promoting health interests.

Command of Fundamental Processes—Much of the energy of the elementary school is properly devoted to teaching certain fundamental processes, such as reading, writing, arithmetical computations, and the elements of oral and written expression. The facility that a child of 12 or 14 may acquire in the use of these tools is not sufficient for the needs of modern life. This is particularly true of the mother tongue. Proficiency in many of these processes may be increaded more effectively by their application to new material than by the formal reviews commonly employed in the grades. Throughout the high school, instruction and practice must go hond in hand, but, only so much theory should be taught at any one time as will show results in practice.

Worthy Home Membership—Worthy home-membership as an objective calls for the development of those qualities that make the individual a worthy member of a family, both contributing to and deriving benefit.

This objective applies to both boys and girls. The social studies should deal with the home as a fundamental social institution and clarify its relation to the wider interests outside. Literature should interpret and idealize the human elements that go to make the home. Music and art should rsult in more beautiful homes and in greater joy therin. The coeducational school with its faculty of men and women should, in its organization and its activities, exemplify wholesome relations between boys and girls and men and women.

Home Membership as an objective should not be thought of solely with reference to future duties. These are the better guaranteed if the school helps to take the right attitude toward present home responsibilities and interprets to them the contribution of the home in their development.

In the education of every high school girl, the household arts should have a prominent place because of their importance to the girl herself and to others whose welfare will be directly in her keeping. The attention now devoted to this phase of education is inadequate, and especially so for girls preparing for occupations not related to the household arts and for girls planning for higher institutions. The majority of girls who enter high school remain in them only a few years, after which home making becomes their lifelong occupation.

In the education of boys, some opportunity should be found to give them a basis for the intelligent appreciation of the value of the well-appointed home and of the labor and skill required to maintain such a home, to the end that they may cooperate more effectively. For, instance, they should understand the essentials of food values, of sanitation, and of household budgets.

Vocation:—Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and as far as possible, to find in that vocation his own best development.

This ideal demands that the pupil explore his own capacities and aptitudes, and make a survey of the worlds work, to the end that he may select his vocation wisely. Hence, an effective program of vocational guidance in the secondary school is essential.

Vocational education should aim to develop an appreciation of the significance of the vocation to the community, and a clear conception of right relations between the members of the chosen vocation, between different vocational groups, between employer and employee, and between producer and consumer. These aspects of vocational education, heretofore neglected, demand emphatic attention.

Civic Education—This should develop in the individual those qualities whereby he will act well his part as a member of neighborhood, town or city, State, and Nation, and give him a basis for understanding international problems..

The comphehension of the ideals of American domecracy and loyalty to them should be a prominent aim of civic education. The pupil should feel that he will be responsible, in cooperation with others, for keeping the Nation true to the best inherited comeptions of democracy, and should also realize that democracy itself is and ideal to be wrought out by his own and succeeding generations.

Civic education should consider other nations also. As a people we should try to understand their aspirations and ideals that we may deal more sympathetically and intelligently with the immigrant coming to our shores, and have a basis for a wiser and more sympathetic approach to international problems. Our students should learn that each nation, at least potentially, has something of worth to contribute to civilization and that humanity would be incomplete without that contribution.

Worthy Use of Leisure.—Education should equip the individual to secure from his leisure the re-creation of body, mind, and spirit, and the enrichment and enlargement of his personality.

This objective calls for the ability to utilize the common means of enjoyment, and social intercourse, together with fostering in each individual of one or more special avocational interests.

Heretofore the high school has given little conscious attention to this objective. It has so exclusively sought intellectual discipline that it has seldom treated literature, art, and music so as to evoke right emotional response and produce positive enjoyment. Its presentation of science should aim, in part, to arouse a genuine appreciation of nature.

The school has failed also to organize and direct the social activities of young people as it should. One of the surest ways in which to prepare pupils worthily to utilize leisure in adult life is by guilding and directing their use of leisure in youth. The school should, therefore, see that adequate recreation is provided both within the school and by other proper agencies in the community in this field because it includes in its membership representatives from all classes of society and consequently is able through social relationships to establish bonds of friendship and common understanding that cannot be furnished by other agencies. Moreover, the school can so organize recreational activities that they will contribute simultaneously to other ends of education, as in the case of school pageant or festival.

Ethical Character.—In a democratic society ethical character becomes paramount among the objectives of the secondary school. Among the means for developing ethical character may be mentioned the wise selection of content and methods of instruction in all subjects of study, the social contacts of pupils with one another and with their teachers, the opportunities afforded by the organization and administration of the school for the development on the part of pupils of the sense of personal responsibility and initiative, and, above all, the spirit of service and the principles of true democracy which should permeate the entire school—principal, teacher, and student.—"Federal Bureau of Education."

FACULTY OF SENIOR HIGH SCHOOL DEPARTMENT

Miss Marion H. Race—Senior H. S. Dean and Teacher of History A, History B, and American History.

Miss Cora A. Taft—Commercial Arithmetic.

Miss May Mamming—Physical Geography and Physics.

Mrs. Grace R. MacCormack—Senior High School English 1, 2, and 3; Business English; Public Speaking for Girls; Senior H. S. Dramatics.

Mrs. Elizabeth G. Sherman—Latin 1, 2, and 3; Plane Geometry; Intermediate and Advanced Algebra.

*Miss Louise Briggs—Typewriting 1 and 2; Bookkeeping 1, Shorthand 1, Commercial Law, Economic Geography 1 and 2.

Miss Helen B. Smith—French 1, 2, and 3.

*Mrs. Genevieve Hale Clark—Homemaking 1, 2, 3, and 4; Civics.

Howard R. Bradley—Agriculture 1, 2, 3, and 4; Chemistry, Public Speaking for Boys.

Mrs. Nina B. Cutler—Librarian; Representation 1, 2, and 3; Design 1, 2 and 3.

*Miss Elsie O. Homan—Rudiments of Music; Harmony 1 and 2; Orchestra; Glee Club.

Gerald P. Jones—Physical Education and Boys' Coach.

*Mrs. Wilhelmina Bradley—Physical Education and Girls Coach.
H. N. Chamberlain—Solid Geometry, Trigonometry, Intermediate and Advanced Algebra; Mechanical Drawing 1 and 2.
George B. Van Tuyl—Band.
*Teachers for year 1929-1930.
Miss Helena Lee, Commercial Subjects.
Miss Ruth E. Bayless— Homemaking.
Miss Ruth Decker—Music.
Miss Mariel E. Churchell, Physical Education.

The average ideal age of students in this department at the beginning of each grade is as follows: 10th grade, 15 yrs; 11th grade, 16 yrs; 12th grade,17 yrs; Graduate, 18 yrs.

Every boy and girl, of average physical or mental health, should graduate from Senior High School.

Drawing Class in Library

SENIOR HIGH SCHOOL COMMENCEMENT

Thursday Evening, June 27, 1929

PROGRAM

Selection	Senior Orchestra
Invocation	Rev. A. A. Breese
"The Value of Foreign Language in Education with Salutatory — Reta Miller	
Violin Duet	Gordon Webb, Erma Lewis
"Pleasure vs. Duty," Third Honor	Paul Hardesty
Cornet Solo	Edward Meacham
Commencement Address	Dr. Bernard C. Clausen
Selection	Senior Orchestra
Class Gift	Frederick Juiland, Pres.
"The Moral Value of Physical Education" with Valedictory—Winifred Fox	
Presentation of Class	Principal H. N. Chamberlain
Presentation of Diplomas	Dr. C. W. Chapin
Award of Senior Class Insignias	Byron Knickerbocker Pres. of Students' Ass'n.
Award of Post-Graduate Insignias	Doane Meacham Past Pres. of Students' Ass'n.
Award of Prizes	Miss Marian H. Race, S. H. S. Dean
Selection	Senior Orchestra

CLASS ROLL

Vennis I. Davis	Marian I. Pixley	Harry B. Hayes
Florence I. Eggleston	Doris N. Reymore	Paul W. Hardesty
Helen B. Elliott	Dorothy E. Rittenburg	Frederick B. Juliand
Winifred V. Fox	Marie I. Taft	Byron H. Knickerbocker
Mae E. Happich	Isabelle E. Tydings	Lloyd T. Kenyon
Mary G. Hollenbeck	Marguerite M. Weymouth	Gerald B. Lanphere
Ethel M. Kenyon	Anna R. Winfield	H. Lawrence Munyon
Reta L. Miller	William E. Bartlett	H. Kenneth Peters
Harriett I. Norton	Leonard T. Bullett	Kenneth E. Purdy
Dorothy L. Oles	R. John Flagg	J. Karl Reinhardt
Inez D. Parsons	Milton D. Ford	Lleyellyn C. Rockwell
Ruth H. Peterson	Joseph P. Gross	Alfred E. Turner
President	Sec.-Treas.	Vice-President
Frederick Juliand	Lloyd Kenyon	Marguerite Weymouth

PRIZE WINNERS

D. A. R. Prize for American History ..... Frederick Juliand, 84%
McKenize English Four Years Prize ..... Winifred Fox, 89%
French Three Years Prize ..... Lawrence Munyon, 90%

Commercial Prize given by the First National Bank of Greene (awarded to student having the highest Regents average in three units of commercial subjects)—Vincent Davis, 92%.

Prize in Physical Education, Four Years, (awarded to student having the highest average in Theory of Physical Education)—For Boys, Frederick Juliand, 92%; For Girls, Marie Taft, 89%.

REGENTS DIPLOMAS

REQUIREMENTS FOR REGENTS COLLEGE ENTRANCE DIPLOMAS

1. Candidate must complete a four year high school course of study approved by the Board of Regents.

2. Candidate must pass Regents examinations in each of the following: English (four); Latin or Greeek or French or Spanish or German or Italian (three years); Intermediate Algebra (Advanced Algebra may be substituted); Plane Geometry; and one of the following—any history course, physics, chemistry, two years of another foreign language other than one offered above, Latin fourth year, advanced biology.

3. Candidate must obtain an average rating in all of at least 75%.

4. All five of the examinations except geometry and intermediate algebra must be written within three consecutive examinations. The examination in intermediate algebra may be taken within four consecutive examinations and plane geometry at any time.

5. The above are the basis of awards for the University Scholarships—One hundred dollars each year for four years—Five awarded in Chenango County.

REQUIREMENT FOR REGENTS HIGH SCHOOL DIPLOMA

Academic, Classical, Vocational Subjects, Art and Music

Group I

The passing of Regents examinations in:

English 3 years and English 4th year or English 4 years ..... 3 units
American history and either history A or B ..... 2 units
Science (2 units), (a) general science or biology plus physics or chemistry or applied chemistry or physical geography; or (b) physics plus chemistry or applied chemistry or physical geography.

Or

Mathematics (2 units), elementary algebra or junior high school mathematics plus plane geometry ..... 2 units.
Total ..... 7 units

Group II

The passing of Regents examinations in one of the following three-unit groups:

ACADEMIC.

One foreign language (three years) ..... 3 units
Mathematics (if not offered in group I ..... 3 units

Science (if not offered in group I) ..... 3 units
History (if history is offered in group II, 2 units in science and also 2 units in mathematics must be offered in group I. ..... 3 units

CLASSICAL

Latin three years ..... 3 units
In order to obtain the classical diploma the pupil must offer four years of Latin and three years of a second foreign language.

ART.

Art comprehensive examination ..... 3 units
(Includes Design 1, 2, 3, Representation 1, 2, and Mechanical Drawing 1.)
In order to obtain the art diploma the pupil must offer in addition to the above 2 additional units of work in Art under Group III.

MUSIC.

Music Comprehensive examination ..... 3 units
(Includes Rudiments of Music and Harmony 1 and 2)
In order to obtain the music diploma the pupil must offer in addition to the above 2 additional units of work in music (History of Music, applied music or others.)

VOCATIONAL.

Vocational comprehensive examination in Homemaking ..... 3 units

Or

Agriculture ..... 3 units
To earn a diploma in vocational subjects in homemaking, a pupil must complete 6 units in homemaking, 1 1-2 units for each year's work. A supervised project must be completed each year. The comprehensive examination covers the work of the 3rd and 4th years.
To earn a diploma in vocational subjects in agriculture a pupil must complete 6 units in agriculture, 1 1-2 units for each year's work. A supervised project must be completed each year. The comprehensive examination is divided into two parts. The first part is sent by Regents and the second part is made out locally.
For diplomas in vocational subjects, advanced algebra may be substituted for plane geometry.

Group III

Certification by the principal to the satisfactory completion of the remainder of the 15 units (including statutory requirements) of an approved four years high school course——————5 units

Total ..... 15 units

COMMERCIAL SUBJECTS

Group I

The passing of Regents examinations in:
English three years and Business English ..... 3 units

American history and either history A or B or
Civics and Economics ..... 2 units
Science (general science or biology.) ..... 1 unit
Mathematics (Junior high school mathematics or
Elementary Algebra and Commercial Arithmetic .....2 units
Total ..... 8 units

Group II

The passing of Regents examination in:
Commercial law .....1-2 unit
Typewriting 1 ..... 1-2 unit
And one of the following:
Bookkeeping 2 years; Shorthand 2 years ..... 2 units
Total ..... 3 units

Group III

Certification by the principal to the satisfactory completion of the remainder of the 15 units (including statutory requirement) of an approved four-year high school course, of these four units at least two must be earned in commercial subjects ..... 4 units
Total ..... 15 units

TECHNICAL SUBJECTS

(Not earned at Greene High School)

Regents diplomas with credit are issued if 7 of the required units are passed at 75% to 89%; with honor if 7 of these units are passed at 90% or above.

Biology Class in Science Room

SENIOR HIGH SCHOOL COURSES

(New Courses — September, 1929)

The student should be able at this time to make a fairly definite choice of his or her life's work. It is also necessary to decide by the end of this year (if they desire to go to college or normal) the college or school they wish to enter. It is obviously impossible to arrange any one course to satisfy all college entrance requirements. If the boy or girl can decide what he or she desires to be the Dean or Principal can tell them the best course to take for that work. Graduation from Green High School follows only after completion of each subject in one of the following particular courses. The Principal (for sufficient reason may however substitute other subjects for any of the elective subjects which he may consider as the best for any individual student. No substitutions can be made which will prevent the student from taking the subjects required for some one of the Regents High School Diplomas. It is not compulsory to earn a Regents diploma. Subjects may be passed on school average if he fails the regents but the student must take special work and try the regents examination the following term if he remains in school. In order to pass on school average after failing the regents examination an average of 75% must be obtained considering the daily work as 2-3 and the regents examination as 1-3. This rule is not a substitution for regents examination but is made for those individuals, who have done good work during the year, but, who for some reason may not pass the regents. Only 2.7% of the pupils during the year 1928-29 passed on school averages.

HOME STUDY.

Directed study is given with English and History in the 10th year, and with English in the 11 year. Supplementary reading is required, however, to be done outside of the two periods per day allowed for this work. This is to be done at home and not during school time. No home study is required during the Elementary Grades or Junior High School. It is advisable and necessary for Senior High School. The amount of time for home study varies with the individual. The following are r e c o m m e n d e d: 10th yr. — 60 min. daily; 11th yr. — 60 min. daily; 12th yr. — 90 min. daily. A p r i v a t e room (where it is quiet) should be used for study at home. Music, etc. are a source of distraction to real concentration of thought. The student should set aside a definite time for the study each day and this should not be directly after school or directly after meals. Home study should be a source of pleasure. It should aid in projecting the work of the school into the home and in forming habits of good reading during leisure time at home. It is, therefore, advisable to do the supplementary reading for History and English at home. The habit of reading good magazines and the daily newspapers for literature and current topics is a necessary part of home study. The editorial page of the newspapers should be carefully studied each day. The radio, with its talks, plays, etc. is also a source of supplementary and important information.

SCHOOL STUDY

The aim of study during school time in the Senior High School is toward independent study. Directed study is made less and independent study is in-

creased each year. The following program is used: (1) 10 yr.—A definite study period is selected by the student for each subject except English and History for which Directed Study is used. No other subjects may be studied during these periods. Extra study periods are allowed which have no particular assignment and which may be used for those subjects most difficult to the individual student. The selection of the periods by the student is subject to the approval of the Dean during this year. No supplementary reading for English or History is permitted during school time for the 10th or 11 years. This is to be done as Home Study. (2) 11th year—Definite periods are selected as for the 10th year except that the selection is not approved by Dean. The selection is independent. The program however, is filed with the Dean and Study Hall Teachers. (3) 12th year. It is hoped that each student may by this time fully appreciate the correct and necessary habits of study. With this in view, study during this year is independent and only superfically supervised. 12th year students are permitted to study alone or in groups, insofar, as the physical equipment of the school permits. In addition to supplementary reading for English and History——Physical Education and Home Management should be studied at home It is hoped that when an addition is built that provision will be made for all study during Senior High School in the library. It is also hoped that conference study rooms may be arranged off the library for 12th year students where they may work independently and in groups if desired.

ASSEMBLY.

The assembly is an important part of the daily program at Greene High School. It is used for the following:—(1) To create group (school) morale and spirit, (2.) To foster student activities. (3.) To serve as an outlet and ultimate test for development of the public speaking and dramatic club programs. (4.) To serve as an outlet for class work (such as dramatization of English, History, etc., or talks on science, commercial problems, etc.) (5.) To serve as an outlet for expression for music, (6.) To serve as a contact with organizations outside of the school—ministers, lawyers, doctors, dentists, business men, etc., give talks. (7.) To serve as a means for faculty to discuss problems of betterment of school.

A typical program for a week is as follows:

Monday—Selection by Senior Orchestra. Singing. Bible and Prayer. Outside speaker on the subject of "The Vocation of Dentistry." Selection by Junior or Senior Glee Club. Counting Athletic Scores (Win or Lose) with cheers for team. Announcements. Selection by Senior Orchestra.

Tuesday—Selection by Junior Orchestra. Singing. Bible and Prayer Junior H. S. Public Speaking or Dramatics with individual musical selections by Junior H. S. Students. (Vocal Solos, Cornet, Violin, Piano, Etc.). Announcements, Selection by Junior Orchestra.

Wednesday—Selection by Senior Orchestra. Singing. Bible and Prayer. Program by a Grade or High School Class. Each grade or class works out its own program. Announcements. Selection by Senior Orchestra.

Thursday—Selection by Senior Orchestra. Singing, Bible and Prayer. Public Speaking, Dramatics, etc. same as for Tuesday except Senior High School. Announcements. Selection by Senior Orchestra.

Friday—Selection by Band. School Songs. Bible and Prayer. Student Council Assembly. Used for Pep Meeting, Awarding letters, etc. Announcements Singing of Alma Mater. Selection by Band.

DAILY PROGRAM—8:30 to 4:30

Period	Approx. Time	Senior H. S.	Junior H. S.
	20	Assembly	Assembly
A	25	*Special Period	*Student Activities or Study
1	40	Recitation or Study	Directed Study and Reci
2	40	do.	tation. (Double Period)
3	40	do.	do.
4	40	do.	
		Noon Intermission 12:00 to 1:00	
B	25	* Student Activities	Home Room, Vocational
5	40	Recitiation or Study	Guidance, Conference, etc
6	40	do.	Dir. Study and Recitation
7	40	do.	(Single Period)
8	40	do.	Dir. Study and Recitation
9	40	do.	(Double Period)
			do.

Student Activities: These include Band, Orchestra, Glee Club, Dramatics, Public Speaking, School Paper, Clubs, Student Council, Class Meetings, etc. A separate period is allowed for this at the beginning of the afternoon session. An ordinary student will use 3 periods per week. The other two periods are used for study or individual conference with teachers.

*The "A" Period for Senior H. S. includes the following:—

(1.) Fall Term—Used as a make up for those students who have failed and are preparing for the January Examinations. This is make-up work.

(2.) Spring Term—Used to give special assistance to those students whose work during the Fall Term has fallen below the average. This is preventative work.

(3.) Spring and Fall.—Used as a special review and instruction class for the brighter students to do additional work for better results. Used to prepare students especially for scholarships or to raise previous marks.

(4.) Spring and Fall—Used as a special class period for students who are found by standarized tests to be deficient in Silent Reading, Study Habits, Spelling or Arithmetic Fundamentals.

In general, this period compensates for inability to "group" students according to ability as is done in larger high schools.

LIBERAL ARTS COLLEGE PREPARATORY COURSE

This course prepares for college entrance to the following: Liberal Arts (A. B.), Teachers College, College of Library Science, College of Public Speech, College Pre-Law.

The college to be entered should be selected early and entrance requirements checked. These change each year.

This course earns the Regents College Entrance Diploma and the Regents Academic Diploma with 3 years sequence in Latin.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
*Sr. English, 1-1	10		*Sr. English, 1-2	10	¾
*World History, A-1	10		*World History, A-2	10	1
Plane Geometry, 1	5		Plane Geometry, 2	5	1
Latin, 1-1	5		Latin, 1-2	5	1
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	17½		Conference and Study	17½	
Total	60		Total	60	4

Eleventh Year

Sr. English, 2-1	10		Sr. English, 2-2	10	¾
Latin, 2-1	5		Latin, 2-2	5	1
French, 1-1	5		French, 1-2	5	1
*Intermediate Algebra	5	½	Elective	5	½
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phys Educ., 2-1	2½		Sr. Phy. Educ., 2-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	20		Conference & Study	20	
Total	60	½	Total	60	4

Twelfth Year

Sr. English, 3-1	5		Sr. English, 3-2	5	¾
American History, 1	5		American History, 2	5	1
Latin, 3-1	5		Latin, 3-2	5	1
French, 2-1	5		French, 2-2	5	1
*Science Elective, -	7		*Science Elective	7	1
Sr. Phys. Educ., 3-1	2½		Sr. Phys. Educ., 3-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	20½		Conference & Study	20½	
Total	60		Total	60	5
Grand Total (includes 9th Year)					18

Another subject may be substituted for Intermediate Algebra if it is not needed for the particular college. History, B is recommended.

The science elective may be Physical Geography, Physics, or Chemistry.

Intermediate Algebra is needed for College Entrance Diploma and State Scholarship.

TECHNICAL COLLEGE PREPARATORY COURSE

This course prepares for college entrance to Engineering and Architecture.

The college to be entered should be selected early and entrance requirements checked. These change each year.

This course earns the Regents College Entrance Diploma and the Regents Academic Diploma with a 3 year sequence in Mathematics, in Science, in Latin or French.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
Plane Geometry, 1	5		Plane Geometry, 2	5	1
*Latin, 1-1			*Latin, 1-2		
or			or		
French, 1-1	5		French, 1-2	5	1
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	17½		Conference & Study	17½	
Total	60		Total	60	4

Eleventh Year

Sr. English, 2-1	10		Sr. English, 2-2	10	¾
Intermediate Algebra	5	½	Advanced Algebra	5	½
Latin, 2-1			Latin, 2-2		
or			or		
French, 2-1	5		French, 2-2	5	1
Physics, 1	7		Physics, 2	7	1
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phys. Educ., 2-1	2½		Sr. Phys. Educ., 2-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	18		Conference & Study	18	
Total	60	½	Total	60	4

Twelfth Year

Sr. English, 3-1	5		Sr. English, 3-2	5	¾
American History, 1	5		American History, 2	5	1
Trigonometry	5	½	Solid Geometry	5	½
*Latin, 3-1			*Latin, 3-2		
or			or		
French, 3-1	5		French, 3-2	5	1
Chemistry, 1	7		Chemistry, 2	7	1
Sr. Phys. Educ., 3-1	2½		Sr. Phys. Educ., 3-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	20½		Conference & Study	20½	
Total	60	½	Total	60	4½
Grand Total (including 9th Year)					18

NOTES —

Some colleges require a certain foreign language. They should be decided.

Some colleges do not require more than two years of a foreign language. If this is the case, Physical Geography or Drawing is recommended as a substitute. However, 3 years of a foreign language are required for College Entrance Diploma and State Scholarship. Mechanical Drawing, 1 & 2 should be elected for Engineering; Design, 1 and Representation, 1—for Architecture.

SCIENCE COLLEGE PREPARATORY COURSE

This course prepares for college entrance to courses for Medicine, Dentistry, B. S. courses in Physics or Chemistry, Forestry, Applied Science, etc.

The college to be entered should be selected early and entrance requirements checked. Some colleges require two more years of Foreign Language. These change each year.

This course earns the Regents College Entrance Diploma and the Regents Academic Diploma with a 3 year sequence in Mathematics, in Science, and in Latin or French.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		Wolrd History, A-2	10	1
Plane Geometry, 1	5		Plane Geometry, 2	5	1
*Latin, 1-1			*Latin, 1-2		
or			or		
French, 1-1	5		French, 1-2	5	1
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	17½		Conference & Study	17½	
Total	60		Total	60	

Eleventh Year

Sr. English, 2-1	10		Sr. English, 2-2	10	¾
Physics, 1	7		Physics, 2	7	1
Intermediate Algebra	5	½	Solid Geometry	5	½
Latin, 2-1			Latin, 2-2		
or			or		
French, 2-1	5		French, 2-2	5	½
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phys. Educ., 2-1	2½		Sr. Phys. Educ., 2-3	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	18		Conference & Study	18	
Total	60	½	Total	60	4

Twelfth Year

Sr. English, 3-1	5		Sr. English, 3-2	5	¾
American History, 1	5		American History, 2	5	1
*Elective, 1	5		*Elective, 2	5	1
*Latin, 3-1			*Latin, 3-2		
or			or		
French, 3-1	5		French, 3-2	5	1
Chemistry, 1	7		Chemistry, 2	7	1
Sr. Phys. Educ., 3-1	2½		Sr. Phys. Educ., 3-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	20½		Conference & Study	20½	
Total	60		Total	60	5
Grand Total (included 9th Year)					18

* Most Colleges prefer Latin for Medicine & Dentistry, French for B. S. and applied Science, and either for others. Check the College Requiremtns.

The elective for all except Medicine and Dentistry is recommended as Physical Geography.

All colleges do not require three years of foreign language. College Entrance Diploma does require it.

NORMAL "SCHOOL" ENTRANCE COURSE

This course prepares for entrance to the Normal Schools of New York State. It does not prepare for entrance to a Normal College. The Normal Schools prepare for teaching in the Elementary and Junior High Schools and Music, Drawing, and Physical Education. The Regents requirements for entrance to a Normal School are graduation from an approved High School Course which includes—English, 4 yrs., History, 2 yrs.; Mathematics, 2 yrs.; Science, 2 yrs.; Foreign Language, 2 yrs. The course in Art or Music are recommended for Normal Preparation for these subjects. The Normal Courses in Physical Education, Drawing or Art, and Music are now 4 years and lead to a Degree. This is a new standard of certification for teaching in New York State. The Normal Schools are highly recommended as preparation for teaching in positions as above.

This course earns the Regents Academic Diploma with 3 years sequence in History.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
Plane Geometry, 1	5		Plane Geometry, 2	5	1
Latin, 1-1			Latin, 1-2		
or			or		
French, 1-1	5		French, 1-2	5	1
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly,	5		Assembly,	5	
Student Activities	5		Student Activities	5	
Conference and Study	17½		Conference and Study	17½	
Total	60		Total	60	4

Eleventh Year

Sr. English, 2-1	10		Sr. English, 2-2	10	¾
World History, B-1	5		World History, B-2	5	1
*Science Elective, 1	7		Science Elective, 2	7	1
Latin, 2-1			Latin, 2-2		
or			or		
French, 2-1	5		French 2-2	5	1
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phys. Educ., 2-1	2½		Sr. Phys. Educ., 2-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	18		Conference and Study	18	
Total	60		Total	60	4¼

Twelfth Year

Sr. English, 3-1	5		Sr. English, 3-2	5	¾
American History, 1	5		American History, 2	5	1
*Elective, 1-1	5		Elective, I-2	5	1
Elective, II-1	5		Elective, II-2	5	1
Elective, III-1	5		Elective, III-2	5	1
Sr. Phys. Educ., 3-1	2½		Sr. Phys. Educ., 3-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	22½		Conference and Study	22½	
Total	60		Total	60	5
Grand Total (including 9th year)					18

*Physical Geography, Business Training, and Commercial Arithmetic are good electives. They will aid in teaching Geography and Arithmetic. Music and Art are required of some teachers in a good many teaching positions. Rudiments of Music, Representation 1, Design 1, and Mechanical Drawing 1 are recommended. Consult the Requirements of the Normal School.

MUSIC COURSE

The aim of this course is not college preparatory. However it the electives are taken as suggested, it will prepare for entrance to Normal Schools and Fine Arts Colleges. Consult the College. Requirements for the particular College chosen. These requirements change each year.

This cours earns the Regents Music Diploma.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
			Tenth Year		
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
*Plane Geometry, 1	5		*Plane Geometry, 2	5	1
Harmony, 1-1	5		Harmony, 1-2	5	1
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	17½		Conference & Study	17½	
Total	60		Total	60	4
			Eleventh Year		
Sr. English, 2-1	10		Sr. English, 2-2	10	¾
Harmony, 2-1	5		Harmony, 2-2	5	1
*Applied Music, 1-1	10		*Applied Music, 1-2	10	1
Latin, 1-1			Latin, 1-2		
or			or		
French, 1-1			French 1-2		
or			or		
Elective, 1	5		Elective, 2	5	1
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phys. Educ., 2-1	2½		Sr. Phys. Educ., 2-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	15		Conference & Study	15	
Total	60		Total	60	4½
			Twelfth Year		
Sr. English, 3-1	5		Sr. English, 3-2	5	¾
American History, 1	5		American History, 2	5	1
Applied Music, 2-1	10		Applied Music, 2-2	10	1
Latin, 2-1			Latin, 2-2		
or			or		
French, 2-1			French, 2-2		
or			or		
Elective, 1	5		Elective, 2	5	1
*Science Elective, 1	7		*Science Elective, 2	7	1
Sr. Phys. Educ., 2-1	2½		Sr. Phys. Educ., 3-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference Study	15½		Conference & Study	15½	
Total	60		Total	60	

Grand Total (includes 9th Year) 18

*.....Normal Schools and Fine Arts Colleges require 2 years of Mathematics and Foreign Language. Normal Schools also require 2 years of Science. Fine Arts Colleges require 1 year of Science. Electives will be permitted for those students who do not need these for college or Normal entrance.

See the College and Normal Requirements.

ART (DRAWING) COURSE

The aim of this course is not college preparatory. However if the electives are taken as suggested, it will prepare for entrance to Normal Schools and Fine Arts Colleges. Consult the College Requirements for the particular college chosen. These requirements change each year.

This course earns the Regents Art Diploma.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
Plane Geometry, 1	5		Plane Geometry, 2	5	1
*Design, 2	5	½	Representation, 2	5	½
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	17½		Conference & Study	17½	
Total	60	½	Total	60	3½

Eleventh Year

Sr. English 2-1	10		Sr. English, 2-2	10	¾
Design, 3	5	½	Representation, 3	5	½
Mech. Draw., 1	5	½	Mech. Draw., 2	5	½
*Latin, 1-1 or			Latin, 1-2 or		
French, 1-1 or			French, 1-2 or		
Elective, 1	5		Elective, 2	5	1
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phys. Educ., 2-1	2½		Sr. Phys. Educ., 2-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	20		Conference & Study	20	
Total	60	1	Total	60	3½

Twelfth Year

Sr. English, 3-1	5		Sr. English, 3-2	5	¾
American History, 1	5		American History, 2	5	1
Design, 4	5	½	Representation, 4	5	½
Science Elective, 1	7		Science Elective, 2	7	1
Latin, 2-1 or			Latin, 2-2 or		1
French, 2-1 or			French, 2-2 or		¼
Elective, 1	5		Elective, 2	5	
Sr. Phys. Educ., 3-1	2½		Sr. Phys. Educ., 3-2	2½	

Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference & Study	20½		Conference & Study	20½	
Total	60	½	Total	60	4½
Grand Total (including 9th Year)					18

* Normal Schools and Fine Arts Colleges require 2 years of Mathematics and Foreign Language. Normal Schools also require 2 years of Science. Fine Arts Colleges require 1 year of Science. Electives will be permitted for those students who do not need these for college or Normal entrance.

See the College and Normal Requirements.

COMMERCIAL COURSE

This course is primarily vocational and not college preparatory. Colleges accept this course as entrance to professional courses in Commerce, Commercial Engineering, Business Administration, Commercial Teaching, etc., and this course is recommended for it. The main aim, however, is to prepare boys and girls to enter directly into business positions after graduation from Senior High School. College Entrance Requirements should be checked.

This course earns the Regents Academic Diploma in Commercial Subject.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
Business Training, 1	5		Business Training, 2	5	1
Com'l. Arith., 1	5		Com'l. Arith., 2	5	1
Sr. Phys. Educ., 1-1	2½		Sr. Phy. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	17½		Conference & Study	17½	
Total	60		Total	60	4

Eleventh Year

Sr. English, 2-1	10		Sr. English, 2-2	10	¾
Elective, -	5		Elective, 2	5	1
*Typewriting, 1	10	½	*Economic Geog., 2	5	½
Bookkeeping, 1-1			.*Bookkeeping, 1-2		
or			or		
*Shorthand, 1-1	5		*Shorthand, 1-2	5	1
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phy. Educ., 2-1	2½		Sr. Phy. Educ., 2-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference	15		Conference & Study	20	
Total	60	½	Total	60	4

Twelfth Year

Business English, 1	5		Business English, 2	5	¾
American History, 1	5		American History, 2	5	1
Com'l Law	5	½	*Typewriting, 2	10	½
*Bookkeeping, 2-1			*Bookkeeping, 2-2		
or			or		
*Shorthand, 2-1	5		*Shorthand, 2-2	5	1
Elective, 1	5		Elective, 2	5	1
Sr. Phy. Educ., 3-1	2½		Sr. Phys. Educ., 3-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	22½		Conference & Study	17½	
Total	60	½	Total	60	4½
Total (including 9th Year)					18

* Two Years of either Bookkeeping or Shorthand are required but not both. Typewriting, 1 and 2 must have double periods. Economic Geography, 1 is taught as a part of the Social Science course in Junior High School.

TRADE PREPARATORY COURSE

This course is vocational and not college preparatory. Greene High School is unable to offer a separate course for each trade as is done in large city high schools. With the present equipment it is unable to offer shopwork such as Electrical, Machine, Building, Printing, Auto Mechanics, etc. Nevertheless, the school is able to offer a course which will teach those technical subjects necessary to any trade, viz. Mathematics, science, drafting, etc. This is the aim of the course. This course should be taken by those boys who plan to enter the trades. During the last few years a great amount of attention has been directed to the training of the tradesman. To be an expert artisan is to be admired by all. This course earns the Regents Academic Diploma with three year sequence in Mathematics and in Science.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
Plane Geometry, 1	5		Plane Geometry, 2	5	1
*Mech. Draw., 1	5	½	Mech. Draw., 2	5	½
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	17½		Conference and Study	17½	
Total	60	½	Total	60	3½

Eleventh Year

Sr. English, 2-1	10		Sr. English, 2-2	10	¾
Physics, 1	7		Physics, 2	7	1
Elective, 1	5		Elective, 2	5	1
Mech. Draw., 3	5	½	Mech. Draw., 4	5	½
Home Management, 1	2½		Home Management, 2	2½	½
Sr. Phys. Educ., 2-1	2½		Sr. Phys. Educ., 2-2	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	18		Conference and Study	18	
Total	60	½	Total	60	4

Twelfth Year

Business English, 1	5		Business English, 2	5	¾
American History, 1	5		American History, 2	5	1
Chemistry, 1	7		Chemistry, 2	7	1
Trigonometry, 1	5	½	Solid Geometry, 1	5	½
*Elective, 1	5		Elective, 2	5	1
Sr. Phys. Educ., 3-1	2½		Sr. Phys. Educ., 3-2'	2½	¼
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
Conference and Study	20½		Conference and Study	20½	
Total	60	½	Total	60	4½
Grand Total (includes 9th Year)					18

' Mech. Draw. Courses require a definite extra period of work outside of class.

Electives recommended are Business Training, Typewriting, Com'l. Law, Economic Geography, etc.

HOMEMAKING

This course is primarily vocational and not college preparatory. However, colleges will accept this course as entrance to Professional Courses in Home Economics, Homemaking Teaching, etc. The course is recommended for the above. The main aim of the course is to prepare girls for work as "Homemakers." Statistics show that 93% of our girls marry and have homes. It is important that they be trained. Some Commercial work is added to aid the student in work immediately after leaving Senior High School. The Homemaking Course is the best course for those girls who plan to study nursing. It is now compulsory for a girl to be a High School graduate before entering nursing.

This course earns the Regents Vocational Diploma in Homemaking.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
Business Training, 1	5		Business Training, 2	5	1
Homemaking, 2-1	10		Homemaking, 2-2	10	1½
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	

Student Activities	5	Student Activities,	5	
Conference & Study	12½	Conference & Study	12½	
Total	60	Total	60	4½

Eleventh Year

Sr. English, 2-1	10	Sr. English, 2-1	10	¾
*Science Elective, 1	7	*Science Elective, 2	7	1
*Elective, 1	5	*Elective, 2	5	1
Homemaking, 3-1	10	Homemaking, 3-2	10	1½
Sr. Phys. Educ., 2-1	2½	Sr. Phys. Educ., 2-2	2½	¼
Assembly	5	Assembly	5	
Student Activities	5	Student Activities	5	
Conference & Study	15½	Conference & Study	15½	
Total	60	Total	60	4½

Twelfth Year

Business English, 1	5	Business English, 2	5	¾
American History, 1	5	American History, 2	5	1
*Elective, 1	5	Elective, 2	5	1
Homemaking, 4-1	10	Homemaking, 4-2	10	1½
Sr. Phys. Educ., 3-1	2½	Sr. Phys. Educ., 3-2	2½	¼
Assembly		Assembly	5	
Student Activities	5	Student Activities	5	
Conference & Study	22½	Conference & Study	22½	
Total	60	Total	60	
Grand Total (includes 9th year)				18½

* Recommended electives are Commercial Arithmetic, Shorthand, Typewriting, Design, Representation, etc. Science Elective should be either Physics or Chemistry.

AGRICULTURE

This course is primarily vocational and not college preparatory. However, colleges will accept this course as entrance to Professional courses in Agriculture, Veterinary Medicine, Agriculture Teaching, etc. This course is recommended for the above. The main aim of the course is to prepare boys to enter directly into agriculture work after completion of Senior High School. Every boy who wants to own and operate a farm should complete the Senior High School Course in Agriculture. Agriculture to-day, is being raised to a standard equal or above other lines of business.

This course earns the Regents Vocational Diploma in Agriculture.

Tenth Year

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Sr. English, 1-1	10		Sr. English, 1-2	10	¾
World History, A-1	10		World History, A-2	10	1
Business Training, 1	5		Business Training, 2	5	1
Agriculture 2-1	10		Agriculture, 2-2	10	1½
Sr. Phys. Educ., 1-1	2½		Sr. Phys. Educ., 1-2	2½	¼
Assembly	5		Assembly	5	

Student Activities	5	Student Activities	5	
Conference & Study	12½	Conference & Study	12½	
Total	60	Total	60	4½

Eleventh Year

Sr. English, 2-1	10	Sr. English, 2-2	10	¾
Science Elective, 1	7	Science Elective, 2	7	1
Elective, 1	5	Elective, 2	5	1
Agriculture, 3-1	10	Agriculture, 3-2	10	1½
Home Management, 1	5	Homemanagement, 2	5	½
Sr. Phys. Educ., 2-1	2½	Sr. Phys. Educ., 2-2	2½	¼
Assembly	5	Assembly	5	
Student Activities	5	Student Activities	5	
Conference & Study	15½	Conference & Study	15½	
Total	60	Total	60	4½

Twelfth Year

Business English, 1	5	Business English, 2	5	¾
American History, 1	5	American History, 2	5	1
Elective, 1	5	Elective, 2	5	1
Agriculture, 4-1	10	Agriculture, 4-2	10	1½
Sr. Phys. Educ., 3-1	2½	Sr. Phys. Educ., 3-2	2½	¼
Assembly	5	Assembly	5	
Student Activities	5	Student Activities	5	
Conference & Study	22½	Conference & Study	22½	
Total	60	Total	60	4½
Grand Total (includes 9th Year)				18½

* Recommended electives are Commercial Arithmetic, Bookkeeping, Typewriting, Mechanical Drawing, etc. Science Elective should be either Physics or Chemistry.

OUTLINE FOR SENIOR HIGH SCHOOL COURSES

SENIOR HIGH SCHOOL ENGLISH

The course in English is four-fold, including the study of literature, composition, oral expression, and grammar. In addition to this, the pupils are expected to do a definite amount of supplementary reading under the direction of the teacher. The subject of English is continuous from year to year, the work for one year introducing and leading directly into the work of the following year.

Aims in teaching literature: (1) To help pupils see their own lives and experiences reflected in the literature they read ;and so learn to underst and human nature and arrive at a better understanding of themselves. (2) To cultivate high ideals of life and conduct by arousing an admiration for the deeds of great character of literature. (3) To give a knowledge of books and the power to read them with appreciation. (4) To improve the pupils power of self-exxpession by stimulating thought and by supplying information and models of construction.

Aims in teaching composition: (1) Ability to write a letter which conveys a message directly, concisely, and courteously. (2) Ability to compose a

clear and readable paragraph or series of paragraphs on familiar subject matter, with observance of unity and order and with some specific detail. (3) Ability to analyze and present in outline form the gist of a lecture or piece of literature and to write an expansion of such an outline. (4) Ability to plan and work out a clear, well-ordered and interesting report of some length upon one's special interest. (5) Ability to write a paragraph or article with special adaptation to purpose and to class of readers, with some vigor and personality of style.

In the grammatical work of the course, emphasis is placed chiefly upon training in the following: (1) Recognition of the relationships of the various parts of the sentence to one another. (2) Choice of the correct form in constructions in which errors are frequently made.

Purpose of Oral Expression is to train pupils: (1) To read ordinary prose and poetry aloud intelligently and expressively. (2) To say whatever they may have to say in clear, orderly fashion with good enunciation and correct pronunciation. (3) To take part creditably in any organized meeting to which the average high school graduate is likely to be called.

SENIOR HIGH SCHOOL ENGLISH I (10th Year)

Literature;—"Silas Marner," George Eliot; "The Deserted Village" Oliver Goldsmith; "Elegy Written in a Country Churchyard," Thomas Gray; "Merchant of Venice," William Shakespeare; "Tale of Two Cities," Charles Dickens.

Composition:—General purpose in English I is to secure clearness of thought in expression. Text book—Lewis & Hosic—"New Practical English for High Schools"—First Course. (1) Letter writing—friendly, business, formal and informal notes. (2) Short themes of various types—narration, exposition (special) description (elemental). (3) Though study of paragraph structure with respect to unity, coherence, emphasis, use of topic sentence, connectives, methods of transition. (4) Sentence study—Kinds of sentences—long and short, periodic, lose, balanced; Rhetoricle question; Unity, coherence, emphasis; Variety in sentence structure; Mechanics of Poetry—Scansion. Any pupil who does not show an ability to construct a fairly good paragraph will not be promoted from second to third year.

Grammar:—Analysis of sentences; Connectives - conjunctions, coordinate and subordinate; Verbs, tenses, distinction in use of present and present perfect, past and past perfect; indicative and subjunctive moods; infinitives; participles; gerunds; auxiliaries in verb phrases.

Oral Expression;—Text book—"The Speech Arts." (1) Oral composition—preparation of outlines, stories, reports and speeches on subjects drawn from experience, literature, correlated studies, school affairs and current events. Emphasis laid upon accuracy in making of outlines, in the formulation of sentences and in the organization of paragraphs. Emphasis laid on exposition. Subjects drawn occasionally from the orational field. (2) Reading and recitation interpretative reading from prose and poetry, both from the printed page and from memory. (3) Mechanics of Speech—practice on difficult sounds, accurate pronunciation of words of ordinary use, training in posture. (4) Parliamentary practice.

SENIOR HIGH SCHOOL ENGLISH II (11th Year)

Literature:—"Idylls of the King," Alfred Tennyson or Selected Poems—Burns, eKats, Shelley, Wordsworth; (2) "House of Seven Gables" by Nathaniel Hawthorne. (3) "Speeches and Letters," by Abraham Lincoln; (4) "Inland Voyage and Travels With a Donkey"—R. L. Stevenson. (5) Julius Caesar, Willaim Shakespeare. (this list is subject to change).

Composition:—General purpose of third year is to develop power to think logically and to express ideas with coherences, accuracy and fullness. Text Book—Lewis & Hosic. "New Practical English for High Schools," — Second Course. (1) Letter writing; Short themes of various types. (3) Narration which shall include anecdotes and stores with simple plots. (4) Description—advance treatment. Description of persons, of landscapes, of buildings, of scenes of action, description from both fixed and moving points of view. (5) Exposition in detail, unity, coherence, emphasis, special methods, kinds. (6) Diction Synonyms, antonyms, specific words, general words, figures of speech. (7) Continued study of mechanics of poetry—scansion, stanzaic structure, kinds of poetry.

Grammar:—(1) Analysis of sentences. (2) Objective Complement (3) Nouns used adverbially. (4) Accepted idiomatic uses of it, there, as but and that. (5) Familiarity with all ordinary constructions of English syntax. (6) General Review.

Oral Expression:—Text book Craig—"The Speech Arts." (1) Oral composition instruction in speech organization. Extemporaneous speaking on topics assigned in advance, impromptu speaking on questions of school and local interest. Elementary instruction in debate. (2) Reading and recitation—Reading and delivery of memorized selections from the various literary types; the lyric, the dramatic monologue, the essay and the oration. The literature prescribed for this year should be used where possible. (3) Dramatization—dramatization of scenes from the literature of this year. (4) Parliamentary practice.

SENIOR HIGH SCHOOL ENGLISH III (12th Year

Literature:—L'Allegro, II Penserose, Comus—John Milton (2) Farewell Address, George Washington and First Bunker Hill oration of Daniel Webster. (3) Essay on Burnes—Thomas Carlyle. (4) Modern Essaus-Morley or Avent. (5) Macbeth—William Shakespeare. (this list is liable to change.)

Composition:—Text book—Lewis & Hosic—"New Practical English for High School—Second Course." General Purpose of English III (1) Letter writing. (2) Short themes of various types. (3) Argumentation including at least one argument of considerable length. Topics deal with live questions within grasp of the pupils. (4) Composition of considerable length. This will be the final measure of the pupils ability to write. Pupils are expected to express themselves correctly and forcibly in clear, idiomatic English. (5) Review of principles of unity, coherence and emphasis in sentences, paragraphs, and compositions. (6) Diction—Review of third year continued study. (7) Precis writing—Condensing of study of forms of poetry, scansion, stanizaic structure.

Oral Expression—Text book—"The Speech Arts." (1) Parliamentary practice. (2) Oral composition, (a) Debating continued from development of thought presentation of satisfactory evidence, interesting delivery. (b) Delivery of compositions from carefully prepared outlines on important themes from

political or industrial occasions, such as nominating speech, presentation sales talks, etc. (3) Dramatic intrepretation—use of literature studied, the great orations, poetry, fiction.

PUBLIC SPEAKING

The aims of public speaking are as follows: (1) To aid pupils to develop their powers of self-expression. (2) To train pupils to take part in or arrange in a creditable way, assembly programs or any other programs the school may require. (3) To train pupils to take part in any sort of public speaking to which the average high school graduate is likely to be called.

The public speaking course for 1929-30 is broad in scope, beginning in the seventh year and continuing throughout the junior and senior high schools. A direct correlation is made between this course and the oral English courses as outlined in the grade and high school syllabuses.

The procedure for the course is as follows: (1) Public speaking classes will be entirely devoted to practice of assembly programs. All theory will be taught in the oral English classes. (2) Committees shall be appointed to be responsible with the teacher for both the preparation and presentation of each assembly program. (3) There will be at least one Assembly program each week devoted to Public Speaking. (4) Nature of work for Assembly programs is as follows:

JUNIOR HIGH SCHOOL

Jr. Public Speaking 1-1 and 1-2.
7th Grade—Reading of what others have written.
Jr. Public Speaking 2-1 and 2-2.
8th Grade—Giving from notes what others have written.
Jr. Public Speaking 3-1 and 3-2.
9th Grade—Giving from memory what others have written.

SENIOR HIGH SCHOOL

Sr. Public Speaking 1-1 and 1-2.
Sophomore—Reading of pupils' own work.
Sr. Public Speaking 2-1 and 2-2.
Junior—Giving own speech from outline.
Sr. Public Speaking 3-1 and 3-2.
Senior—Giving own speech from memory—no notes.

(5) Criticism for topics, programs, written outlines and speeches, and presentation of speeches will be made in class. All criticism must be constructive. (6) Procedure for Public Speaking classes: (a) history of students to present program (b) criticism of program (c) criticism of speech outlines (d) criticism of written speeches (e) criticism of presentation of final speech. Text-book—Craig —"The Speech Arts."

WORLD HISTORY COURSE

INTRODUCTION

History text-book to-day differ materially from those of twenty-five years ago. Text-books of the 90's introduced without hesititation doubtful anecdote and downright fable. They paraded national bias unblushingly. Now accuracy is recognized as an essential.

The old history course was divided into 4 fields; United States, English, Greece and Roman with no idea of continuity and no reference to world events between the break-up of the Roman Empire and modern times except as they addicted England and United States.

It has needed the shock of the World War to awaken teachers to the vital necessity of teaching world history, especially with reference to the long struggle between autocracy and democracy. Our new courses place far less emphasis on war and far more emphasis on political, social and economic changes. It is taught from the cintinuity standpoint and the world point of view. The questions asked call for power to use historical facts as one uses axioms in geometry, to prove the truth of one's point of view on a specified subject.

While the whole school curriculum plays its part in training for good citizenship, history has particular value in this respect. The aim of American History and History B is to give the student an abiding interest in civic problems. The aim of History A is to teach the political, social, religious and intellectual life of all people who have contributed to the formation of the culture in which we live.

WORLD HISTORY A (Early European History)

The ages before history. The lands and peoples of the East to about 500 B. C. Oriental civilization. The lands of the West and the rise of Greece to about 500 B. C. The great age of the Greek Republics to 362 B. C. Mingling of East and West after 359 B. C. The rise of Rome to 264 B. C. The great age of the Roman Republic, 264-31 B. C. The early Empire: the World under Roman rule, 31 B. C.—180 A. D. The later Empire; Christianity in the Roman World, 180-395 A. D. The Germans to 476 A. D. Classical civilization. Western Europe during the early middle ages, 476-962 A. D. Eastern Europe during the early middle ages, 395-1095 A. D. The Christian Church in the East and in the West to 1054 A. D. The Orient against the Occident: rise and spread of Islam, 622-1058 A. D. The Northmen and the Normans to 1066 A. D. Feudalusm. The Papacy and the Holy Roman Empire, 962-1273 A. D. The Occident against the Orient; the Crusades, 1095-1291 A. D. The Mongols and the Ottoman Turks to 1453 A. D. European Nations during the middle ages. European cities during the later middle ages. Medieval civilization. The Rennaissance. Geographical discovery and colonization. The reformation and the religious wars, 1517-1648 A. D. Absolutism in France and England, 1603-1715 A. D. The Expansion of England and France in North America, 1607-1763 A. D. The European Balance of power, 1715-1789 A. D.

WORLD HISTORY B (Modern European History)

Introductory review of the Eighteenth Century. Age of Louis XIV and the contest over Spain. Russia and Prussia become European powers. The struggle between France and England in India and North America.

Conditions and reforms in the Eighteenth Century. Life of the people in the Eighteenth Century: Nobility and Clergy. The spirit of reform. Beginnings of reform before the French Revolution.

The French Revolution and Napoleon. The eve of the French Revolution. The French Revolution. Europe and Napoleon.

From the Congress of Vienna to the Franco-Prussian War—(1815-1870).

The Reconstruction of Europe at the Congress of Vienna. Reaction and Revolution after the Congress of Vienna. The industrial Revolution. Revolution of 1848 in France. Revoltion of 1848—Austria, Germany, Italy. The Unification of Italy. Formation of the German Empire and the Austro - Hungarian Union.

Reform in Europe before the World War. The German Empire (1871-1918). France under the Third Republic. Political and Social Reforms in England.

Merging of European History into World History. The Expansion of Europe and the spread of Western civilization. The British Empire in the Nineteenth Century. The Russian Empire in the Nineteenth Century. Turkey and the Eastern Question. European interests in the far East. Exploration of Africa and the struggle of European powers for its possession.

The Twentieth Century and the World War. Europe in the opening years of the Twentieth Century. Progress of modern knowledge and invention. Orgin of the World War. First years of the World War (1914-1916). Final stages of the War; The Russian Revolution. The peace of Versailles and the League of Nations. Europe's search for Peace and Prosperity. Readjusting International relations.

AMERICAN HISTORY

The New World. The English settlement. Colonial America. The American Revolution. Establishment of the National Government. The completion of our Independence. The nation and the sections. The Jacksonian Era. Expansion to the Pacific Coast. "The House Divided against Itself." The Civil War. The aftermath of the War. From Hayes to Harrison. The Rising of the West. America among the World Powers. The Roosevelt Era. The progressive movement. Woodrow Wilson and "The New Freedom." The United States in the World War. America since the War. Declaration of Independence. Constitution of the United States. The States of the Union. Presidents and other high officials. Members of Cabinet from Roosevelt to Hoover. Members of the Supreme Court.

LATIN

In this practical age there is much discussion as to whether or not the study of Latin is worth while. The boys and girls of today want to earn a good living as quickly as possible. We want them to be good citizens and speedily self supporting. What has the study of Latin to offer them that is practical? This question is answered by the Latin teachers of New York State in the following way: (1) Latin helps students to read, speak, and write English better. (2) It aids in the study of modern foreign languages. (3) It developes literary appreciation. (4) It promotes logical and careful thinking. (5) It gives training in intense concentration, close observation and accurate conclusions. (6) It instills a sense of honor, devotion to study and reverence for the past, and developes other sterling qualities of character. (7) It gives a broader conception of civilization and of government. (8) It gives helpful experience in handwork.

The courses in Latin are outlined as follows: Latin I—Vocabulary—Division of words into syllables, and quantity—Inflections—Principles of syntax—Word formation—prefixes, suffixes, English derivatives—Latin readings—trans-

lations from Latin into English. Composition—translations from English into Latin. Study of Roman background.—Collateral reading—Books which will give classical background.

Latin II—Vocabulary study—Inflections—review of first year, subjunctives, gerunds, deponents, irregular conjugations, indefinite pronouns. Principles of syntax. Word formation, prefixes, suffixes, English derivatives. Latin readings—selections from Caesar's writings. Composition—sentences from English into Latin. Study of background. Life of Caesar—Military Affairs.—Background for Caesar's Commentaries. Collateral Reading—readings which will add to background for second year.

Latin III Years—Vocabulary.—Inflections—Syntax—Word formation—review of first two years and application to Cicero vocabulary.—Required reading—Cicero's Orations.—Composition—Study of Background.—Life of Cicero's Orations.—Collateral reading—readings should concern itself largely with background material.

SENIOR H. S. FRENCH

Aims:—(French 1 & 2)

(1) To secure a reasonable degree of phonic accuracy and to lead pupils to feel its importance.

(2) To teach precision in the use of words and to give a clear understanding of grammatical relations and of the common terms which state them.

(3) To stimulate the pupils' interest in the foreign nation and its language, its history and geography.

(4) To master the fundamentals of the grammar, syntax and vocabulary of the foreign language for hearing and understanding, reading, speaking and writing it in its simpler forms.

Aims:—(French III)

(1) To acquire skill in the use of the knowledge already gained, and to increase this knowledge.

(2) To secure the ability to read intelligently texts of ordinary difficulty without the constant use of a dictionary.

(3) To awaken an interest in the foreign literature by the study of a few of its masterpieces.

At the beginning of the elementary course, stress is laid on phonic drill, with much oral and aural work. Grammar is treated inductively, that is, by a system in which example preceedes rule. Special effort is made throughout the entire course to arouse an interest in France, with much attention to Realien and the speech of every day life. The French language is the medium of expression in the class room except in case of grammatical explanations.

The study of literature progresses during the three year course, from intensive translation to rapid reading in French with oral or written resume's during the class period. Interest is further stimulated in the study of French by assigning to each pupil a French correspondent, that is, a pupil in France who has studied some English. The letters are written in French, or English, or both.

SENIOR H. S. MATHEMATICS

Although at the present time the mathematics is divided into separate subjects the present trend is toward a general mathematics course to follow the present Junior H. S. Mathematics. The present syllabus is as follows:—

ELEMENTARY ALGEBRA

The language of algebra. The formula; use in computation; construction; interpretation; graphic representation an illustration of dependence. The equation; first degree; second degree; checking of solution, and illustration of dependence. Graphs; interpretation of graphs found in everyday life; construction of graphs; solution of a set of two first degree equations; solution of verbal problems; an illustration of dependence. Algebraic technic. The four fundamental operations upon positive and negative numbers and upon algebraic expressions; factoring; fractions; Exponents and radicals; chacking. Problems. Numerical trigonometry; definition of sine, cosine and tangent; use of these functions in solving problems involving the right triangle; the use of tables of natural functions (to three or four places); an illustration of dependence. Relationship or dependence between variable quantities. In tables; formulas; ratio and proportion; graphs; trigonometric functions.

PLANE GEOMETRY

Part I—Definition. General axioms. Geometric axioms. Postulates of geometry. Geometric facts. Principles and propositions. Formulas of Plane Geometry—Symbols, length of lines, angles, areas of plane figures. Review Exercises in algebra—square root, simplification of radicals, Simple quadratic equations, evaluation of formulas.

Part II—Book 1. Rectilinear figures—Triangles, prependiculars and parallels, parrallelograms, angle sums, inequalities, loci, concurrent line. Book 2. Circles—Arcs and chords, tangents, measurement of angles, inequalities. Book 3. Similar figures—Similar triangles, applications of similar triangles, similar polygons. Book 4. Areas of polygons. Book 5. Measurement of the circle.

Part 3—Exercises in construction—Lines, angles, triangles, circles, rectangles, parallelograms, equivalent polygons. Loci problems.

INTERMEDIATE ALGEBRA

Factoring—1. Simpler types. 2.Binominals. 3 Trinomials. 4. The factor theorem. 5. Miscellaneous. Highest common factor and lowest common multiple. Fractions. Simplification of fractions. Exponents—1. Fractional and negative exponents. 2. Multiplication and division. 3.Powers and roots. Radicals—1. Simplification of radicals. 2. Miscellaneous. Equation—One unknown. 1. Linear equations. 2. Quadratic equations. 3. Homegeneous equation. 4. Symmetrical equations. 5. Miscellaneous. Three unknowns. 1. Solution of equations. 2. Miscellaneous. 3. Verbal problems. Theory of quadratic equations. 1. Sum and Product of roots. 2. Formation of equations. 3. The discriminant. 4. Miscellaneous. Progressions. 1. Arithmetical progressions. 2. Geometrical progressions. 3. Miscellaneous. Logarithms. 1. Logarithmic computations. 2. Logarithms of numbers. 3. Exponential equations. 4. Logarithmic solution of equa-

tions. 5. Logarithms to any given base. 6. Verbal problems. 7. Miscellaneous. Graphs. 1. Statistical and formula graphs. 2. Graphic solution of equations. 3. Miscellaneous solution of equations.

ADVANCED ALGEBRA

Review. Progressions or series. Binomial theorem. Permutations and combinations. Complex numbers. Theory of equations—1. Number of roots. 2. Formation of an equation from given roots. 3. Commensurable roots. 4. Imaginary roots. 6. Checks. 7. Transformation of equations. 8. Descartes's rule of signs. Numberic higher equations. 1. Horner's method of approximation to the roots of a numerical equation. 2. Graphs. 3. Checks. Problems.

SOLID GEOMETRY

Part I—References to Plane Geometry. Definitions and First Principles. Axioms. Postulates. Theorems. Formulae.

Part II—Book Six. Lines, Planes, and Angles in Space. Definitions and first principles. Lines and planes. Dihedral angles. Polyhedral angles.

Part III—Book Seven. Polyhedrons. Prisms and Parallelepipeds. Volumes. Pyramids.

Part IV—Book Eight. Cylinders and Cones. Cylinders. Cones.

Part V—Book Nine. The Sphere. The Sphere.. Spherical Triangles and Polygons. Spherical Areas. Spherical Volumes.

Part VI—Formulae and Constructions.

PLANE TRIGONOMETRY

The six trigonometric functions:—1. Functions of complementary angles. 2. Relation of functions. Logarithms:—1. The fundamental laws of logarithms. 2. Computation by logarithms. 3. Exponential equations. Solution of right triangles. Functions of any angles:—1. Trigonometric functions as lines. 2. Functions of a negative angle. 3. Important theorems. 4. Functions of important angles. General formulas:—1. Functions of the sum or the difference of two angles. 2. Functions of twice an angle. 3. Functions of half and angle. 4. Sums or differences of Functions. Solution of oblique triangles:—1. Law of sines. 2. Law of cosines. 3. Law of tangents. Areas of plane figures:—1. Triangle. 2. Parallelogram. 3. Quadrilateral. 4. Regular polygon. Miscellaneous applications. Circular measurement of angles. Identities. Trigonometric equations.

SENIOR HIGH SCHOOL SCIENCE

Aims.—The sciences contribute directly to the attainment of the ultimate educational objectives. While science is still presented as a series of branches each of which has its own specific aims, the following objectives represent the typical attitude of the entire science department:

Health—To help pupils acquire a practical knowledge of a personal and community hygiene, and develop a will to practice the one and co-operate in maintaining and improving the other.

Worthy Home Membership. To help pupils acquire a working knowledge of scientific principles applicable in the daily life of the home.

Citizenship—To help pupils to practice the exact and impartial analysis of facts as in the scientific method and to attain confidence in this method as applied to life problems.

Worthy use of Leisure—To help pupils develop through observation and study, special interests in the wonders of nature and of nature's laws that will lead to individual hobbies.

Ethical Character—To help pupils develop confidence in their knowledge of scientific principles to the extent that their daily conduct will be influenced by these to the formation of moral habits.

Vocation—To help all students acquire a general understanding of the significance of science in industry and to offer to some pupils fundamental training leading to specific vocations.

BIOLOGY

The Idea of Biology.—The life of the apple tree. Important life functions. Composition of living things. The green plant as a food factory. The physical basis of life.

Application of Biologic Principles to Animal Life.—The grasshopper, an introduction to the study of insects. Insects in general. Moths and bees. The crayfish family and their near relatives. A simple vertebrate, the fish. Frogs and their ways of living. A group of vertebrates that have become nearly extinct. Birds. Mammals, the present rulers of the Universe. The simplest animals.—Protozoa.

The Application of Biologic Principles to the Human Body—Resemblances between man and other animals. General structure of the human body. Respiration. Foods, stimulants, and narcotics. Digestion and absorption. Circulation and Asslmilation. Excretion. The nervous system of man. Bacteria: the smallest plants. Health.

Application of Biologic Principles to Plants—Study of a living green plant. Leaves—the plant's work-shop. Stems, the plant's transportation system. The root, the plant's absorbing organ and anchor. Flowers and fruits. Seeds and germination. Forests and forest products. Fungi—plants that lack chlorophyll. Plant culture.

General Biology—Application of biologic principles to human interests. Health and conservation. Biology and human progress.

PHYSICAL GEOGRAPHY

The Earth as a Planet—The earth in space. Latitude, longitude, and time. The moon. The solar system. Map projection.

The Air—Properties and functions of the air. Temperature of the air Weight and density of the air. Movements of the air. Moisture of the air. Light and electricity of the air. Weather and climate. Climate of the United States.

The Sea—General characteristics of the sea. Movements of the sea.

The Land—The mantle rock. The bedrock. "Stories in stones." The ground water. Rivers. Glaciers. Plains. Plateaus and mountains. Volcanoes and earthquakes. Shore lines and harbors.

PHYSICS

Simple Relations—Matter and force. Molecules and their behabior. Pressure of liquids. Transmission of fluid pressure and Pascal's law. Floating and submerged bodies. Specific gravity. The atmosphere and its pressure. Boyle's law and compressed air.

Heat—Heat and expansion. Heat and its transmission. Change of state.

Sound—Sound and sound waves. Strings and air columns in music.

Light—How light behaves. Light waves and color. Applications of wave theory of light.

Electricity—Magnetism. Electromagnetism. Electrical units. Electrical measurements. Heating effects of electricity. Electrons. Electrochemistry. Voltaic cells. Electromagnetic induction. Bodies in motion.

Mechanics—How forces act together. Work and simple machines. Energy and power.

Miscellaneous—Illumination and its measurement. Lenses. Optical Instruments. Water power. Steam and gas engines. The automobile. Vacuum tubes and Radio communication. Radium. Heat calculations.

CHEMISTRY

Chemical change. Oxygen. Hydrogen. Water and solution. Atoms and Molecules. The uses of symbols and formulas. Chlorine. Hydrochloric acid. Molecular composition. Atomic and molecular weights. Electrons and valence. Sodium and potassium. Solution. Why chemical actions go to an end. Sodium and potassium compounds. Sulphur and sulphides. Formulas and their calculation. Nitrogen and the atmosphere. Nitrogen compounds. Elements of the nitrogen group. The halogens. Carbon. Oxides of carbon. Gaseous and liquid fuels. Colloids. Silicon and boron. Calcium and its compounds. Magnesium, zinc, and mercury. Iron and steel. Iron and its compounds. Copper and its compounds. Silver, gold and platinum. Aluminum and its compounds. Tin and lead. Manganese, chromium, cobalt, and nickel. The periodic law. Carbon compounds. Radium and radioactivity. Gases and their measurement.

COMMERCIAL SUBJECTS

COMMERCIAL ARITHMETIC

Aims—(1) To train the pupil to perform with accuracy and facility the four fundamental operations with integers, decimals, common fractions and mixed numbers. (2) To develop in the pupil the habit of making neat figures and of arranging all numerical work in a form acceptable to business men. (3) To train the pupil in rapid mental work and in the more practical short methods of written work. (4) To train the pupil in problem reading, problem interpretation and problem solving. This can be done only by giving the pupil abundant practice in a wide variety of problems and by being certain that the pupil understands the business situation in which the problem arises. (5) To develop in the pupil an elementary knowledge of scale drawings and graphs. (6) To train the pupil to use equations and formulas as tools. (7) To train the pupil to judge, by estimating, whether or not an answer is reasonable.

Outline—Reading integers and decimals. Writing integers and decimals. Addition of integers and decimals: drill device, check, verification. Subtraction of integers and decimals: verification. Multiplication of integers and decimals: interchange principle, sixty-day interest method, verification. Division of integers and decimals. Common fractions and mixed numbers: addition and subtraction, multiplication, division. Factors, common divisors, and common multiples. Practical applications. Measurements: linear measure, square measure,

cubic measure, avoirdupois weight. Practical application of measurements. Problem solving: vertification. Percentage. Application of Percentage: Trade discounts, cash discount, profit and loss, marking goods, partnership, interest, commission, insurance, taxes, investments. Graphs and scale drawings: Quantity bar graphs, line graphs, percentage unit line graphs.

ELEMENTARY BUSINESS TRAINING

Aims—(1) To fill a long-felt need for a type of elementary business training, for beginning business pupils, eliminating the temptation to bring down the more advanced commercial subjects. (2) To teach in an elementary way business practice and business principles. (3) To prepare all commercial pupils better for the work of the first year in bookkeeping which is still the foundation of a good business education. (4) To serve as a medium for teaching vocational information, good business habits, order and system. (5) To help keep in school pupils who would otherwise drop out because of lack of interest. (6) To give a better training to those pupils who must leave school for those elementary business positions in which young persons invariably make their start in the business world.

Outline—Elementary organization—Meaning of service and cooperation, simple organization charts, qualifications necessary for success in business, the need and value of business organization developed from the standpoint of school or classroom organization. Applications for positions—written applications, personal interviews, elementary principles of salesmanship. Taking directions—understanding the order, remembering the order, making notes and memos, concentration, accuracy, "Carrying the Message to Garcia." Necessity for order and system—systematic habits, thrift, personal records, correct method of ruling. the telephone—value to the world, value to business, the first telephone, how does it work, kinds of telephones, service, different lines, general information for using the telephone, long distance service, emergency calls, sending telegrams by telephone, private exchanges, information contained in a telephone directory, courtesy, confirming telephone conversations, the telegraph.

Banks—commercial banks, different departments, classes of accounts, opening a bank account, making a deposit, bank statements, balancing bank books, checks, notes, drafts, bank discount, handling and counting money, savings banks, postal savings banks mutual and joint stock savings banks, trust companies, the use of different forms of remittances, bank vaults, financial and business advice given by banks as a part of their service. Use of reference books—directories, dictionaries, World's Almanac, Official Railway Guide, Postal Guide etc.

Part II—The messenger or junior assistant, kinds, opportunities, business qualifications needed, typical duties with some training suggestions. The mail clerk—opportunities, business qualifications needed, typical duties with some training suggestions. The file clerk—demand for modern filing, importance of the job of file clerk, business qualifications needed, typical duties with some training suggestions. The billing clerk—opportunities, business qualifications needed, machines used, typical duties with some training suggestions. The pay roll clerk—opportunities, business qualifications needed, typical duties with some training suggestions, methods of paying salaries or wages. The machine operator

—opportunities in the field, business qualifications needed, training needed, brief description of the character and use of the more frequently used office machines, kinds. The cashier—opportunities, typical duties with some training suggestions. The receiving clerk—opportunities, importance of work, business qualifications needed, typical duties with some training suggestions. The stock clerk—opportunities, business qualifications needed, typical duties with some training suggestions. The shipping clerk—opportunities, importance of work, business qualifications needed, character of departments in different businesses, typical duties with some training suggestions.

BOOKKEEPING I

Aims for Bookkeeping I and II—(1) To develop in pupils a clear understanding of assets, liabilities, capital, profit and loss that they may analyze and interpret business situations correctly. (2) To teach pupils the art of keeping systematic records of assets, liabilities and capital, and of changes in their value, that is, the construction, classification and interpretation of accounts. (3) To teach the purpose and use of standard bookkeeping forms and labor-saving expedients; such, for example, as the ledger, the journal and its divisions, columnar journals, the trial balance, statistical reports and statements, subsidiary ledgers, controlling accounts, and procedure sanctioned by good practice to secure economy of clerical effort. (4) To teach the purpose, use, form and content of business papers in common use. (5) To develop in pupils an understanding of the laws and rules which govern the conduct of prudent men in business practice and a realization of the value of accurate records and reports as a guide to intelligent business management. (6) To bring the classification of property and of property rights into harmony with the principles of law and economics; in other words, to correlate the subjects of bookkeeping, economics and law. (7) To teach business organization and business procedure.

Outline—Fundamental considerations—the reasons why books are kept, what bookkeeping records show. Assets—what assets are and how they are used, classification of business assets, events that change the value or amount of each type of assets and reasons for recording these changes, the construction and closing of asset accounts. Proprietorship—Receivables as assets—notes receivable, accounts receivable.

Liabilities—Liabilities should be compared with and distinguished from capital, classification of liabilities. Financial statements—the statement of assets and liabilities, the statement of profit and loss, form of statements. Interest and discount—a working concept of interest, interest and discount cost, interest and discount earned. Cash discount—the discount practice, discount on purchases, discount on sales. The accounting process. The journal and its division—ledger form, debit and credit, the content and form of the journal. Clerical devices—clerical procedure, the trial balance. Business practice and procedure—business forms, buying and selling, the invoice, the monthly statement, remittances, shipping, the bill of lading.

BOOKKEEPING II

Development of books of account—development of the ledger, bookkeeping devices employed to operate controlling accounts, development of journals. Busi-

ness papers.—objectives, materials, topical study, interpretation of papers, orders, invoices, negotiable paper, the trade acceptance bill of lading, warehouse receipt, money receipt, freight bill, insurance policy, the monthly statement. Accounting for various types of business organization—the partnership, the corporation. The balance sheet as reflecting financial condition—simple analysis of balance sheet to determine conditions, the problem of form of the balance sheet, the problem of content or valuation, valuation of currant assets, valuation of referred charges to operation, valuation of fixed assets, handling valuation reserves valuation of current liabilities, valuation of deferred income, valuation of fixed liabilities, contingent liabilities, the place of the profit and loss statement in judging financial condition. Single entry—comparison of single and double entry, changing from single to double entry.

TYPEWRITING I

Aims—(1) Of first importance is the development of an efficinent operating technic; this is the basis of typing skill. Proficiency in the practical application of the operating technic in all the ordinary problems of the business office which means the ability to copy accurately at a fair rate of speed—is the next step. (2) Practical instruction in, and a sufficient amount of practice on laboratory problems to develop a correct knowledge of the form and arrangement of typewritten business papers is highly essential. The power to type such papers in attractive form from unarranged copy is of vital importance, since this kind of work in connection with the transcribing of shorthand notes is fundamental to typing success. (3) To aid the pupil, through the drill in mental alertness required in the learning process, in developing his power to use good English, spell correctly, detect and correct errors,—in other words, to turn in work that is commercially acceptable.

Outline—The Typewriter as a Machine—parts of the machine—(1) Space bar; type; insertion and removal of paper; use of paper holders; paper release; paper rest; paper guides feed rools; platen etc. (2) Returning carriage for a new line; bell (3) Cleaning and oiling the machine (4) Carriage release; marginal stops and release (5) Shift keys and shift lock (6) Back spacer; variable line spacer (7) Tabular key or column selector, tabular stops (8) The ribbon mechanism, and its functions; kinds of ribbons; the bichrome device; the ribbon reverse.

Method of Operation—The "touch" system, which is now universally recognized as the most efficient method of operating the typewriter, is the basis of operating. Correct beginning—The writing posture—Operating technic—Learning the keyboard—Methods of key stroking—Problems in fingering—keyboard charts—skill development—motivation. Fundamental drills—elementary stage—Fundamental drills—advanced stage. Habit formation—Accuracy of technic—How speed is developed—Typing power a fundamental objective.

Practical Applications—The business letter—the essential parts of a business letter treated from the viewpoint of arrangement stationery, parts of the letter, tabulation and billing, tabulation, the fundamental principles, tabulation work always brings into use the problem of centering headings and titles, billing and statements, writing on ruled lines, instruction and practice of a general character.

TYPEWRITING II

Aims—The primary aim in this course is to build on top of and further develop the skills obtained in the first course and to give the pupil training in the essentials of office practice related to typewriting. To a limited extent this course may be conducted so as to adapt it to local needs in the way of giving some instruction on topics peculiar to business offices in varying localities.

Content—The business letter—all the topics mentioned under this subject in the outline for the first year are thoroughly reviewed, with advanced and more detailed instruction as suggested below. Preparation of telegrams. Rough Drafts. Preparation of manuscripts. Tabulation and billing. Business forms. Legal Documents. Cutting stencils. Special typewriting machines. Filing—historical development of filing, vertical filing equipment and supplies, alphabetic filing, numerical filing, geographic filing, subject filing, follow-up systems. Development of speed. Local needs—Some liberty is permitted in adapting the course to local needs. A survey of local offices as to the kind of work required will determine more or less how much stress should be given to each of the topics listed.

ECONOMIC GEOGRAPHY I (Part of Jr. Soc. Science 3)

General Aims—(1) To train the pupil to understand the fundamental relation that exists between production (industry) and the exchange of products (commerce) on the one hand, and natural factors on the other; in short, to understand what Nature has done for man. (2) To train the pupil to appreciate what man has done to improve Nature's method of production and distribution, and to understand the elementary principles of economics upon which these improvements have been based; in short, to appreciate what man has done to overcome natural obstacles, and why.

Specific Aims—(1) To supply such deficiencies as pupils may have of the outstanding facts of place geography. (2) To lead the pupil to understand the physiographic factors that are fundamental to production and exchange. (3) To give the pupil some insight into the more important industrial processes. (4) To acquaint the pupil with changes that are taking place in transportation methods and the economic significance of these changes. (5) To give the pupil an elementary understanding of how supply and demand affect prices; how transportation tends to equalize supply and demand; how money and credit facilitate the exchange of commodities. (6) To develop power to grasp the meaning of statistics and graphs and their use in determining business tendencies. (7) To lead the pupil to understand that sound economic principles, and not fortuitous circumstances, almost always determine the location of a particular commercial enterprise and its success or failure.

Outline—The western region—The coast section—Washington, Oregon, California except the southern part), topography, climate, soil, industries. The southwestern section—(southern California, Arizona, New Mexico, western Texas, topography, climate, soil, industries. The plateau section (Nevada, Utah and southern Idaho)—topography, climate, soil, industries. The Rocky mountain section northern Idaho, Wyoming, Montana, Colorado)—topography, climate, soil, industries.

Special Topics—Irrigation. The north central region—(Michigan, Wisconsin, Minnestota, the Dakotas, Iowa, Nebraska, Kansas, Missouri, Ohio, Indiana, Illinois)—topography, climate, soil, industries.

Special Topics (1)—Mining by the open-pit method in Superior region. (2) Steel manufacture (3) Wheat growing, harvesting, threshing and milling. (4) Corn and corn products (5) Beef and cattle products (6) Swine and pork products (7) Sheep and wool (8) The economic value of the Great Lakes to the following industries: lumber, coal, iron, paint.

The north central region (Michigan, Wisconsin, Minnesota, the Dakotas, Iowa, Nebraska, Kansas, Missouri, Ohio, Indiana, Illinois)—topography, climate, soil, industries. Special Topics (1)—cotton growing (2) By-products of the cotton plant (3) What the Federal Government has done to help the southern cotton planter (4) Comparison of beet and cane sugar production (5) Rice culture (6) The new problem raised in the South by the exodus of the negro (7) The economic value of exterminating the southern mosquito (8) The work of the United State Reclamation Service in making swamp lands of the South available for agriculture. (9) How floods along the Mississippi are prevented (10) Tobacco growing, curing and marketing (11) Diversified farming in the South.

The north Atlantic region—(Maryland, Delaware, Pennsylvania, New Jersey, New York, New England)—topography, climate, soil, industries. Special Topics —(1) The production of paper (2) Milk, butter and cheese production and distribution (3) Modern coal mining (4) The problem of the distribution of coal as an essential to almost every industry (5) Manufacture and use of coke (6) Steel manufacture (7) Two great railroad systems of the East; Pennsylvania Railroad; New York Central Lines (8) The reasons for the concentration of such industries (9) The Fall Line from New England to Georgia and relation to manufacture (10) The development of hydroelectric power at Niagara Falls and elsewhere (11) The increasing use of the motor truck as a means of transportation.

New York State—Position, size, topography drainage, climate, soil, industries. Special Topics—New York City, New York City's needs, the apple region of New oYrk State, peaches, grapes and grape products, collars and shirts, gloves and mittens, typewriters, wood pulp in Adirondack region for paper making, knit goods, sea food, milk supply, comparison of methods of transportation, clothing industries, photographic supplies, poultry products.

After September 1929, this course is given as Jr. Social Science.

ECONOMIC GEOGRAPHY II

Aims—same as Economic Geog. I.

In the study of Economic Geog. II, special attention should be given to the following countries: Canada, Mexico, United Kinkdom, France, Germany, Russia, Czechoslovakia, Japan, China, Argentina, Brazil, Chile, India, Australia.

Outline I—Natural Factors—topography, climate, natural resources, II-Human Factors—the utilization of the natural resources, the conquest of unfriendly Nature, surplus products, products needed, III-Methods and Devices—freehand outline maps, graphs, current topics, constants for purposes of comparison. Special Topics—(1) A comparison of the great canals of the world

(2) A non-technical study of the following processes in industry—increasing soil fertility, iron and steel manufacture, sugar refining, petroleum refining and its by-products, coke and gas manufacture (3) A comparison of the world's great cotton producing areas: southern United States, Egypt, India (4) The coffee industry of South America (5) The relative importance of rubber from wild forests and from cultivated trees, as in the East Indies. (6) The tea and silk industries of the Orient (7) The petroleum regions of the world and their relative importance (8) The importance of petroleum in land and ocean transportation; the Diesel engine (9) The porcelain and chinaware industries of England, France, Germany, United State, and the Orient (10) The great famine regions of the earth, the cause of famine, and what is being done to prevent it (11) A comparison of Japan with Great Britain, commercially and industrially (12) England's economic dependence upon her provinces (13) The competition of Great Britain, France, Germany and United States for Latin American trade (14) The commercial possibilities of China (15 The economic effect of exclusion of Orientals from the United States (16) The great trade routes of the world (17) "Trade follows the flag." Give instances where this has been true (18) How commerce tends to equalize supply and demand (19) The extent to which the Panama canal is now used (20) How the Philippines are of value to the United States (21) New York as the trade center of the world (22) The tariff policies of the United States, Great Britain, France and Chile compared (23) The merchant marine of the United States (24) The balance of trade and its relation to industrial development (25) Reforestation as practised in various countries (26) United States Consular service and what it is doing (27) Immigration to United States and its effect upon labor supply (28) A comparison of world-wide agricultural methods.

SHORTHAND I & II

Aims for shorthand I and II—(1) To train the pupil in the ability to take verbatim dictation at a reasonable rate of speed (2) To develop a fair degree of skill in transcribing on the typewriter shorthand notes taken in dictation (3) To acquaint the pupil with details of business practice related to shorthand.

Outline of shorthand I—Presentation of principles—Drill—principles, word-signs, phrases, vocabulary. Word Building—Reading shorthand plates—Correct writing habits—Ease in writing.

Outline of shorthand II—Word-signs and phrases—Word-building principles—Shorthand vocabulary—Word-carrying capacity—Ability to read notes fluently—English vocabulary—Selection of dictation material—Transcription of shorthand notes—The essentials of transcribing ability are: (1) The interpretation of shorthand notes (2) An understanding of the substance of the dictation (3) The application of the elementary rules of composition (4) The ability to operate the typewriter (5) A knowledge of the form and arrangement of typewritten documents.

COMMERCIAL LAW

Aims—(1) To give the pupil a knowledge of his rights and obligations in common business transactions, and to help him, through this knowledge to avoid legal entanglements (2) To develop a wholesome respect for law and law

enforcement, principles of ethics, contract obligations and to emphasize that good business often demands that a man do what he is not legally bound to do (3) To develop the power to reason and exercise good judgement in the application of legal principles to business and private affairs (4) To develop a wholesome appreciation of law as a social force, through the study of governmental agencies, and the associations of men for business purposes; for example, federal and state commissions, the recording of legal papers, coinage, banks, insurance companies, common carriers, loan associations, partnerships, corporations etc. (5) To teach the use and purpose of certain common legal documents, such as negotiable intruments, bills of lading, deeds, mortgages, bills of sale, leases etc. (6) To develop precision of statement through the careful analysis of a legal situation, logical thinking ad sound reasoning (7) To make the pupil realize that definite laws govern the conduct of successful businessmen; that in business or in the conduct of his own affairs he will encounter problems frequently involving for their right solution application of elementary principles of law, eithics and sound business procedure, and that he will need to apply these principles in the analysis and solution of business problems.

Methods—(1) The use of cases (2) The illustrative or text method (3) The use of problems.

Outline—Morality and legality in business—Business ethics—The field of law—Origin of the American system of government.

Contracts—Definition, kinds of contracts, defined and illustrated, elements necessary to form a valid contract, operation of contracts, statute of frauds, discharge of contracts. Sales of Personal Property—Definition, executed contract of sale and an executory contract of sale or an agreement to sell, distinguish sale, barter and bailment, formation of a contract, uniform sales act; origin, purpose and application, seventeenth section of the statute of frauds, provisions and application passing of title, warranties, duties regarding performance, rights of the seller, rights of the buyer. Agency—definition, parties, who may be an agent, who may be a principal, kinds of agents, form of appointment, ratification, relation of principal, agent and third parties, undisclosed principal, frauds committed by the agent, termination of agency, notice to third parties, irrevocable agency or agency coupled with an interest. Negotiable instruments—definition, uniform negotiable instruments law and its purpose, classification, characteristics of negotiable instruments, essentials of a negotiable instrument, negotiation, delivery, holder in due course, liability of parties, presentment for acceptance, presentment for payment, notice of dishonor and protest. Bailments—bailments in general, innkeepers—extraordinary bailments, common carriers—extraordinary bailments, delivery, termination of bailment. Insurance—introduction, definition, kinds of insurance, fire insurance. Partnerships—Coroprations—Real Estate—real property distinguished from personal property, the common forms of estates in land ownership, sale and transfer of interest in land, mortgages, landlord and tenant.

BUSINESS ENGLISH

Aims—(1) To speak English as it is spoken by careful business men. (2) To write English in accordance with best business usage (3) To understand English as it is used in business (4) To become familiar with a body of litera-

ture especially useful to one going into business.

Outline—The Business Vocabulary—Synonyms, such as: answer, reply, response, rejoinder, retort. Antonyms such as: assets, liabilities. Homonyms such as: bale, bail. Special attention should be paid to the exact use of such words as: accept-except, affect-effect. Expressions common to business such as: advertising copy, desk tickler, quotation. Syllabification such as: accountant, advertisement. Spelling—Troublesome words such as accomodate, believe, efficient,. Abbreviations—such as: B/L, bill of lading.

Oral English—Special aims in fourth year—(1) To make correct expression habitual (2) To eliminate mannerisms, careless enunciation and overworking of certain words (3) To develop precision in choice of words and confidence in manner and tone (4) To give practice in organizing material quickly, and in carrying conviction in a particular way, such as in a sales talk (5) To give training in the specific work mentioned below—answering questions in class, carrying a verbal message, carrying on a conversation over the telephone, discussing business subjects—sales talks, reports, instructions, conferences.

Written English—the letter and the report—their special characteristics should be taught. Acknowledgment—answering inquiries—application—collection—giving instructions—informative—ordering merchandise—remittance—telegram. Letter Forms—Letter Content—Business Reports—annual reports, periodic reports, investigation or special reports, memorandums.

Miscellaneous Matters—accurate transcription, advertising, proof. Technical English.

Literature—Aims—(1) To strengthen the pupil's power to read with understanding and appreciation (2) To familiarize pupils, through contact with books and periodicals, with the growing body of business literature and the progress of thought in the commercial world (3) To improve the pupil's power of self-expression by stimulating thought and by supplying information and models of construction. Clear and accurate thinking in the field of general ideas may be cultivated by following the worthy thoughts of others and is as essential for effective self-expression as is a knowledge of facts and of models of form (4) To cultivate high ideals of life and conduct by arousing an admiration for great personalities, especially in the world of business and for deeds of noble characters. Through the admiration of noble qualities the young unconsciously grow toward what is true and fine in men and women.

Biographies of Business—Mainly Business—Essentially Vocational—Miscellaneous Prose—Business Periodicals—House Organs.

HOME MANAGEMENT

The Home Management course is required for all boys and for all girls who do not take the Homemaking Course. The tentative outline is as follows:—

General (Both boys and girls) Saving. Banks and their functions. How money may be carried safely by travellers. How to transmit money safely. How packages may be shipped. The use of the telephone. How to use the telegram. How to use railroad information service. Filing methods for individual use. How to use directories. Simple business law. Personal records. Business forms. Insurance. Personal Accounts. Home Budgeting.

Home Building:—Buying the lot. Location. Size. Improvements:—

Electricity, Water, Gas, Sewers, Sidewalks, Curbing, Streets, etc. Planting shade trees, fruit trees, and shrubbery early (before building.) Contracts and Deeds for property.

Planning the House:—Good characteristics of rooms. The Living Room. The Dining Room. The Kitchen. The Bath room. The Sleeping Rooms. The clothes closets. The laundry. Extra rooms. The den. The playroom. The sleeping porch. The living porch. Construction. The foundation. Drainage. A good wall. Utilizing the basement. Framing the house. The outside finish. The roof. Safe chimney and fire place construction. Heating. Plumbing and Electrical Wiring. Inside Finish. Walls, floor, trim. Painting and Papering. Hardware and Electric Fixtures. The garage. Shades. Shrubbery and Lawns. Flower garden and vegetable garden. The drying and play yard.

Financing the Home. Mortgages. Building Loan Association. Notes. Security. Mechanics Liens. Workmen's Compensation Law. Fire, Flood and Hurricane Insurance. Taxes—Water, Light, Village or City Taxes, Town, County and State Taxes, School Taxes.

Making a House into a Home.

Special for Girls:—Foods and clothing. Dietetics. Balanced Meals. The Breakfast. The Lunch. The Dinner. Conservation of foods. Buying. Clothing the family. Textiles and their efficient use. Clothing the boy and girl. Child Care Psychology of child training, Home Nursing, Diet for the baby. Diet for the growing boy and girl. Care of teeth, eyes, and ears. The Mother in the home. The sister in the home.

Special for boys:—Household Mechanics. Care of Heating Plant. Efficient heating of the home. Household Carpentry. Building the Home. The relation of father and brother in the home. Psychology of Child Training. Guiding younger boys.

HOMEMAKING

The 4 year Homemaking Course includes Homemaking 1-1 & 1-2 (1 & 3). Family Meal Preparation and Special Cookery or Meals for Special Occasions; Homemaking 2-1 & 2-2 (2 & 4) Clothing for the High School girl and Advanced Clothing; Homemaking 3-1 & 3-2 (5 & 6). House Decoration and Furnishing; Home Hygiene; Care of Sick; Child Care; Homemaking 4-1 & 4-2 (7 & 8). Home Management and Costume Design.

HOMEMAKING 2-1 & 2-2

Homemaking 1-1 & 1-2 includes a study of food in relation to health; food studied with reference to nutritive value, degestibility, selection, care, and storage; preparation including principles of cooking; pattern recipes, combination with other foods; use of left overs; cost, marketing; a study of marketing centers; quality of products handled by the food markets; sanitation of food; table setting and manners; food preservation; planning and preparing dietaries.

This course aims to develop standards and judgment with regard to nutrition, cost, marketing, preparation, and care of foods on the meal basis; to emphasize the proper organization and plan of work to save time and labor; to become a better member of the family and to develop an appreciation of the responsibilities of a homemaker; to plan, prepare, and serve suitable refreshments for various occasions.

HOMEMAKING 2-1 & 22

Homemaking 2-1 & 2-2—This course includes a comparative study of textiles based on the knowledge required to become a wise consumer; clothing for the individual—amount needed for a high school girl; good taste in the choice of clothing; study of color; effect on the individual, type and size; effect of design and texture on individuals; design of garment in relation to occasion, time and surroundings; personal hygiene including care of hair, proper use of cosmetics, care of hands, teeth, feet; overcoming body odors; actual construction of clothing including the various stitches; a study of millinery.

This course aims to teach the characteristics and comparative value of the textile fabrics so as to develop judgment in the choice of clothing; the relation of the principles of design to beauty and choice of clothing; to develop skill in the construction of clothing; to teach the relation of hygiene to health, the care of the body and clothing.

HOMEMAKING 3-1 & 3-2

Homemaking 3-1 & 3-2.—This course includes a study of the historic development of the home; choice of a home, economic and social; factors to be considered in determining the site, cost, location, construction of the home including style of house in relation to site; size of house; plan; sanitation; walks; roofs; a study of harmony, proportion, balance, rhythm, emphasis and their application to exterior and interior design; period furniture; illness in the home; special nursing activities indication of illness, taking temperature, pulse, counting respiration, care of medicines, application of heat and cold, simple first aid procedures; preparation and application of different kinds of bandages; the infant —baby's food, baby's lazette, baby's bath; training in infancy and early childhood.

Some of the aims of the course:—To teach underlying principles of house construction, decoration and furnishing so that the student may acquire an appreciation of the factors that contribute to the health, comfort and beauty of our homes; to instill a genuine desire for, and admiration of, the finest types of American homes; to stimulate in every way a love for the fine things of home life and to create determination to be a helpful, harmonious member of the family and community; to assist the girl in acquainting herself with accepted, correct, and effective modes of caring for the sick in the home; to give the high school girl an appreciation of the rightful place of the child in social activities relative to educational, health-promoting, and recreational facilities; to give the girl an appreciation of the responsibilities of parents to provide their families with a favorable heritage and a favorable environment.

HOMEMAKING 4-1 & 4-2

Homemaking 4-1 & 4-2.—The course in Household Management is expected to give certain appreciations, knowledges and abilities. Some appreciations it aims to give are the value of time and money, the meaning of "Home" in the lives of the family, the necessity of education and training for homemaking, need for honest, consideration and fairness in dealing with others. Some of the knowledges and abilities are: (1) how to shut off water, gas or electricity from a house. (2) How to run a furnace or other heating device (3) how to plan work to save unnecessary steps and motions (4) Budget individual and

family expenditures, (5) have and use leisure time to good advantage (6) share responsibility in the home.

This course includes a study of historic costume including the relation of good design to the lines of the human figure; dress design; standards for judging a costume; human proportions; the relation of material used to cost of clothing.

Some of the chief aims of these courses are: To develop a wholesome attitude in the girl through the appreciation of the problems involved in household management; to develop managerial ability in a girl to save time, energy and money; to develop judgment as to relative values in homemaking; to teach the fundamental principles of design and the application of these to clothing and textiles; to develop an appreciation of historic clothing, its evolution and the relation it bears to the life of the time; to teach simple tailoring; to develop good judgment in buying clothing for the family.

AGRICULTURE

Agriculture is the foundation to all prosperity and enterprise in the country. One third of all the population of the United State are engaged in farming or related occupations. In Greene High School every effort is made to make the agricultural course thoroughly practical. It is fundamentally intended for those who intend to pursue farming as a life work right here in the community near Greene.

AGRICULTURE 1-1 and 1-2—1½ UNITS

This course covers poultry work in detail. Poultry keeping as a commercial farm proposition is studied as well as poultry keeping as a minor source of income on a diversified farm where dairy or cash crops are the main sources of income. Some study of dairy farm management is made covering such important phases of the work as, nutrition and feeding, milk and cream testing and calf nursing. Shop - work and carpenting constitute a third of the course. Practical work is given in carpenting and construction. Much of the work is in the field and laboratory.

Text—Practical Poultry Management by Rice Botsford.

AGRICULTURE 2-1 and 2-2—1½UNITS

This course deals with farm crops, Soils and fertilizers. Farm Rotations are studied and an attempt is made to determine the best crops for Chenango County. Alfalfa and the other legumes are emphasized. The cash crops are studied with a view of emphasizing their importance as an important addition to every farm. Improved varieties especially those that are deseased resistant and better adopted to Northern conditions are studied. Some attention is given to plant breeding and hybredization. A major project and a minor project will be required in the course. Agriculture II and Agriculture IV will be given in 1929-30.

Text—Productive Crop Farming by Cox.

AGRICULTURE III—3-1 & 3-2—1½UNITS

In this course live stock is the main topic or discussion and thought of nearly the entire year. This is only natural since we live in one of the great

dairy counties of New York State. All phases of dairy farming are studied. Feeding, Breeding and Management of dairy cattle is studied in detail. The Pine bred is emphasized and The breeding of scrubs and low producers is discouraged. The production of sanitary milk and its handling are considered. Markets and the cows relating to the handling and marketing of milk are considered.

Horses, Sheep and Swine also come into discussions but not to the extent dairy cattle do.

Diseases and their resulting problems are studied with the emphasis on prevention rather than cure.

A few weeks of this course are devoted to an intensive study of fruit and market gardening. A major and minor farm project is required.

Text—Fine Stock for High School Study by Harper.

AGRICULTURE 4-1 and 4-2—1½ UNITS

This course comprises a comphehensive study of the fundamental economic principles that form the underlying basis of successful farm administration and is illustrated by frequent trips to well managed and successful farms in the immediate locality. The first three courses deal with production. This course deals with marketing. An economic study is made of such farm problems as: Insurance, The Federal Farm land bank, Taxation and other related problems. Advanced shop work and gas engine and tractor work are considered. Problems of drainage, farm sanitation, lighting and heating are investigated. Projects reprieved.

Text—Farm Management by Warren.

SENIOR HIGH SCHOL MUSIC

RUDIMENTS OF MUSIC

Staff:—The grand staff. The treble and bass staves. The derivation of the clefs (G, F and C), the G and F clefs only being required in the writing of exercises. Leger lines. Scales:—Half-steps, tetrachords, the major scale without and with key signature. Number names; syllable names. Chromatic scale. Minor scale, Not and rest values, Measure-Accents, primary and secondary, Musical terms, Abbreviations and symbols.

Changes of Key and Representation:—Transposition; key to key. Change from clef to clef. Change of measure signatures. Intervals. Pitch, Measure. Melodies.

HARMONY I

This course is designed to follow that in rudiments of music. Melody Writing:—The benefits of melody writing, like the results from the writing of English, come only from a great amount of practice. Scale-line melodies:—Beginning with four-measure phrases, one tone to a beat. Chord Line:—The same. Combinations—of the scale line and the chord line. Chromatics—as passing tones. The period form—, preceded by the cadences. Modulations—applied to the right-measure period, the modulation occuring at the end of the first phrase and the return to the original key in the second phrase. Only the following are

required: from the tonic to the dominant and return; the tonic to the subdominant and return; the tonic to the relative minor and return.

From the beginning of the course, pupils, have practice in both the major and the minor modes; they are taught to give unity to their melodies by the use of repetition and sequence, and variety by means of melodic and rhythmic changes.

Texts:—The composition of original melodies to texts should be attempted as soon as the progress of the pupils makes it possible. In composing a melody for given words, the musical accent must agree with the verbal accent; that is, the rhythm of the melody should correspond to the scansion of the verse.

Harmony:—The study of harmony includes analysis as well as constructive work. At each stage of the course the pupils are called upon to analyze four-voice compositions. Standard hymn tunes are excellent for this purpose. It is essential that pupils should recognize intervals and chords by sound as well as by sight, and the ear-training work begun melodically in the preceding course should be carried farther, harmonically, in this course.

In harmonizations from a given voice-part, pupils are continually reminded that each voice-part, considered horizontally, must conform to the principles of good melody writing.

From the beginning of the course, pupils have practice in writing the soprano and alto on the treble staff and the tenor and bass on the bass staff.

Intervals:—Number names; specific names. Names:—Tonic, subdominant, dominant, with proper figures, major and minor. Harmonization:—From a given bass; from a given soprano; using only the tonic, subdominant and dominant trids: major and minor. Cadences:—Authentic, plagal (church), half, in both perfect and imperfect forms.

HARMONY II

This course is designed to follow harmony 1. Triads:—A review of their use in the fundamental position. The first and second inversions, 6 and 6. Major and Minor. The dominant seventh chord:—Fundamental position and the first, second and third inversions. Harmonizations:—Employing the above. The secondary triads:—In the fundamental position and in the first and second inversions; major and minor. Passing tones. Secondary seventh chord—Fundamental position and inversions. Harmonizations:—Employing the above.

APPLIED MUSIC

Pupils of high schools regularly accredited for this purpose, who are receiving systematic instruction in pianoforte, pipe organ, voice, violin, viola, violoncello, bass viol, flute, piccolo, oboe, English horn, bassoon, clarinet, saxophone, French horn, trumpet, cornet, trombone, mellophone, tuba, harp, tympani, may receive Regents credits for such work.

Procedure:—The parent or the guardian of the pupil must make application for credit upon a blank furnished by the school, agreeing to the conditions. The private teacher must then assign the pupil, with the assent of the high school teacher of music, to the grade of music instruction in which he belongs.

The private teacher must report monthly to the principal of the school, on blanks provided by the school, the work of the pupil during the preceding month. The parent or guardian must also report monthly to the principal on

blanks provided by the school, the daily practice of the pupil during the preceding month.

Examinations:—Semi-annual examinations shall be given by a board of three examiners appointed by the schools. One of these examiners shall be the supervisor of music, or the head of the music department in the high school. No teacher may serve as an examiner for his own pupil. A pupil whose reports are incomplete or unsatisfactory may be refused admission to the examination.

Examinations shall include work in the grade in which the pupil has been placed, as follows: at least two scales or arpeggios; one study (from the approved course of study); two pieces (one of which must be from the approved course of study); all to be of the grade to which the pupil is assigned; one piece for sight reading, to be selected from music of a lower grade of difficulty than that in which the pupil has been placed.

The examiners shall mark independently upon the following basis: technic, 50 point; interpretation, 30 points; sight reading, 20 point. The passing mark is 75.

Any expense of the examination must be borne by the local board of education.

Credit:—One half unit will be allowed for 5 hours (300 minutes) a week and one lesson a week for a school year.

One unit will be allowed for 10 hours (600 minutes a week and one lesson a week for a school year.

SENIOR HIGH SCHOOL DRAWING AND ART

General Aims:—The courses are planned primarily to arouse enthusiasm in and appreciation for the arts; to develop creative ability; to increase hand-skill; to secure a coordination of mental processes which will in turn raise the standard of art in commerce, industry, the community and the home.

Specific Aims:—Specific aims are to give to the individual command of the different mediums of expression, accurate registry of the appearance of objects through increased power of observation, and a happy enrichment of life through a realization of, and appreciation for, beauty everywhere, and to raise to a new standard public taste as affected by such realization and appreciation.

In order to standardize the work, the courses offered have been planned very definitely as regards finished problems and home work. This does not preclude the able and ambitious teacher from supplementing and elaborating these courses as she may decide is advisable. We have, howevr, planned a minimum requirement for each course.

While design and representation are presented as separate subjects, no real separation exists. Their interrelation is close and vital. It is strongly urged, therefore, that in every way practicable, application be made of the principles of design to representation in order that design and representation may be unified in the mind of the pupil.

The arrangement and placing of drawings on the sheet; the proper margins and careful lettering of each plate; the type of notebooks kept, proper mounting of all illustrative material and examples of high grade technic in line, dark and light, light and shade, and color; should all receive the most critical attention.

DESIGN I (GENERAL DESIGN) ½ UNIT

Purpose:—To train the pupil to recognize and appreciate the principles of design and to acquire skill and judgment in expressing these various principles. Design is of service to the community. No item of home or personal adornment or commercial and industrial significance can do without it and survive.

Scope:—In the study of design we consider the association of lines, masses, spaces, tones and color which makes for orderly expression of thought and feeling. It stimulates the imagination and induces logical reasoning. Emphasis will be placed on the principles which are basic in all design work, namely, rhythm, balance, harmony and principality. Throughout the course continued application must be sought for, not in the sense of applied work alone, but in the correllation of these principles to nature, primitive art, architecture, painting, scuplture and the many industrial arts.

REPRESENTATION I (ACCENTED LINE) ½ UNIT

The purpose of this course is, briefly stated: to develop and train power of observation; to insure understanding of the principles of elementary freehand perspective and, in their application, to lay a good foundation for further art study; to instill habits of neatness and accuracy; to arouse appreciation of beauty everywhere; and to establish a high standard for such appreciation.

Scope:—In scope this course covers all the elementary principles of free-hand perspective as demonstrated in accented outline drawings, together with drill in the acquisition of a good pencil line technic.

Pupils should be made familiar with the following terms, more or less technical and pertaining to the practice of free-hand perspective: perspective; picture plane or plane of the observer; horizon line or eye level; cented of vision; vanishing points; curvilinear, rectilinear, aerial, parallel, angular and oblique perspective; convergence; foreshortening; long and short diameters; and axis. They should also be able to classify objects having the characteristics of type solids as cylindric, conic, spheric, cubic etc.

The principles which are stressed are: the foreshortening of lines and surfaces both curvilinear and rectilinear; convergence of parallel lines both horizontal and oblique; relation of long diameter to axis of corvilinear and certain rectilinear objects; concentric circles as demonstrated in thickness of material, placing etc.; relation of ellipses showing widths of bands, rims etc.; construction of spouts, ears, pouring and lifting handles, feet and other bases, knobs, rims, nozzles and covers; cone principle, involving the meeting of corved surface with base; grouping to show clearnance of bases and surfaces and to demonstrate harmony of types in good composition; leaning covers of and against both corvilinear and rectilinear objects; revolving planes.

Students must pass Design 1 and Representation 1 before taking any of the advanced courses.

DESIGN 2 (GENERAL ADVANCED DESIGING) ½ UNIT

Purpose:—The aim of design 2 is to offer advanced work that will strengthen the pupil's knowledge of design principles as applied to various materials and the use of various mediums.

Scope:—The course embraces both advanced problems in theory and

practice of the design principles outlined in design. It requires the systematic keeping of a notebook, with such collection of clippings and catalogs as will offer the pupil a wealth of reference material and professional applications to their problems.

DESIGN 3 (COMMERCIAL ADVERTISING) 1 UNIT

This course consists of the theory and principles of Design 1 & 2 applied to commercial Advertising.

REPRESENTATION 2 (LIGHT AND SHADE) ½ UNIT

Purpose:—The purpose of this course is to add to the pupil's knowledge of principles taught in representation 1, the further study of more difficult construction and the study of dark and light, light and shade and cast shadows, and to develop an increased appreciation of composition as expressed in the grouping of carefully chosen models and as demonstrated by means of a fine pencil technic.

Scope:—This course covers the careful consideration of the effect of light upon objects of varying form and texture. It considers also color values as expressed in dark and light. A careful differentiation between light and dark and light and shade should be made.

The objects used as models in this course should be carefully chosen for their inherent qualities of form and dark and light, their pictorial value and the effect of light and shade upon them. That this is essentially a course in the study of light and shade should not be overlooked and all of the class activities should be directed to the end that the pupil shall become proficient in the truthful representations of light and shade and in the use of a good pencil technic.

REPRESENTATION 3 (Added Mediums) ½ UNIT

Outline not complete.

REPRESENTATION 4 (Pen and Ink) ½ UNIT

Outline not complete.

MECHANICAL DRAWING 1—½ UNIT

Theory—Elements of Mechanical Drawing. Propections—Top, Front and Side Views, Sectional Views—Relation of all Views. Dimensioning. Visible and invisible lines, Section Lines Lettering. Practice—Pencil Drawing. Use of T-Square and triangles. Drawing Board and other instruments. Placing Drawing on paper. Border Outline. Title spacing. Guide lines for lettering. Use of 2-H and 4-H pencils. Heavy and light lines. Arrowheads and dimensions. Finish of Drawing. Pencil Tracing and Blueprinting.

MECHANICAL DRAWING 2—½ UNIT

Theory—Auxiliary Views, Isometric and oblique Drawing, Development, Machine Drawing. Theory of Dimensioning. Machine Parts. Screws and Thread Bolts.

Practice—Pencil and Ink Drawing. Use of inking instruments. Lettering in ink. Ink drawings on drawing paper, tracing paper, tracing cloth. Blueprinting and Drafting room practice.

SENIOR HIGH SCHOOL PHYSICAL EDUCATION

The Senior H. S. program is not as yet fully developed. The tentative outline is as follows:—

SENIOR PHYSICAL EDUCATION, 1 (10th Year)

Central Topic:—Healthful Living—Personal Hygiene and Health. The Problem of Healthful Living. The Cells of the body. Tissues as Building Materials. Building good tissues. Organs formed from tissues. The skeleton framework of the body. Hygiene of the skeleton. The muscles as the motor machinery of the body. The muscles of action and the hygiene of exercise. Food and its uses. The digestion of food. The Hygiene of nutrition. The circulation of the blood. The respiration. The nervous system. The hygiene of the nervous system. Sensation and the special senses. Some special regulative processes. Bacteria, protozoa, and disease. The effect of alcohol and tobacco.

Gymnasium work includes marching tactics, free arm, club, and wand exercises, folk and national dances, clogs and jigs, team games(Hockey in the fall), interclass basketball and volley ball in winter. Indoor baseball, track and field and tennis in the spring.

SENIOR PHYSICAL EDUCATION 2 (11th Year

Central Topic:—Healthy Living—Community Hygiene and Health.—Infection. The study of Bacteria. Resistance to Infection. Prevention of Epidemic Diseases and Colds. Public Methods of Control. Quarantine. Colds. Treatment and Prevention of Spreading of Colds. Vaccination for Smallpox. Inoculation for Diptheria. Mechanical Injury and Accidents. Traffic Laws of State and Community. Poisoning Laws against tobacco for minors. Prohibition of Intoxicating Liquors. Public Water Supply. Sewage Systems. Garbage and Ash Disposal. Street Cleaning. Smoke Nuisance. Pure Food Laws. Local, State and National Health Departments and their functions. "The Health of a community to a great extent is purchaseable." A citizen's duty to the health of the community.

Work in the gymnasium consists of marching tactics, German and Danish gymnastics, Indian club and wand work, folk dancing, clogging aesthetic dancing—gymnasium games, volley ball, interclass basket-ball, track, indoor baseball and tennis.

SENIOR PHYSICAL EDUCATION 3 (12th year)

Central Topic—Healthy Living—Mind Hygiene and Health—Mental Hygiene. Mental Disease. Basis of Mental Health Behavior. Instincts. Emotions. The Intellect. Mental Conflects. Inferiority Feelings. Superiority Feelings. Self-respect. Prejudice. Flights from Reality. Dealing with the emotions.

The Story of Life. Reproduction of Plants and Flowers. Reproduction in fishes. Reproduction in animals. Reproduction in the human race. Heredity. Making the race better. "The "Birth-right" of every boy and girl—Sexual Diseases—Their Prevention and Cure. Conditions for the "Happy Life."

The Meaning of Maturity. When is a person mature? Physical Maturity. Sexual Maturity. Intellectual Maturity. Emotional Maturity. The Adequate Adult.

Work in the gymnasium consists of marching tactics, German and Danish hymnastics, Indian club and wand exercises, folk dancing, clogging, aesthetic dancing games, volley ball interclass basketball, track, indoor baseball and tennis. Boys in the Senior High School have special attention paid to the highly organized games. Football, basketball, and baseball, as well as track are enlarged upon throughout the periods of Physical instruction. It is in the classes that the boys get their first experiences that prove valuable to them as they make the school varsity teams.

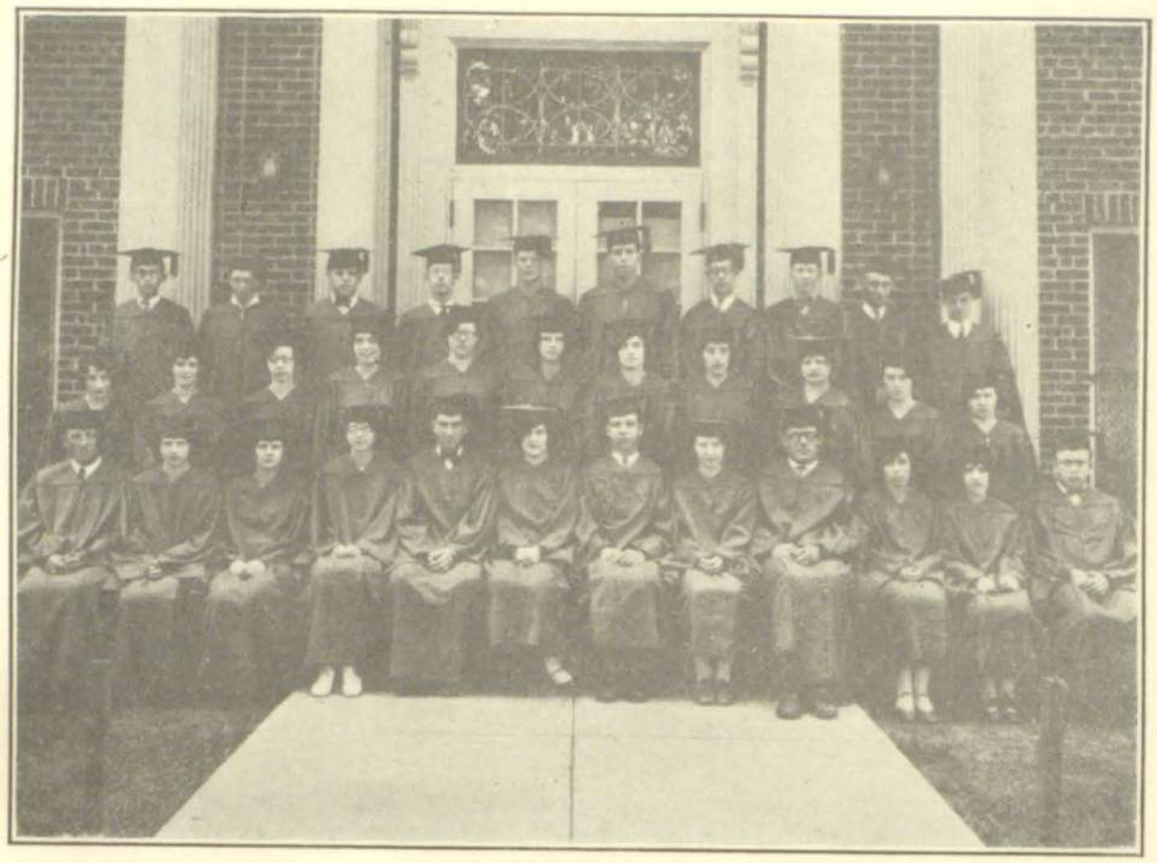
Post Graduates

MRS. ELIZABETH G. SHERMAN, Homeroom Teacher

CLASS ROLL

Lena Burkle
Frances Hamilton
Helen King
Irene Lewis*
Elizabeth VanAuken
Ethel Wheeler, Olive Wilcox
Harold Brown

Robert Bryant
Vincent Davis
Lisle Fancher
Frederick Hoyt
Doane Meacham
Edward Meacham
Earl Pittsley
Joseph Gross—(Jan. to June)



Twelfth Year

MISS MARIAN H. RACE, Dean & Homeroom Teacher

CLASS OFFICERS—President, Frederick Juliand; Vice-President, Byron Knickerbocker; Secretary, Margaret Weymouth; Treasurer, Lloyd Kenyon.

CLASS ROLL—Stella Boughton, Vennis Davis, Florence Eggleston, Helen Elliott, Winifred Fox, Mae Happick, Mary Hollenbeck, Ethel Kenyon, Reta Miller, Dorothy Oles, Inez Parsons, Ruth Peterson, Harriet Norton, Marion Pixley, Doris Reymore, Dorothy Rittenburg, Marie Taft, Edna Ticknor, Isabelle Thdings, Marguerite Weymouth, Anna Winfield.

Oscar Ashley, William Bartlett, Leonard Bullett, Lynn Excell, John Flagg, Milton Ford, Joseph Gross, Paul Hardesty, Harry Hayes, Frederick Juliand, Lloyd Kenyon, Byron Knickerbocker, Gerald Lanphere, Lawrence Munyon, Kenneth Peters, Kenneth Purdy, Karl Reinhardt, William Ticknor, Alfred Turner, Llewellyn Rockwell.

Eleventh Year

MISS MARIAN H. RACE, Dean & Homeroom Teacher

CLASS OFFICERS—President, Stanley Bryant; Vice-President, Margaret Noone; Secretary, Arthur Bartlett; Treasurer, Arthur Bartlett.

CLASS ROLL—Freda Anderson, Marjorie Badger, Lois Bolt, Dorothy Brooks, Alice Carlson, Eleanor Davis, Anna Davis, Sarah Fosgate, Louise Frost, Marion Gross, Cecil Heath, Frances Kimball, Geneva Lanphere, Mildred McKenzie, Margaret Noone, Carmela Villanti, Mary Walker, Marion Wilcox, Ruby Yarnes, Thelma Young, Marcia Sliter.

Arthur Bartlett, Dana Benson, Rosswell Brown, Stanley Bryant, Maxwell Cochran, Dale Cutler, Luray Hall, William Keller, Gordon Webb, Raymond White, George King, John Wheeler, Boyd Wilcox, Grant Gould.

Officers-elect for 1929-1930—President, Dale Cutler; Vice-President, Lois Bolt; Secretary, George King; Treasurer, George King.

Part IV

JUNIOR HIGH SCHOOL DEPARTMENT

1. Foreword with objectives and characteristics of Junior High School.
2. Junior High School Commencement—June 1929.
3. Courses of Study—Junior High School.
4. Curriculum Outline for Junior High School Subjects.
5. Class Roll—Tenth Year. (The tenth year will be in Senior H. S. Sept. '29).
6. Class Roll—Ninth Year.
7. Class Roll—Eighth Year.
8. Class Roll—Seventh Year.

THE JUNIOR HIGH SCHOOL PROGRAM

Grades Seven, Eight and Nine

(This is the new program for September, 1929. The present program includes grades 7, 8, 9, and 10i)

"The purpose of the junior high school is to offer a program of studies which shall be suited to the varying needs of boys and girls in their early adolescence; to take into account the individual differences among boys and girls; to assist boys and girls to develop right attitudes toward life and its problems; to assist them in discovering and developing their natural attitudes; to guide them carefully by a wise discipline through the trying time when they are passing from the period of control imposed by others to the period of self-control; to take into account their budding idealism and their emerging religious concepts; to give them opportunities for expressing their social instincts in helpful and inspiring service; to correct physical defects and to build up habits of clean and healthy living; to acquaint boys and girls in an elementary way with the social, the economic, and the political problems which they must soon face in the world outside of school; to inculcate in them both by theory and by practice the principles of good citizenship; to induce as many as possible to go on with their education in higher schools; and to give to those who must take up at once the toil for daily bread a good start by way of special, though elementary, vocational training. In brief, the purpose of the junior high school is to be a friend of the adolescent boy and girl by giving them a full, rich, and joyous life,—full and rich and joyous in the days and the years to follow."—Thomas W. Gosling.

The New York State Education Department holds that a junior high school shall consist of the seventh, eighth and ninth grades organized as a separate unit with distinctive courses of study. Every junior high school must include in its curriculum English, social studies (civics, geography, history), mathematics, science (including physiology and hygiene), and physical education. There must be a partial or complete departmental organization of subject matter and teaching. The school must give recognition to individual differences in capacities, tastes and purposes in the organization and conduct of class work. There should be a definite and effective plan of pupil guidance. The school should provide a limited number of curriculums of the constant and variable type. The school should also provide for student activities in accordance with the needs and interest of adolescent pupils.

OBJECTIVES

The establishment and appreciation of worth while obpectives is of paramount importance before a junior hibh school can be organized, administered or supervised, curriculums made, courses of study prepared or subject content decided upon. The following objectives as stated by Briggs, serve as guides in building a junior high school program. Any feature which can not be justified by one or more of these objectives should be cast aside.

1. To continue that common integrating education necessary for every

pupil for future behavior as a citizen as far as it may seem wise and possible but in a gradually diminishing degree.

2. To ascertain and reasonably to satisfy as far as possible the important immediate and assured future needs of the pupils.

3. To explore by means of material in itself worth while the interests, attitudes and capacities of pupils.

4. To reveal to pupils by material otherwise justifiable, the possibilities in the major fields of learning.

5. To start each pupil on a career which as a result of exploratory courses, he, his parents and the school are convinced is most likely to be of profit to him and to the state.

CHARACTERISTICS

1. The junior high school is based upon an educational procedure for boys and girls of the early adolescent period.

2. The junior high school is a school wherein pupils are taught how to study.

3. The junior high school is a school wherein boys and girls learn how to live healthful lives and how to serve as useful citizens in a boys' and girls' community; it is a place where they are taught a high regard for their fellow —a wholesome respect for law, and an admiration for the moral life.

4. The junior high school is a school wherein boys and girls of a most sensitive and impressionable age are encouraged, guided and helped by trained teachers to discover those walks of life in which they think they will be most efficient, most serviceable and most happy.

5. The junior high school is a school which not only offers one course or pays particular attention to that comparatively small group of boys and girls who will go to college but which also provides courses for that larger proportion of boys and girls who will never go to college. Such are courses in homemaking, home mechanics, electricity, mechanical drawing, art, agriculture, community problems, industrial art courses as printing, cabinet making, carpentry and auto mechanics, elementary business training, bookkeeping, music appreciation, health and hygiene etc. Any such course is justified where the demand is large enough to warrant its introduction and continuance and where there is adequate money to finance it without extravagance.

6. The junior high school emphasizes pupil participation with the faculty in the government of the school and encourages its pupils to form organizations for any types of work interesting to them and profitable to the school community.

7. The junior high school studies the individual child in order to prevent misdirected effort which many times has resulted in waste for the community and has been unfair to the majority of pupils concerned.

8. The junior high school recognizes that every child is different from every other child and that he needs and is entitiled to that individual guidance and supervision in his school which will best prepare him for an easy transition into high school, industry, commercial life. homemaking, agricultural pursuits

or the fine arts, but always into a life of service as a worthy citizen and a forceful moral agent.

9. The junior high school is an institution for junior adolescent boys and girls, specially organized and administered for their needs. The educational procedure upon which the successful junior high school is based depends for its efficiency upon a thorough understanding of each individual pupil, an offering of varied curriculums, a corps of specially trained and sympathetic teachers, a knowledge of teaching methods suitable for early adolescent boys and girls, and interesting and worth while subject content for each course of study, a desire to give to all pupils that knowledge which should be common for all, a desire to give to each pupil that subject matter which interests and appeals to him, an ability to adapt as far as possible the elective offerings of the curriculums to the needs of the community, a comprehension of the senior high school requirements, offerings and standards of work, an appreciation of the value of extra-curricular activities and pupil organization in the development of good citizenship, programs of supervised study and guidance, and an appreciation of the inspiring and accepted objective of helping each pupil to find himself.

10. The educational procedure upon which the successful junior high school is based depends for its efficiency first upon a thorough understanding of each individual pupil.

The junior high school program must be built upon sound principles and objectives that maintain whatever the school is found. The procedure will vary in different communities and a flexibility of program is given which will allow a premium to be placed, as has been said, upon local initiative wherever it is sane and purposeful.

A junior high school does not depend for its success upon separate fine buildings or the grouping of grades according to any particular plan or the departmental system of instruction or a specially equipped building or a great array of courses for the sake of the array. Its success does depend upon the subject matter in the courses of study, the attitudes of teachers in interpreting the program.

FACULTY OF JUNIOR HIGH SCHOOL DEPARTMENT

Miss Cora A. Taft,—Junior H. S. Dean, Vocational Guidance, Algebra, and Business Training.
Mrs. Blanch Burdic,—Social Science and English.
Mrs. Anna W. Noone,—Mathematics, English and Science.
Miss May Manning,—Science.
*Miss Louise Briggs,—Commercial Subjects.
Miss Helen B. Smith,—French, English and Junior H. S. Dramatics.
*Mrs. Genevieve Hale Clark,—Homemaking and Civics.
Mr. Howard R. Bradley,—Agriculture and Junior H. S. Public Speaking.
*Miss Elsie O. Homan,—Music.
Mrs. Nina B. Cutler,—Drawing and Library.
*Mrs. Wilhelmina Bradley,—Physical Education.
Mr. Gerald B. Jones,—Physical Education.

The average ideal age of students in this department at the beginning of each grade is as follows; 7th grade, 12 years; 8th grade, 13 years; 9th grade, 14 years; enter Senior High School, 15 years.

Regular graduation exercises are a part of the Junior High School Program. These consist of Baccalaureate Sermon, Picnic and Commencement Exercises.

Every boy and girl in the nation, unless physically or mentally handicapped to a major degree, should graduate from Junior High School.

JUNIOR HIGH SCHOOL COMMENCEMENT

Tuesday Evening, June 25th, 1929

PROGRAM

Selection — Junior Orchestra

"The Toy Shop"

1. Soldiers ..... Dorothy Spafford, Inez Hollenbeck
2. Rag Dolls ..... Mary Sauter, Clarabelle Davis
3. Man on the Box ..... Esther Finch
4. Pirate Dolls ..... Esther Wightman, Shirley Race
5. Skating Dolls ..... Grace Schaapman, Bernice Badger
6. Singing Doll ..... Erma Lewis
7. Red Riding Hood ..... Eleanor Wheeler
8. Buster Brown ..... Shirley Willey
9. Jumping Jack ..... Agnes Tarbel
10. Dollies: Isabelle Sturdevant, Elizabeth Duntley, Lucille King, Lucille Botsford, Valmay Christiansen, Mildred Hathaway.
11. Bridesmaids ..... Isabelle Najarian, Phyillis English
12. Bride ..... Alice Barstow
13. Minister ..... Dorothea Krivicick

Selection — Junior Orchestra

Reading—"Grandfather's Penny" ..... Ruth Skinner

Selection — Junior Orchestra

"Jerry's Job"

CHARACTERS

Mr. Morton, Head of Intercolonial Construction Company .....R. Tydings
Mr. Hamilton, His Partner .. .. Joseph Sauter
Jenkins, A Draftsman ..... Harold Standish
Tommy, an Office Boy (but a poor one) ..... Joseph Eggleston
Jerry, a Boy Scout who Need a Job ..... William Winter.

Scene: Office of the Intercolonial Company.

Selection — Junior Orchestra

Presentation of Class Gift ..... Erma Lewis, President

Presentation of Class .....Miss Cora A. Taft, Jr. H. S. Dean.

Presentation of Diplomas ..... Dr. C. W. Chapin, Pres. of Board of Education

Selection — Junior Orchestra

JUNIOR HIGH SCHOOL GRADUATES

Bernice E. Badger, Alice A. Barstow, N. Lucille Botsford, Everett P. Cady, Valmay M. Christiansen, Arthur L. Davis, Clarabelle A. Davis, Elizabeth Duntley, Joseph W. Eggleston, Phyllis L. English, Graydon E. Excell, Esther

Finch, Karl P. Harrington, Oby J. Hoag, Inez G. Hollenbeck, Lucille B. King, Dorothea E. Krivicich, Donald S. Kruger, Minnie E. Leach, Dorothea MacGowan, Genevieve M. Young, Erma L. Lewis, F. Sherwood Martin, Isabelle Najarian, Clarence Peters, Shirley M. Race, Edward S. Rounds, Mary A. Sauter, Joseph G. Sauter, Grace Schaapman, Ruth A. Skinner.

Harold B. Standish, Margery R. Stiles, Isabelle A. Sturdevant, Dorothy M. Spafford, Richard Tydings, Eleanor M. Wheeler, Allen L. Wightman, Esther F. Wightman, Shirley Willey, William R. Winter.

JUNIOR H. S. COURSES OF STUDY

NEW PROGRAM — SEPTEMBER, 1929

The school day is lengthened with the aim to have all study in Junior H. S. accomplished during school time. Directed—supervised study is used for subjects, except Physical Education, Vocational Guidance and Ideals. Separate study periods are allowed for these. Length of school day: 8:30 - 12:00 & 1:00 - 4:30.

COURSE — 7th YEAR

First Half		Second Half	
Subject	Periods Per Wk.	Subject	Periods Per Wk.
*Jr. English, 1-1	10	*Jr. English, 1-2	10
*Jr. Social Science, 1-1	10	*Jr. Social Science, 1-2	10
Jr. Physical Education, 1-1	2½	Jr. Physical Education, 1-2	2½
Jr. Voc. Guid. & Ideals, 1-1	2½	Jr. Voc. Guid. & Ideals, 1-2	2½
Jr. Mathematics, 1-1	10	Jr. Mathematics, 1-2	10
Jr. Science, 1-1	2½	Jr. Science, 1-2	2½
Jr. Practical Arts, 1-1	2½	Jr. Practical Arts, 1-2	2½
Jr. Drawing, 1-1	2½	Jr. Drawing, 1-2	2½
Jr. Music, 1-1	2½	Jr. Drawing, 1-2	2½
Assembly	5	Jr. Music, 1-2	2½
*Student Activities	5	Assembly	5
Pupil Conference and Study	5	*Student Activities	5
Total	60	Pupil Conference and Study	5
		Total	60

* Jr. English includes—Grammar, Composition, Literature, Silent Reading, Writing, Spelling.
Jr. Social Science includes—Geography, History, Civics.
Student Activities includes—Band Orchestra, Glee Club, Dramatics, Public Speaking.

COURSE — 8th YEAR

First Half		Second Half	
Subject	Periods Per Wk.	Subject	Periods Per Wk.
*Jr. English, 2-1	10	*Jr. English, 2-2	10
*Jr. Social Science, 2-1	10	*Jr. Social Science, 2-2	10
Jr. Physical Education, 2-1	2½	Jr. Physical Education, 2-2	2½

Jr. Voc. Guid. & Ideals, 2-1	2½	Jr. Voc. Guid. & Ideals, 2-2	2½
Jr. Mathematics, 2-1	10	Jr. Mathematics, 2-2	10
Jr. Science, 2-1	2½	Jr. Science, 2-2	2½
Jr. Practical Arts, 2-1	2½	Jr. Practical Arts, 2-2	2½
Jr. Drawing, 2-1	2½	Jr. Drawing, 2-2	2½
Jr. Music, 2-1	2½	Jr. Music, 2-2	2½
Assembly	5	Assembly	5
*Student Activities	5	*Student Activities	5
Pupil Conference and Study	5	Pupil Conference and Study	5
Total	60	Total	60

* Jr. English includes—Grammar, Composition, Literature, Silent Reading, Writing, Spelling.

Jr. Social Science includes—Geography, History, Civics.

Student Activities includes—Band, Orchestra, Glee Club, Dramatics, Public Speaking, etc.

COURSE — 9th YEAR

At this period a student must make a choice of courses. It cannot be too strongly emphasized that this should be the choice of the boy or girl. Parents and teachers must not try to force their ideas. Parents and teachers may understand the physical and mental abilities of the student but they rarely if ever are successful in penetrating to the innermost desire of the boy or girl as to his or her ultimate goal in life. Even adults hide the real end for which they are working. During the courses in Vocational Guidance and Ideals the student has been brought in contact (by the Junior High School Dean) with the ideals, facts, etc. of the various lines of work. The most that can be hoped to be attained is for the boy or girl to decide the general line of work. The decision should be that of the boy or girl. The "whims and fancies" of some fond or oversealous teacher, parent, aunt, or uncle should not carry weight in the decision. The courses are more or less grouped for this year and are specificly divided in the first year of Senior High School.

COLLEGE COURSE — 9th YEAR

This course prepares for entrance to Normal Schools and Colleges. It should be elected by all students wishing to become Doctors, Lawyers, Dentists, Engineers, Teachers (except Commercial, Agriculture, Homemaking) Scientists, Architects, Ministers, Forestry, etc.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Jr. English, 3-1	10		Jr. English, 3-2	10	¾
Jr. Social Science, 3-1 (Econ. Geog. 1 & Civics)	10		Jr. Social Science, 3-2 (Econ. Geog. 1 & Civics	10	1
*Jr. Phy. Edu., 3-1	2½		*Jr. Phy. Edu., 3-2	2½	¼
*Jr. Voc. Guid. & Ideals, 3-1	2½		*Jr. Voc. Guid. & Ideals, 3-2	2½	½
Jr. Science, 3-1	10		Jr. Science, 3-2	10	1
*Jr. Mathematics, 3-1	5		*Jr. Mathematics, 3-2	5	1
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	

(Band, Orchestra, Glee Club			(Band, Orchestra, Glee Club		
Dramatics, Pub. Speak. etc.			Dramatics, Pub. Speak. etc.)		
Conference and Study	10		Conference and Study	10	
Total	60		Total	60	4½

* These courses are not directed study but definite periods each day are assigned as study for this work.

ART COURSE — 9th YEAR

This chief purpose is not college preparatroy. It is for those students who wish to take the advanced courses in art. Nevertheless, if the proper subjects are chosen in Senior High School it will prepare for entrance to College courses if Fine Arts or to Normal Courses for Drawing and Art Teachers. This course is recommended for the above and for those students who will be unable to go further than Senior High School in the study of art. The "Artist" is still considered a member of the "Gifted Class." We are now appreciating and demanding "Art" in all lines and the demand for designers is on the increase.

Junior H. S. Math. 3-1 & 3-2 must be elected as an extra subject during this term by students who desire to go to Normal School or College.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Jr. English, 3-1	10		Jr. English, 3-2	10	¾
Jr. Social Science, 3-1	10		Jr. Social Science, 3-2	10	1
(Econ. Geog. 1 & Civics)			(Econ. Geog. 1 & Civics)		
*Jr. Phy. Education, 3-1	2½		*Jr. Phy. Education, 3-2	2½	¼
*Jr. Voc. Guid. & Ideals 3-1	2½		*Jr. Voc. Guid. & Ideals 3-2	2½	½
Jr. Science, 3-1	10		Jr. Science, 3-2	10	1
*Design, 1	5	½	Representation, 1	5	½
Assembly	5		Assembly	5	
Student Activities, Glee Club, Dramatics, Pub. Speak., etc			Student Activities Band, Orchestra, Glee Club Dramatics, Pub. Speak. etc.		
Conference & Study	10		Conference & Study	10	
Total	60	½	Total	60	4

* These courses are not directed study but definite periods each day are assigned as study for this work.

MUSIC COURSE — 9th Year

The aim of this course is not college preparatory. It is for those students who wish to emphasize music. Nevertheless, if the proper subjects are chosen in Senior High School it will prepare for entrance to College Courses of Fine Arts or to Normal Courses for Music Teachers. This course is recommended for the above and for those students who will be unable to go further than Senior High School in the Study of music. Radio and numerous other phases of our present life has increased the demand for trained musicians. Music, like art, has always been one of those "Fine Arts" appreciated and demanded by civilization. Junior H. S. Math. 3-1 & 3-2 must be elected as an extra subject during this term by students who desire to go to Normal School or College.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Jr. English, 3-1	10		Jr. English, 3-2	10	¾
Jr. Social Science, 3-1 (Econ. Geog. 1 & Civics)	10		Jr. Social Science, 3-2 (Econ. Geog. 1 & Civics)	10	1
*Jr. Phy. Edu., 3-1	2½		*Jr. Phy. Edu., 3-2	2½	¼
*Jr. Voc. Guid. & Ideals, 3-1	2½		*Jr. Voc. Guid. & Ideals, 3-2	2½	½
Jr. Science, 3-1	10		Jr. Science, 3-2	10	1
*Rudiments of Music, 1	5		*Rudiments of Music, 2	5	1
Assembly	5		Assembly	5	
Student Activities (Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc.)	5		Student Activities (Band, Orchestra, Glee Club Dramatics, Pub. Speak. etc.)	5	
Conference & Study	10		Conference & Study	10	
Total	60		Total	60	4½

* These courses are not directed study but definite periods each day are assigned as study for this work.

COMMERCIAL COURSE — 9th YEAR

This course is primarily vocational and not college preparatory. However, colleges will accept this course as entrance to Professional courses in Commerce, Commercial Engineering, Business Administration, Commercial Teachers, etc. This course is recommended for the above. The main aim of the course is to prepare boys and girls to enter directly into business after completion of Senior High School.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Jr. English, 3-1	10		Jr. English, 3-2	10	¾
Jr. Social Science, 3-1 (Econ. Geog. 1 & Civics)	10		Jr. Social Science, 3-2 (Econ. Geog. 1 & Civics)	10	1
*Jr. Phy. Edu., 3-1	2½		*Jr. Phy. Edu., 3-2	2½	¼
*Jr. Voc. Guid. & Ideals, 3-1	2½		*Jr. Voc. Guid. & Ideals, 3-2	2½	½
Jr. Science, 3-1	10		Jr. Science, 3-2	10	1
*Jr. Mathematics, 3-1	5		*Jr. Mathematics, 3-2	5	1
Student Activities (Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc)	5		Student Activities (Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc.)	5	
Conference & Study	10		Conference & Study	10	
Total	60		Total	60	4¼

* These courses are not directed study but definite periods each day are assigned as study for this work.

Elementary Business Training may be substituted for Jr. Mathematics if student does not intend to continue another year.

TRADE PREPARATORY COURSE — 9th YEAR

This course is vocational and not college preparatory. Greene High School is unable to offer a separate course for each trade as is done in large

city high schools. With the present equipment it is also unable to offer shop-work such as Electrical, Machine, Building, Printing, Auto Mechanics, etc. Nevertheless, the school is able to offer a course which will teach those technical subjects necessary to any trade, viz. Mathematics, science, drafting, etc. This is the aim of the course. This course should be taken by those boys who plan to enter the trades. During the last few years a great amount of attention has been directed to the training of the tradesman. To be an expert artisan is to be admired by all. This course is not different from the College Preparatory during this year.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Jr. English, 3-1	10		Jr. English, 3-2	10	¾
Jr. Social Science, 3-1 (Econ. Geog. 1 & Civics)	10		Jr. Social Science, 3-2 (Econ. Geog. 1 & Civics)	10	1
*Jr. Phy. Edu., 3-1	2½		*Jr. Phy. Educ., 3-2	2½	¼
*Jr. Voc. Guild. & Ideals, 3-1	2½		*Jr. Voc. Guid. & Ideals, 3-2	2½	½
Jr. Science, 3-1	10		Jr. Science, 3-2	10	1
*Jr. Mathematics, 3-1	5		*Jr. Mathematics, 3-2	5	1
Assembly	5		Assembly	5	
Student Activities (Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc.)	5		Student Activities (Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc.)	5	
Conference and Study	10		Conference and Study	10	
Total	60		Total	60	4½

* These courses are not directed study but definite periods each day are assigned as study for this work.

Mechanical Drawing 1 & 2 may be substituted for Junior Mathematics, 3-1 & 3-2 if student does not intend to return for another year.

HOMEMAKING COURSE — 9th YEAR

This course is primarily vocational and not college preparatory. However, colleges will accept this course as entrance to Professional Courses in Home Economics, Homemaking Teaching, etc. The course is recommended for the above. The main aim of the course is to prepare girls for work as "Homemakers." Statistics show that 93% of our girls marry and have homes. It is important that they be trained. Some Commercial work is added to aid the student in work immediately after leaving Senior High School. The Homemaking Course is the best course for those girls who plan to study nursing. It is now compulsory for a girl to be a High School graduate before entering nursing.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Jr. English, 3-1	10		Jr. English, 3-2	10	¾
Jr. Social Science, 3-1 (Econ. Geog. 1 & Civics)	10		Jr. Social Science, 3-2 (Econ. Geog. 1 & Civics)	10	1
*Jr. Phy. Educ., 3-1	2½		*Jr. Phy. Educ., 3-2	2½	¼
*Jr. Voc. Guid. & Ideals, 3-1	2½		*Jr. Voc. Guid. & Ideals, 3-2	2½	½
Jr. Science, 3-1	10		Jr. Science, 3-2	10	1

**Homemaking, 1-1	10**	Homemaking, 1-2	10**	1½
Assembly	5	Assembly	5	
Student Activities	5	Student Activities	5	
(Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc.)		(Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc.)		
Conference & Study	5	Conference & Study	5	
Total	60**	Total	60**	5

* These courses are not directed study but definite periods each day are assigned as study for this work.

** Homemaking includes a project to be completed each year outside of school work. ½ unit is allowed for a satisfactory project each year.

AGRICULTURE COURSE — 9th YEAR

This course is primarily vocational and not college preparatory. However, colleges will accept this course as entrance to Professional Courses in Agriculture, Veterinary Medicine, Agriculture Teaching, etc. This course is recommended for the above. The main aim of the course is to prepare boys to enter directly into agriculture work after completion of Senior High School. Every boy who wants to own and operate a farm should complete the Senior High School Course in Agriculture. Agriculture, to-day is being raised to a standard equal or above other lines of business.

Subject	Periods Per Wk.	Acad. Units	Subject	Periods Per Wk.	Acad. Units
Jr. English, 3-1	10		Jr. English, 3-2	10	¾
Jr. Social Science, 3-1 (Econ. Geog. 1 & Civics)	10		Jr. Social Science, 3-2 (Econ. Geog. 1 & Civics)	10	1
*Jr. Phy. Edu., 3-1	2½		*Jr. Voc. Guid. & Ideals, 3-2	2½	½
*Jr. Voc. Guid. & Ideals, 3-1	2½		*Jr. Phy. Edu., 3-2	2½	¼
Jr. Science, 3-1	10		Jr. Science, 3-2	10	1
**Agriculture, 1-1	10**		**Agriculture, 1-2	10**	1½
Assembly	5		Assembly	5	
Student Activities	5		Student Activities	5	
(Band, Orchestra, Glee Club, Dramatics, Pub. Speak. etc.)			(Band, Orchestra, Glee Club Dramatics, Pub. Speak, etc.)		
Conference & Study	5		Conference & Study	5	
Total	60**		Total	60**	5

* These courses are not directed study but definite periods each day are assigned as study for this work.

** Agriculture includes a project to be completed each year outside of school work. ½ unit is allowed for a satisfactory project each year.

JUNIOR HIGH SCHOOL COURSES

JUNIOR HIGH SCHOOL ENGLISH

Aims:—This includes the study of language, oral work, literature, silent reading and study habits, writing, and spelling. This includes the following desirable powers, attitudes and aims of study habits in English.

1. Language: (1) To have the ability and the desire to use good English, (2) To have the ability of self-correction, (3) To have the ability to use the dictionary effectively, (4) To possess the ability and desire to enrich the vocabulary.

2. Oral work: (1) To possess pride in well-spoken English, (2) To possess the ability to secure good listeners.

3. Literature:—(a) In research: (1) To possess accuracy and speed in finding material, (2) To possess the ability to evaluate material, (3) To be able to retain definite ideas. (b) In appreciation: (1) To have the ability to judge worth-while material, (2) To possess the ability to read worth while material for real pleasure, (3) To possess the ability, to see beautiful descriptions and phrases.

4. Silent Reading and Study Habits: (1) To have the power to concentrate, (2) To have a clear understanding of the assignment or problem, (3) To have interest in the assignment or problem, (4) To have independence, (5) To have the ability to determine reasonable time limits and to concentrate, (6) To have the ability to analyze weaknesses and progress.

5. Writing: (1) To possess the idea that handwriting is a means of expressing and conveying one's ideas to others, (2) To have as understanding that one's hand writing conveys personality as does one's oral expression, (3) To aim to have my handwriting at least equal the average for my grade in speed and quality.

6. Spelling: (1) To have the ability to visualize all words used in spelling, (2) To have the ability to sound phonetically all spelling words, (3) To have the ability of self-correction, (4) To have that type of skill in spelling that will tend to make correct spelling automatic in all written work.

JUNIOR ENGLISH, 1-1 & 1-2 (7th)

Language:—Getting acquainted with classmates; Story-telling; Clearing the way to better speech; Letter writing; Grammer-sentences; Grammar-parts of speech, phrases, and clauses; Planning: The paragraph; Mechanics; Spelling: Words; Special activities; Seventh-grade objectives; Parlimentary rules.

Literature

I. Prose (1) An adventure story—Treasure Island; (2) A school story—Tom Brown's School Days; (3) A Christmas story—A Christmas Carol; (4) A legendary story—Rip Van Winkle; (5) A Character story—The Great Stone Face.

II. Poetry—The Skeleton in Armor? Herve Riel, The Revenge, Kil-Kilmeny, The Heritage, The Daffodils, Chours of Flowers, Centennial Hymn, The Soul of Jeanne D'Arc, The Maryland Yellow-Throat, The Lady of Shalott, Barbara Frietchie, Kng Robert of Sicily, Scandalphon, The Bell Buoy, The Snow Storm, I ehar America Singing, England to Free Men, England and America in 1782. The Parting of Marmion and Douglas, The Song of the Camp.

III. Study of the Grade Poet—The story of Oliver Wendell Holmes—

The Holmes Poems and their appreciation.

IV. Memory Selections—Why memorize—Making a memory collection.

V. Library Reading—Book reports—Books for Home Reading.

Silent Reading—"Practice Exercises in Silent Reading." and "The Elson Readers"—Book Seven.

Writing—The Thorndike Scale is used. The average speed for this grade near the end of year is 77 letters per minute and of a quality of 10.5. The average score at the beginning of the year is 42.2 and near the end of the year is 44.7. The score is obtanied by multiplying the quality times the cube root of the speed.

Spelling—The spelling work follows the course and outline of spelling as given by the "New Merrill Speller," (Seventh Year). This is a continuation of the series used in the grades.

JUNIOR ENGLISH, 2-1 & 2-2 (8th)

Language—Getting started, Oral composition, Letter writing. Planning, Paragraphs, Sentences, Grammar, Mechanics, Words, Everyday uses of English in school, English of business, Special activities, Eighth Grade objectives, Standards for composition, Parliamentary rules.

Literature

I. Prose (1) a patriotic story—The Man Without a Country, (2) A mystery story—The Gold Bug; (3) An adventure story—My Double and How He Undid Me; (4) A tale or descriptive story—The Legend of Sleepy Hollow.

II. Poetry The Courtship of Miles Standish, The Song of Hiawatha, Horatius at the Bridge, The Ballad of East and West, Goethals, The Prophet Engineer, The Song of the Chattahoochee, My Lost Youth, Princeton, The Cloud, Evangeline, The Vision of Sir Launfal, Snowbound, Eve of Waterloo, Birds of Killingworth.

III. Study of the Grade Poet—The Stroy of James Russell Lowell. Poems by Lowell and Appreciation of each.

IV. Selection for Memorizing—The secret of memorizing—An example of memorizing.

V. Books for Home Reading.

Silent Reading—"Practice Exercises in Silent Reading, Book 2" and "The Elson Readers, Book Eight."

Writing—The Thorndike Scale is used. The average speed for this grade near the end of the year is 80 letters per minute and of a quality of 11.0. The average score for this grade at the beginning of the year is 45.4 and near the end of the year is 47.4. The score is obtained by multiplying the quality times the cube root of the speel.

Spelling—The spelling work follows the course and outline of spelling as given by the "New Merrill Speller"—(Eight Year).

JUNIOR ENGLISH, 3-1 & 3-2 (9th)

Language—Setting up objectives. Oral Communication. Local letter writing. Investigating and Planning. Paragraphs. The Sentence. Grammar. Mechanics. Types of Composition. Words. English in business. Special activi-

ties. Club organization. Problems in Club procedure. Making programs interesting. The school newspaper. Objectives. Grammar. Spelling. Parliamentary rules. Proofreaders' marks. Standards for handwriting. Standards for composition. Calendar of special days.

Literature.—The Ancient Mariner by Coleridge; Selected Short Stories by American, English, French; American Poems and Poets—Early and Modern; The Odyssey by Homer; Ivanhoe by Scott; As You Like It by Shakespeare.

Silent Reading.—Work in regular language course.

Writing.—Working regular language course.

Spelling.—A thorough reveiw and reclassification of words together with new types of words.

Pronounciation. Syllabication. The prefixes dis-and mis-. The change of y to i following a consonant. The digraph ai. Two uses of too. The uses of the apostrophe. The prefix al. Place words. Pronominal forms which evpress ownership. Verb forms in y and i. The suffexes—ful and ous. Adverbs in—ally, —fully. Peculiar verb forms. The phrases all ready, all right, all together. The prefix pur-. Y after vowels. Words with an important i. Final consonants doubled. Consonants not doubled. Omission and retention of final silent e. Words with an a to remember. The effect of c and g on spelling. Three words ending in—eed. The digraph ei. Pronunciation. Three words ending in —lege. Words with the prefix per-. Words with ie. Words with an importnat e. Words with a peculiar u. Words containing qu. Odd sounds of o. Silent consonants; tch and ch.

Part II. Word Building.

Prefixes from the Anglo-Saxon. Pronunciation nda syllabication. Suffixes from the Anglo-Saxon. Suffixes from the Latin and the Greek-Changes of stems.

Part III. Latin Prefixes. Latin and Greek Roots.

Prefixes from the Latin. Pronounciation and syllabication. Prefixes from the Greek. Words of Latin derivation. Words derived form Greek roots. Radio words.

Part IV. Confusing, Difficult, and Technical Words.

Words sometimes confused. Homonyms. Difficult words for study and review. Names of persons and places. Plurals and possessives. Words adapted from the French. Business Terms. Words relating to money. Words relating to the human element to business. Words relating to business activities. Words relating to forms and materials of business. Technical Terms. Words relating to dry goods. Legal Terms. Letter using legal terms. Form of surety bond. Electrical terms. Terms used in printing offices. A letter using printing terms.

JUNIOR H. S. PUBLIC SPEAKING

SEE SENIOR H. S. OUTLINE

JUNIOR HIGH SCHOOL SOCIAL SCIENCE

Social studies form an important curriculum constant because of their specific aim and the objective of the junior high school to prepare boys and girls to function in society as constructive citizens. Outlines in social studies which

are used include the following large topics: geography, backgrounds of American history, civics, elementary economic and ethical situations and problems and current events. The course as a whole is unified and the various parts tied together so that the work proceeds in logical sequence throughout the three years.

General Aims. Through the social studies the junior high school aims to help its students both to acquire knowledge and to establish right attitudes leading to conduct in accordance with civic ideals.

General objectives may be listed as follows:

1. Informational aims:

a. To gain a knowledge of past events that will form a cultural background for interpreting the life of today.

b. To know and appreciate the contribution of great men and great institutions to our civilization.

c. To understand the facts concerning the governmental organization of our city, state and nation.

2. Attitudinal aims. (These should become the urges to action.)

a. To develop an attitude of tolerance which shall be effective in creating harmonious community spirit in school and adult life.

b. To develop an attitude of co-operation which seeks the welfare of the group and places service above self. (This finds immediate action outlests within the school and, in minor ways, within the community.)

c. To develop respect for law as the expression of the community acting for the general welfare.

d. To learn to examine the facts before reaching conclusions.

Geography:—A resurvey of the earth not primarily by continents and countries but by broad topics and problems, such as the extensive fertile plains of the earth, water transportation, distribution of population, conditions controlling leading industries, sources of power for manufacturing and their distribution, providing for review and the fuller organization of knowledge according to significant relations and resulting in a comprehension of principles. By this year of the course pupils have gained through their various studies certain definite contact with natural phenomena and with human interests and activities. Geography is therefore at this time advantageously correlated to a considerable extent with other related studies and embrace very practical social problems of general interest.

History:—Part I. Central topic—The Birth of a Nation. How Europeans in America became Americans. How the Revolutionary War was fought. Why our first attempts at union failed. How we obtained our Constitution. How the new Government was carried on by the Federalists. How the United States gained the respect of foreign nations. Changes in the industrial and social development of the new nation during the first 40 years (1789-1830). Effects of the growth of the new West. How acquisitions of territory prior to the Civil War have affected the greatness of our country. Causes which led to disruption of the Union. How national sovereignty and abolition of slavery were secured by the Civil War. Part II. Central topic—The development of a world power and of industrial democracy. How the problems of reconstruction were solved. Great Insustries chiefly developed form 1865 to 1900. Causes and effects of the growth of transportation and communication after the Civil War. Developments

in manufacturing which changed the United States rapidly into an industrial country. Benefits and problems resulting from immigration. New problems in our national, state, and local governments brought by economic development. Problems of finance after the war. Enrichment of education, culture, and social life. How the United States became a world power. How the United States expanded its interests to the southward. Problems which faced us in the new century. The World War. The part that the United States has taken in the international peace movement.

Civics:—PartI. Our Wants and how we satisfy them.—The communities in which we live. Organizing to satisfy our needs. Health. Recreation. Education. Protection of life and property. Communication and transportation. Making a living. Money, income, and wealth. Conserving our resources. The training and care of the handicapped. City Planning.

PartII. Government at work.—The demand for laws. The making of laws. The intedpretation of laws. The administration of laws. The government of the American city. State and local government. The national government. The constitution of the United States. We work with other countries. Financial support of government.

Part III. The American people: their ideals, liberties, and institutions.—The American people. American ideals. American citizens and their rights. Our great liberties and how they are protected. Our social institutions.

Part IV. The citizen at work.—The political party. Public opinion in government. The citizen at work. Bibliography. Declaration of independence. Constitution of the United States.

Economic Geography:—Modern commerce and industry. — Robinson Crusoe's mode of life. Modern division of labor. Fundamental reasons for commerce. Reasons for the growth of production and commerce. Factors that have caused the great increase in the production of goods. The United States as a whole and its physical provinces—The major climatic provinces of the United States. Physiographic provinces. The cereals and cereal products.—Wheat. Corn. Oother cereals. Vegetables, fruits, sugar and tobacco.—Potatoes. Legumes and peanuts. Fruits. Sugar. The fiber-yielding plants.—Cotton. Flax. Hemp. Other plant fibers. The animal industries.—The principal domestic animals. Slaughtering and meat packing. Dairying and dairy products. Skins and furs. Timber and wood products.. The fisheries of North America.—Coastal and tidal river fisheries. The North Atlantic open-sea fisheries. Minerals in the economic life of the nation.—The mineral fuels: Coal, petroleum and natural gas. The Metals: Iron, Metals other than iron. Other Minerals. Water power, waterways, and irrigation.—Water Power. Inland waterways. The great lakes and St. Lawrence waterway. Irrigation and drainage. Roads and railroads.—Early land transportation in the United States. The early railroads. Period of railway consolidation. Electric railways. Good roads and auto vehicles. Air transportation. Manufactures and their regional distribution. The United States in the Pacific.—The Hawaiian Islands. Guam and Samoa. The Philippine Islands. Alaska. Chief producing regions and world trade.—Regions of large agricultural production. Principal articles of commerce. Principal articles of international trade. Regions of international trade.

JUNIOR HIGH SCHOOL MATHEMATICS

Objectives—(1) The fundamental ideas and processes of arithmetic. (2) The fundamental processes and facts of direct and indirect mensuration. (3) The ability to solve everyday numerical problems. (4) The language of algebra. (5) The fundamental ideas and laws of algebra. (6) The formula. (7) The graph. (8) The algebraic solution of problems. (9) Space intuition. (10) The ability to discover and use relationships. (11) The mastery of important mathematical terms, ideas or concepts. (12) the acqusition of important mathematical terms, ideas or concepts. (13) The development of important mathematical types of thinking (analysis, generalization, reflective thinking, functional thinking etc.) (14) Appreciation of the indispensable role of mathematics in the modern world, (a) as a tool, (b) as an organized body of important truths. (15) Appreciation of the ideal of perfection. of absolute correctness and accuracy of permanent truths, which dominates mathematical teaching.

JUNIOR H. S. MATHEMATICS I (7th YEAR)

Gaining Skill in computation—(1) Improvement Tests (2) Whole Numbers (3) Fractions and decimals. Using Electricity and Gas—(1) Measuring electricity (2) Measuring Gas. Graphs—(1) Pictor graphs (2) Bar graphs (3) Line graphs.

Percentage—(1) Changing per cents to decimals (2) Finding per cents (3)Comparing Numbers by per cents. Using percentage—(1) Commission (2) Discount (3) Profit and loss. Solving hard problems—(1) Problems with several steps (2) Incomplete problems.

Accounts and budgets—(1) Personal accounts (2) Household accounts (3) Household Budgets. Putting money to work—(1) Computing interests (2) The six-per-cent method (3) Problems. Commercial Banks—(1) The importance of banks (2) Checking Accounts (3) Borrowing from a bank. Saving banks—(1) Facts about saving banks (2) Compound interest (3) Saving accounts.

Geometry and measurement—(1) Common geometric figures and forms (2) Studying straight lines (3) Measuring Length (4) Perpendicular and Parallel lines (5) Scale drawing. Circles and angles—(1) Constructions with circles (2) Measuring and drawing angles (3) Measuring direction (4) Circle graphs. A study of triangles—(1) Kinds and uses of triangles (2) Drawing and measuring triangles. Areas and volumes—(1) Finding areas (2) Finding volumes.

JUNIOR H. S. MATHEMATICS II (8th YEAR

Formulas—(1) Using formulas to find areas (2) Making and graphing formulas. Improvement tests—(1) Taking improvement tests (2) Keeping records in improvement tests. Equations—(1) Solving equations (2) Solving problems by equations. Measurements—(1) Finding volumes and surfaces (2) Solving formulas as equations.

Percentage—(1) Three types of problems (2) More difficult per cents (3) Applications of percentage (4) Using equations in percentage. Banking—(1) Checks and drafts (2) Borrowing money form banks. Thrift and com-

pound interest—(1) Keeping money in a saving bank (2) Depositing money regularly. Installment buying—(1) Buying on the installment plan (2) Monthly payments on a home (3) Building and loan association. Stocks and bonds—(1) Buying and selling stocks (2) Investing in bonds. Insurance—(1) Fire insurance (2) Life insurance (3) Other forms of insurance. Taxes—(1) Town and city taxes (2) Federal Taxes.

Metric system—(1) Metric length (2) Metric capacity and weight.

Studying geometric figures—(1) Geometric constructions (2) Congruence and symmetry. Ratio and proportion—(1) Comparing numbers (2) Solving Proportions. Similar triangles—(1) Studying similar triangles (2) Using similiar triangles. Positive and negetive numbers—(1) Adding signed numbers (2) Subtracting signed numbers.

JUNIOR H. S. MATHEMATICS 3-1 (9th YEAR)

Algebra—linear equations in one and two unknowns, their solution and applications; emphasis on checking results; signed numbers: meaning; importance fundamental operations; general treatment of the four fundamental processes; factoring; fractions; various simple applications of ratio and proportion arising out of problems of similarity and other problems of everyday life.

Geometry—review: parallel lines, congruence, similarity, symmetry; review constructions of term 8A; review of measurement: direct; indirect; practical measurements.

Algebra—review: linear equations; factoring; fractions; simple quadratic equations; more extended treatment of square root; exponents and radicals; very simplest work required for evaluation of formulas; practical problems and use of formulas, checking of results to be emphasized.

Numerical Trigonimetry—definitions of sine, cosine, tangent; use of tables for these functions; applications to problems of measurement and construction; These should be based upon work in intuitive geometry and practical problemsof a simple nature. The work should be confined to the simplest material needed for numerical treatment.

Demonstrative Geometry—conception of formal proof. Introduction to demonstrative geometry.

JUNIOR HIGH SCHOOL SCIENCE

Aims—Science is an exploratory course. The aim is not the acquirement of a mass of scientific facts but rather aiming to increase interest and arouse curiosity in common things and to develop a keener power of observation and appreciation of nature. In as much as this is a scientific age it is important that every boy and girl should acquire a general knowledge of science in order to live as an intelligent citizen in the world of science that surrounds him. Science is taught for one period every other day during the 7th and 8th years and for two periods every day during the 9th year.

Outline of courses.

JUNIOR SCIENCE, 1-1 & 1-2 (7th)

Our environment, its relation to us.—Introduction: Knowing Nature. Part I—Water. Water and its ways. Water as a worker. Land and water.

Part II—Rocks and Soil. Rocks. Soil formation. Kinds of soils. Life in the soil. Part III—Air. The occurrence and use of air. Air and health. Part IV—Fire. Fire. Fire—a friend and foe. Combustion and fuels. Our control of fire. Part V—Trees. The king of plants.

JUNIOR SCIENCE, 2-1 & 2-2 (8th)

Our environment, how we adapt ourselves to it.—Introduction: Nature's Labroratory. Part I—the Heavens. The roof of our environment. Our solar system. Our solar relatives, the planets. The adaptation of life to the solar system. Earth measurements. Part II—Weather. Weather signs and superstitions. Weather factors. Storm areas. Predicting the weather. Part III—Water. Characteristic and uses of water. The water supply. Uses of water in the home. Part IV—Community. Sanitation. The healthfulness of the community. Part V—The Garden. Garden plans and planting. Garden friends and enemies. Part VI—Conservation. Food conservation. Health conservation.

JUNIOR SCIENCE, 3-1 & 3-2 (9th)

Note:—This course covers the requirements for General Science or Biology but more particularly General Science. One academic unit may be earned by passing the regents examination in either but not for both.

Our environment, how we use and control it. Part I—Environment, energy, and work. Science and life. How shall you study your environment? The work of man in his environment. Part II—The work of the factors of our environment. Putting air to work. Air, fire and living things. The use of water in the home. The control of water for use in the community. The sources and control of heat. Our use and control of light. Magnetism and the work of electricity. Part III—The importance of industry. The work of the factors of our environment in transportation: (1) Travel on land (2) Travel on water (3) Travel in the air. The use of electricity in communication. Part IV—The source of all energy. The sun as the source of all energy. The relation of solar energy to the weather. Part V—The storage and use of solar energy by living things. The work of solar energy and environmental factors in agriculture. Part VI—The work and care of the human body. Foods as fuel for the human engine. The use of fuels by the human engine. The work of controlling the body. Part VII The work of protecting the human body from dangers in its environment. Microorganisms and their work. The protection of the human body in the home. The work of protecting the community from the dangers of its environment. Part VIII—The word of improving living things. The origin, conservation, and improvement of life.

JUNIOR H. S. VOCATIONAL GUIDANCE & IDEALS

Aim—A worth while guidance program studies, classifies, advises, adjusts and informs every pupil in the various phases of his life inside and outside his school. The chief objective of such a program is to give each pupil more information about, and better preparation for, a life of service to his family, school, community, State and Nation.

JR. VOC. GUIDANCE & IDEALS, 1-1 & 1-2 (7th)

Part I—Our new workshop. Getting acquainted with the junior high school. Our weekly program in the new workshop. How to succeed in the junior high school. Part II—Our new work. Our three-year program—work common to all. Our three year program—work suited to each. Looking forward. The price of our junior high school education. Part III—The successful worker. A sound mind in a sound body. A right spirit in the worker. Measuring myself as a successful worker. Improving myself. The successful worker makes the good citizen. Part IV—Choosing my elective work. What my choice means. How to make a choice. Godspeed.

JR. VOC. GUIDANCE & IDEALS, 2-1 & 2-2 (8th)

Part I—Your relation to education. Two pupils you know. Who started education? Some schools of long ago. The story of education in America. Who spends money for schools and why. The man at the helm. At the other end of the log. Why you go to school. The studies you must have. The studies you may choose. Education pays. The school moves ahead. PartII—Your mastery of your lessons. Inside your head. Making learning easier. The body and study. Getting under way in study. Taking hold of the lesson. The woods or the trees. How to memorize. Can you think? Your silent friends. Learning without textbooks. Part III—Your manners and conduct. Good manners are more than skin-deep. Signposts on the conduct highway. In classroom and halls. In assembly and lunchroom. Manners out of school. School spirit and lack of it. Part IV—Where your school leads you. The lamp and ring of Aladdin. You and usefulness. Opportunities in the professions. Opportunities in business. The technical trades. Possibilities in agriculture. Opportunities for girls. Grade cards and success.

JR. VOC. GUIDANCE & IDEALS, 3-1 & 3-2 (9th)

Part I—Education and work. Why we have schools and other occupations. Six steps to success. How workers use school students. Vocational citizenship. Vocational cooperation. Vocational ethics. How to study occupations. Discovering your interests and abilities. PartII—A study of some important vocations. Agriculture. Mining and manufacturing. Machine and related trades. The building trades. Transportation. Commercial occupation. Civil service. The engineering professions. The learned professions and allied occupations. Homemaking and allied occupations. Miscellaneous and new openings. PartIII—Vocational adjustment. Choosing your life work. How to prepare for your occupation. Vocational economics. The matter of income. Securing a position. Efficient work and its reward.

JUNIOR H. S. PRACTICAL ARTS (7th & 8th Grades)

The work in Practical Arts is limited because of lack of physical equipment of school. The work therefore is to be Agriculture for boys and Homemaking for Girls.

SCHOOL-DIRECTED STUDY

In order to insure that the work will be conducted intelligently and in a businesslike manner, provision is made for school-directed study, discussions

and demonstrations relating to the projects. This instruction is given by teachers of vocational agriculture and homemaking. Project instruction may be given in any of the following ways: The teacher directs the study of the project manuals and circulars at school. This direction consists in giving demonstrations, in conducting discussions of the project subjects and field and classroom exercises and in correlating the project study with the other elementary subjects. As a rule not more than one or two agricultural projects and one or two homemaking projects are undertaken in a school during a given period. The pupil presents a notebook containing a written report on his or her work. The notebook should show evidence of systematic study, originality in expression, intelligent preparation and an accurate account of the project. All notebooks should follow, in a general way, the outline of topics dealing with the projects as given in this syllabus.

SUPERVISED PRACTICE

Project instruction presupposes that the pupils will actually do the things about which they study. If the fullest educational aim of this teaching is to be realized, provision must also be made for school supervision of the practical work undertaken by pupils in the performance of their project. It is important therefore, that the pupils project study shall definitely relate to the actual growing of crops, raising of animals, preparation of foods, or making of articles of clothing. The project work is not merely the application of the things learned but should also be a means of furnishing concrete material for instructional purposes and should be made to furnish a powerful motive for the development of personal responsibility. The best results obtained if the practical work is conducted at the homes of the pupils, thus utilizing the educational opportunities of both school and home and creating an active interest on the part of parents in school activities. If, however, pupils do not have home facilities for carrying on projects, teachers, as far as possible will provide such opportunities. For example, especially in cities and villages, plots may be secured for pupils who desire to grow a garden or pupils may be given an opportunity to carry foods or clothing projects at school.

The supervision of projects involves the making of visits to the homes of pupils where the work is actually being done, to observe the progress of the work and to conduct continued instruction dealing especially with the best business and practical methods and the principles underlying these practices, or in the case of a foods or clothing project, the supervision may consist in a periodical inspection of the products prepared by the pupils, at school or at home.

The primary purpose of junior home project work is the educational development of boys and girls through agricultural and homemaking interests and activities. Such interests and actions should have their source in fundamental and related instruction in natural ssience as outlined in this book for the first six grades. In grades 1, 2, and 3 pupils have been trained in the recognition of natural forms; in grades 4, 5, and 6 they have studied natural adaptations and the general relationship of plants and animals to man. In grades 7 and 8 the pupil's attention is directed toward the utilization of this general knowledge by means of economic production of plants and animals and the preparation of foods and clothing. Habits of thrift, industry and responsibility are promoted

by the sustained efforts on the part of pupils necessary to complete a project, the actual earning of money, and the keeping of accurate project records. In order to assist such persons in teaching these subjects the State Education Department and the department of rural education at the State College of Agriculture at Cornell University are jointly administering a plan of instruction whereby the technical subject matter and general directions and methods for carrying on the work will be furnished to the teachers. This material will be distributed in two forms: (1) project manuals and (2) project circulars. The project manuals will instruct the pupils how to start the project work and will give suggestions for carrying on the projects and for keeping the necessary accounts. The project circulars will give timely and seasonable hints for conducting the various projects throughout the year. Teachers organize the work as follows: Determine from the pupils which projects they wish to study. In making this decision, pupils should obtain the advice of their parents. School officers should exercise every effort to see that parents understand the purpose of this plan of school and home instruction and that the project selected is adapted to home conditions.

CERTIFICATE OF ACHIEVEMENT

The State Education Department will award to each pupil who satisfactorily completes a junior home project, a certificate of achievement. This certificate is given in recognition of the performance of a piece of productive work for which intelligent preparation has been made and which has been completed in a businesslike manner. In conferring the certificate the Department further recognizes the service which the pupil has rendered to the State in becoming a producer of the necessities of life.

The certificate of achievement is an appropriate card bearing the signature of the commissioner of Education and certifying that the work of a given project has been satisfactorily completed by the pupil whose name appears in the body of the certificate. Pupils are entitled to this certificate on the recommendation of the district superintendent.

EDUCATIONAL EXHIBITS OF PROJECT WORK

An important phase of the junior project plan of teaching elementary agriculture and homemaking is the educational value of exhibiting fruits of honest labor. To this end contests and exhibits should be arranged at which each pupil may exhibit the products of his or her project work in competition with other pupils. The exhibit is held in connection with Community Picnic. In conducting these contests care should be taken not to permit pupils of widely different ages from competing for awards. The following classification of pupils is suggested:

Class A: ages up to 11 inclusive

Class B: ages 12 to 15 inclusive

Class C: ages 16 to 19 inclusive

The classification is followed in the projects outlined in the syllabus. Members of an older class are not to be permitted to compete with younger pupils, although nothing should prevent younger boys and girls from competing in a more advanced class.

Pupils should also be encouraged to enter exhibits at county fairs at which provision is made for project work. The New York State Fair at Syracuse, under Department "L," is making a special effort to encourage boys and girls to undertake project work by offering cash prizes in each project listed in this syllabus.

List of Projects:—The Foods Project; The Clothing Project; The Garden Project; The Corn Project; The Bean Project; The Poultry Project; The Calf Project; The Cow-Testing and Record-Keeping Project; The Pig Project; The Sheep Project.

JUNIOR HIGH SCHOOL DRAWING

Aims:—For the development of the power of appreciation all boys and girls are required to take this subject during the seventh and eighth year, and then to continue them throughout their school course if they wish to develop any latent talent or to enjoy to the fullest the works of the masters. There is also an adequate opportunity for work in the field of mechanical drawing.

To relate all previous art study to life:—to show how a nice color sense aids in the choice of ones clothes or the furnishing of a room; how an appreciation of good spacing helps one to set a table, to place furniture in a room or even to plan a house that will be beautiful and give pleasure to all who see it.

The third year of Junior High School takes up a more careful study of design and representation than we have had time for before. This is required in the Normal course and anyone who has shown ability or liking for drawing is encouraged to take these courses. One needs only to look at advertisements or to notice the finer appearance of almost every article we buy, to realize that America is developing a real art consciousness. We demand utility and good value and also beauty of finish of line and of proportion. It is an age of lovely color. Prosperity has given us leisure and the wish to beautify our surroundings. the High School are courses aim to open the students eyes to the possibilities of beauty in even the most modest homes and to suggest some of the simpler means of bringing this beauty to every one of us.

For the outline of courses in Design 1. Representation 1, Mechanical Drawing 1 & 2—See: Senior High School Courses.

JUNIOR HIGH SCHOOL MUSIC

JUNIOR HIGH SCHOOL MUSIC I (7th Year))

The advanced work as here outlined is undertaken only by pupils who have mastered the preceding steps. Whenever the pupil's voice begins to mature, classification becomes necessary. Assignment to a particular part is then desirable, but not before. Extraordinary care is necessary at this period to avoid misuse of and injury to the voice. Under proper conditions most boys may continue to sing during adolescence. There are cases, however, where the condition of the voice demands a cessation from all singing for a time.

Tonal development. Singing of the dominant seventh chord and its resolution.

Reading—Larger proportion of the time given to reading words and music together. Study of one, two and three-part songs including melodies written on the bass staff.

Writing.—The F clef and bass staff; scales and melodies written on bass staffffi writing with and without key signatures; transposition; changing melody from treble staff to bass staff and vice-versa.

JUNIOR HIGH SCHOOL MUSIC II (8th Year)

The girls, as well as the boys, should learn to read from the bass staff. It should be shown clearly that boys with changed voices sing from the treble staff, sing an octave below the representation; that girls, or boys with unchanged voices, singing from the bass staff, sing an octave above the representation.

Sight reading material for boys whose vocices have changed, and who are beginning to read from the bass staff, should be tonally and rhythmically easy. The boy with the "new voice" must learn anew to use his singing voice.

Practical application of the course in actual singing of one, two, and three-part music is recommended for the eighth year. Particular attention must be given to the maturing voices and to the selection of suitable music. One, two and three-part music for the unchanged (child) voice, or three-part music for soprano, second soprano and bass, should be selected.

All loud and strenuous singing is exceedingly dangerous at this time when the voices of both boys and girls are undergoing a physical change.

(*For the outline of advanced courses see Senior H. S. Music*)

JUNIOR H. S. PHYSICAL EDUCATION

Aims: 1. Health education should be positive, not negative, in emphasis. It should stress the splendor of health, not the fear of disease; and it should avoid morbid medical detail.

2. Health education should be practical and concrete. It should—all of it—focus on the conduct of life, on the formation of health habits, in school and in after years.

3. On the other hand, health education should have a definite and satisfying intellectual content. It must mean more than a routin drill in health habits, conducted as one would teach a dog to do tricks. It must establish sound conceptions of the human machine and its operation, upon which intelligent future health habits can be based.

4. Finally, health education should at all possible points correlate with other subjects in the school curriculum and with education in social responsibility and citizenship.

JR. H. S. PHYSICAL EDUCATION, 1-1 & 1-2 (7th Grade)

Being alive. Our wonderful bodies. Heasuring our growth. Strength-giving foods. Body-building foods. Vitamins and Sunlight. Three emals a day. How our bodies use food. Strong and beautiful teeth. The breath of life. Keeping the skin healthy. Comfortable, attractive clothes. Good posture. Exercise for health and health for exercise. Using our heads: the control system of the body. Rest and sleep. How we learn about our neighbors and the world. Habits that prevent control. Some unseen enemies. Why and how to keep clean. Some undesirable neighbors. Some allies in the health game. To prevent accidents, cooperate. In case of accident, cooperate. The price tags of health. Every day a play day. Measuring your weight. Cages and care for white rats. Testing your health knowledge.

Work in the gymnasium consists of marching tactics, calisthenics, simple wand and Indian club exercises, folk and national dances, beginning emphasis on team games, volley ball, interclass basketball, track and field work, and tennis. Here, also, work for boys begins in football and baseball.

JR. H. S. PHYSICAL EDUCATION, 2-1 & 2-2 (8th Grade)

Health for the individual and for the group. How our bodies grow to develop. The framework of our bodies. How our bodies move and work. The food needs of our bodies. How the body prepares food for its use. How and why we breathe. The life blood. The body temperature and how it is controlled. Keeping the body clean. Clean and healthy teeth. The control system of the body. A sound mind in a sound body. The windows of the body. The effect of alcohol, drugs and tobacco upon health and efficiency. Germs as friends and foes. Keeping the germs at home. Arming the body against disease germs. Conquering tuberculosis. Some insect enemies. Sanitation on the farm and in the city. Health in the home. Keeping the baby well and happy. Health in the school. Health in industry. Safety for more and better adventure. eRepairing damages to the body. What the government does for our health. Height-weight-age table for boys. Height-weight-age table for girls. Food value of an average serving. Inexpensive meals for a day. Communicable disease chart. Home score card.

Work in gymnasium includes marching tactics, free arm, club and wand exercises, folk and national dancing, team games, volley ball, interclass basketball, track and field work and tennis. Special attention here is given to boys in football and also baseball.

JUNIOR H. S. PHYSICAL EDUCATION, 3-1 & 3-2 (9th Grade)

What is adolescence? Adolescence defined. Puberty. Learning to Shave. The Change of Voice. Changes in size. Changes in Shape. Development of Internal structures. Vital statistics of adolescents. Anxieties due to growth. Gradualness of development. The myth of a magical "Change" at puberty.

The public ceremonies. The beginning of formal education. Initiation of boys into manhood. Initiation of girls into womanhood. Informal observances of modern people. Public observances. Legal regulations. What the cermonies mean.

Psychological weaning. Importance of getting away from the family. Learning to let go. Technique of weaning: the revision of habits. The possessive mother. Homesickness. Extreme instances of parental domination. Nature of the attachment to the family. General symptoms of an unweaned condition. Why is it desirable to be weaned? New powers and urges.

Seeking self-support. Uniformity of Primitive occupation. Occupational choice to-day. How work is related to mental endowment. Relation between parental occupation and the intelligence of offspring. Selection of adolescents for education. The value of mental tests. Concrete cases of school failure. Importance of traits other than intellect. Determining vocation by caste. Vocational problems of girls. Securing vocational information. The influence of partental attitude. The problem of prolonged preparation. Vocation and the life plan. Fear of not finding a place.

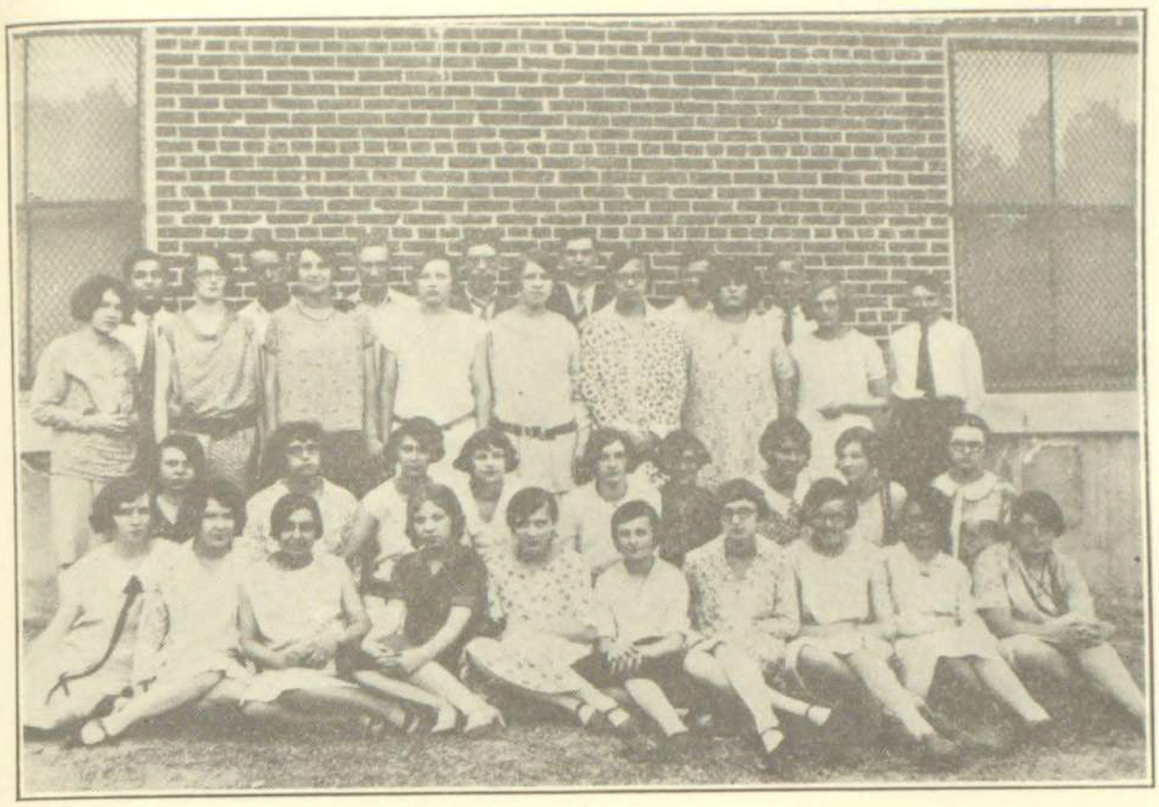
Mating. Recognition of sexual maturation. Origins of taboo. Sex attraction. Who are attractive to youth? The normal growth of sex interests. Courtship. Individual differences. Conduct when puzzled. Aberrations. Coeducation. Rational control. Sex education. Principles of mental hygiene.

Achieving a point of view. Questions of origin and destiny. Is religion instinctive? The maturing of intelligence. Individual differences. Growth of intellect illustrated. Wishes as symptomatic of intellect. The need of a religion. Doubt. Adolescent philosophy. Reforming the world.

Finding the self. The life plan. The self. The conflict among potential selves. Some major obstacles. Minor stumblingblocks. Guiding lines. The influence of companions. Unfamiliar surroundings as an aid. The separate room. Diaries. Daydreams. Adolescent instability. Failure to find the self.

The meaning of maturity. When is a person mature? Physical maturity. Sexual maturity. Intellectual maturity. Emotional maturity. The adequate adult.

Gymnasium work includes marching, calisthenics, club and wand exercises, folk and character dancing, team games, volley ball, interclass basketball, track and field, indoor baseball and tennis.



Tenth Grade

Miss Cora A. Taft, Dean and Homeroom Teacher

CLASS OFFICERS

President
Erma Lewis

Vice-President
Mary Sauter

Secretary
Joseph Sauter

Treasurer
Phyllis English

CLASS ROLL

Bernice Badger, Alice Barstow, Lucille Botsford, Valmay Christiansen, Clarabelle Davis, Elizabeth Duntley, Phyllis English, Esther Finch, Mildred Foster, Dorothy Gould, Elsie Hardesty, Inez Hollenbeck, Lucille King, Dorothea Krivicick, Minnie Leach, Erma Lewis, Jacqueline Manley, Dorothea McGowan, Isabelle Najarian, Shirley Race, Mary Sauter, Grace Schaapman, Ruth Skinner, Dorothy Spafford, Margery Stiles, Isabelle Sturdevant, Agnes Tarbell, Eleanor Wheeler, Shirley Willey, Genevieve Young.

Everett Cady, Arthur Davis, Joseph Eggleston, Graydon Excell, Karl Harrington, Oby Hoag, Donald Kruger, Sherwood Martin, Clarence Peters, Edward Rounds, Joseph Sauter, Harold Standish, Richard Tydings, Allen Wightman, William Winter.

Officer elect for 1929-1930

President, Joseph Sauter; Vice-President, Shirley Race; Secretary, Genevieve Young; Treasurer, Phyllis English; Cheer leaders, Mary Sauter, Joe Eggleston; Song leader, Ruth Skinner.

* The 10th grade will be a part of Senior High School in the new program for September, 1929.

Ninth Grade

Miss Cora A. Taft, Dean and Homeroom Teacher

CLASS OFFICERS

President
Bernice Milstead

Vice-President
Doris Beckwith

Secretary
Wilson Harrison

Treasurer
Wilson Harrison

CLASS ROLL

Bertrice Armentrout, Lucille Aylesworth, Lorena Barstow, Doris Beckwith, Helen Brooks, Miriam Carlson, Alici Conner, Marion Cooper, Gisele Coutemanche, Alica Davis, Helen Enggaard, Florence Foster, Norma French, Laura Gates, Mary Hammond, Hazel Hartman, Mildred Hathaway, Hazel Hayes, Frances Jacobsen, Bernice Milstead, Wanda Olmstead, Awanda Parker, Olive Robbins, Mildred Ticknor, Ethel Winston, Frances Graves, Alice Conner, Mary Jane Kramer, Ethel Wightman.

Howard Casler, Donald Driscall, Clifford Ballantine, William English, Wendel Fiske, Howard Foster, Harold Gillette, Charles Hall, Wilson Harrison, Francis Ingraham, Henry Juliand, Elwood Kimball Thomas Moran, Robert Nosser, Gerald Packard, Harley Page, Homer Stanton, Robert VanAorce, Charlie Wade, Carl Wells, Harry Young, Arthur Shafer, William Fitzgerald, Jack Hall, Woodron Johnson, Carlton Rockwell, Francis Moran, Kenneth Cole.

Officers elect for 1929 - 1930

President, Mildred Froster; Vice-President, Charles Wade, Secretary, Joseph Sauter; Treasurer, Wanda Olmstead.

Eighth Grade

Mrs. B. M. Burdic, Homeroom Teacher

CLASS OFFICERS

President
Frances Noone

Vice-President
Gertrude Cobb

Secretary
Worth Burgess

Treasurer
Terry Maxon

CLASS ROLL

Marjorie Alvord, Ruth Bartlett, Anna Boardman, Kathleen Bullett, Gertrude Cobb, Harriett Cook, Barbara Cutler, Edna Hacket, Gladys Happick, Mildred Harrington, Thelma Hibbard, Frances Hollenbeck, Eleanor Martin, Frances Noone, Florence Pope.

Robert Barstow, Loran Beach, Worth Burgess, Frederick Burrows, Richard DeLamarter, Mahlon Eaton, John Greene, Lewis Horton, Edward Kenyon, Frederick Laugdon, Terry Maxon, Hans Schaapman, Harrison Schmoll, Karl Skinner, Reginald Ttttsel, Lansing VanAuken, Sanford Winiston.

Officers elect for 1929 - 1930

President, Edward Kenyon; Vice-President, Ruth Bartlett; Secretary, Mildred Harrington.

Seventh Grade

Mrs. Anna W. Noone — Miss Helen T. Smith, Homeroom Teachers

CLASS OFFICERS

President
Erwin Centerwall

Vice-President
Nelson Bryant

Secretary & Treasurer
Elsie Stein

Song leader
Madeline Raymond

Cheer leader
Erwin Centerwall

CLASS ROLL

Lillian Botsford, Julia Clinton, May Crosby, Ruth Driscall, Rosella Forrest, Madeline Horton, Elizabeth Kellar, Louise Kenyon, Erma King, Edith Kruger, Marion McCullough, Bertha Miller, Jane Miller, Naomi Nosser, Madeleine Raymond, Doris Sampson, Hazel Sampson, Elsie Stein, Eleanor Schmoll, Helen Wilder, Pearl Mckulski.

Alfred Acly, Nelson Bryant, Erwin Centerwall, Einor Christiansen, Emanuel French, Gerald French, Merlin Hathaway, Gerald Hayes, Richard Kimball, Stanley Miller, Kenneth Pope, Roy Reinhardt, Charles Rockwell, Francis Tarble, Eugene Watrous, Charles Jacobs, Thomas Kishpaugh, George Greene, Leo Hawkins.

Officers elect for 1929 - 1930

President, Eugene Watrous; Vice-President, Lillian Botsford; Secretary & Treasurer, Jane Miller; Cheer leaders, Richard Kimball, Madeleine Raymond; Song leader, Elsie Stein.

Part V

ELEMENTARY SCHOOL DEPARTMENT

1. Foreword with objectives of Elementary Schools.
2. Grade Courses.
3. Curriculm outlines for Elementary School Department.
4. Class Roll—Sixth Grade.
5. Class Roll—Fifth Grade.
6. Class Roll—Fourth Grade.
7. Class Roll—Third Grade.
8. Class Roll—Second Grade.
9. Class Roll—First Grade.
10. Class Roll and Curriculum outline—Kindergarten.

Elementary School Department
including
KINDERGARTEN AND GRADES 1 to 6 INCLUSIVE

"Were it necessary to give up either the Primaries or the University, I would rather abandon the last, because it is safer to have a whole people respectably enlightened, than a few in a high state of science, and the many in ignorance. The last is the most dangerous state in which a nation can be. The nations and governments of Europe are so many proofs of it."—Thomas Jefferson

CARDINAL OBJECTIVES FOR ELEMENTARY SCHOOLS

It is the function of the public elementary school to help every child:

1. To understand and practice desirable social relationships.
2. To discover and develop his own desirable individual aptitudes.
3. To cultivate the habit of critical thinking.
4. To appreciate and desire worth while activities.
5. To gain command of the common integrating knowledge and skills.
6. To develop a sound body and normal mental attitudes.

FACULTY — ELEMENTARY DEPARTMENT

Miss Cora E. Wells, Elementary School Dean and Sixth Grade.
Mrs. Florence B. Loomis, Lunch Room Supervisor and Fifth Grade.
Miss Hazel M. Tydings, Fourth Grade.
Mrs. Esther B. Curtis, Third Grade.
Miss Emma Aitken, Second Grade.
Miss P. Elizabeth Wilcox, First Grade and Kindergarten, Primary Supervisor.
Mrs. Nina B. Cutler, Drawing.
* Miss Elsie O. Homan, Music.
* Mrs. Wilhelmina Bradley, Physical Education.
Mrs. Gerald P. Jones, Physical Education.

* Teachers for 1929-1930.

Miss Ruth E. Decker, Music.
Miss Muriel E. Churchill, Physical Education.
Miss Bertha Hayes, Third Grade.

The average ideal age of students in this department at the beginning of each year is as follows: Kindergarten, 5 years; 1st Grade, 6 years; 2nd Grade, 7 years; 3rd Grade, 8 years; 4th Grade, 9 years; 5th Grade, 10 years; 6th Grade, 11 years; Enter Junior High School, 12 years. Altho' no special graduation or promotion exercises have been held in this department during the last few years, there will be a change for the year 1929 - 1930. There will be promotion exercises on the Friday Evening preceeding Junior and Senior High School Commencement Week. Special emphasis will be placed on graduation of sixth grade into Junior High School. Exhibits of work done during year will be a part of the program.

ELEMENTARY SCHOOL COURSES

KINDERGARTEN

Music
Rythms
Handwork
Story Hour
Health Education

FIRST GRADE

Reading
Language
Handwriting
Spelling
Citizenship
Arithmetic
Natural Science
Literature
Drawing
Music
Health Education
Assembly

SECOND GRADE

Reading
Language
Handwriting
Spelling
Citizenship
Arithmetic
Natural Science
Literature
Drawing
Music
Health Education
Assembly

THIRD GRADE

Reading
Language
Handwriting
Spelling
Citizenship
Arithmetic
Natural Science
Literature
Drawing
Music
Health Education
Assembly
Geography

FOURTH GRADE

Reading
Language
Handwriting
Spelling
Citizenship
Arithmetic
Geography
Natural Science
Literature
Drawing
Music
Health Education
Assembly
History

FIFTH GRADE

Reading
Language
Handwriting
Spelling
Citizenship
Arithmetic
Geography
Natural Science
Literature
Drawing
Music
Health Education
Assembly
History
Student Activities

SIXTH GRADE

Reading
Language
Handwriting
Spelling
Citizenship
Arithmetic
Geography
Natural Science
Literature
Drawing
Music
Health Education
Assembly
History
Student Activities

ELEMENTARY READING (Grades 1 - 6)

Ability to read is the chief tool of education. A thorough mastery of the reading process is essential, both to the scholastic progress of an individual and to his understanding of, and participation in, the trends and developments of civilization.

In educational circles throughout the country, recent years have seen an intensive, scientific study of the reading process, aiming to discover how a learner acquires reading ability, and what constitutes successful reading attainment. Elaborate mechanical apparatus of a photographic nature has revealed the character of the phsiological processes involved in reading; refined measurements of ability have tended to establish standards; and educators, seizing upon the facts revealed in the laboratories, have adapted methods of teaching reading to secure greater economy of time for the learner as well as a more effective process.

READING IN THE ELEMENTARY SCHOOLS—Development in power to read is considered a major responsibility of the elementary school. It is expected that all children will attain a degree of facility in reading before they leave the sixth grade, although this does not imply that reading accomplishment is perfected at this time. Skill in many respects of reading will be further advanced by practice in the appreciational and study reading of the secondary school. The elementary division, however, has time allotments for direct training in the actual process. It tries to assure a true adaptation not only by teaching the mechanics of reading but also by securing immediate application in use at each stage of progress.

AIMS—Since reading is the key to the assimilation of new knowledge and the establishment of finer appreciations, objectives must be determined in the light of eventual use. The mechanics of reading constitute a tool, but to read in such a way that a maximum of meaning becomes part of the mental texture of the individual requires much more than mere power to recognize words and phrases. Major objectives in reading, therefore, are of two kinds: those which relate to mechanical aspects of the process and those which relate to the assimilation of ideas and the development of literary tastes. These may be outlined as follows:

1. Mastery of the Mechanics of Reading—This includes vocabulary development, phonetic analysis, pronunciation, enunciation, fluency and rate.

2. Economical and Effective Study Habits—Through reading of an informational character pupils are taught to recognize a definite purpose or problem necessitating reading, to locate information, and to organize material for summary and reproduction. As soon as possible they are made familiar with the mechanical features of books (title page, index, foot-notes, paragraph headings) and are instructed in the use of these aids. They are also encouraged to use encyclopedia and other reference materials and are shown how to locate what they need in the library.

Effective study habits; introduction; preliminary testing of speed and comprehension for diagnosis and moti-vation; training to increase the visual span and the speed with which pupils "see" words; training in getting thought rapidly; training to concentrate upon the reading matter in hand; training in maintaining a long "span" of attention; training in "visualizing" the details of what is read; training in getting the meanings of sentences and paragraphs; training to read under the guidance of a definite purpose; training pupils to pause occasionally for summary and connections; final testing, and taking stock of the accomplishments of the entire course up to this point; follow-up training in fitting the type of study procedure to the type of study material. Permanent Interests in Reading — From the very beginning reading is presented as a purpose procedure leading to enjoyment. The teacher seizes every opportunity to bring pupils into contact with stories, poems, books of travel, biographies, and other materials of lasting worth, and to introduce them also to good magazines. An effort is made to develop centers of interest which will lead to voluntary-reading of a desirable character.

TECHNIQUE—Certain steps preparatory to reading are taken in the kindergarten and pre-primary grades. A familiar oral vocabulary is built up through conversation, dramatization, memorization of poems, songs, etc. Upon this vocabulary ensuing reading exercises in the first grade are based. At the same time the desire to learn to read is deliberately stimulated.

Actual reading from script and print is begun in the first grade. A slight vocabulary is developed through blackboard exercises after which a basal primer is introduced. Phonetic principles as an aid in reading are taught.

From the beginning and throughout the elementary school unit, reading is pursued for appreciation and information, and the tools of reading (vocabulary, phonetics, etc.) are not made ends in themselves but are subject to drill only that the reading process may function more readily. Intensive reading for greater power in the process and extensive reading as pleasurable experience are an integral part of the work. From the fourth through the sixth grades, at least three-fifths of the time is given to reading pleasure. Basal and supplementary readers are used.

The importance of establishing habits of efficient silent reading is recognized from the first by the inclusion of silent reading with oral reading in both the first and second grades. Beginners read each sentence silently before reading it orally. Tests and Results: Informal Tests. Because of the fundamental importance of reading it is desirable that teachers should be constantly aware of the degeree of attainment of their classes and individuals within the classes. For this erason much informal testing both for rate and comprehension is encouraged and teachers make and administer such tests.

ELEMENTARY LANGUAGE

(Grades 1-6)

Aims—The following outline of aims will give a general indication of the point of view with reference to the fundamental purposes of English and also of its progressive development in the various units of the system. Specific aims in English are extremely detailed and because of the wide range of the content too extended to be presented here.

General Aims—(1) To help pupils acquire speech habits which will free their daily oral communication from gross error. (2) To help pupils acquire the ability, to write correctly, convincingly, and interestingly in fields of use to the average citizen.

Aims of the Elementary Division: Each child should be able (1) To gain ideas worthy of expression, at his level of interest (2)To speak distinctly and in a tone of voice that can be heard by other members of the group. (3) To recite upon a topic, reproduce a story, or tell a personal experience in clear sentences free from gross error. (4) To make an outline of headings and sub-headings and use this as the basis of an oral or a written composition. (5) To listen attentively to the oral presentations in the class. (6) To spell correctly the vocabulary necessary to written expression at the grade level. (7) To use the sentence in both speech and writing. (8) To write two or three paragraphs of informational material, a short original story, and a friendly letter correct in form and suitable in content.

Technique—The underlying principles of technique in English instruction are the same in all divisions of the system, although materials and definite procedures change to correspond with increasing maturity.

Oral English—Training in oral English is of two kinds: correct speech training to make habitual the use of specific forms, and oral compositions to utilize the natural desire for social communication as a means of developing usefulness and personal power.

Correct Speech Training—In the elementary school divisions correct speech training uses the habit-forming mechanism. The goal is established, the correct forms (I saw, and I have seen, for example) are embodied in a series of repetitive exercises involving saying and hearing, and every effort is made to follow up the training beyond the drill periods to insure the avoidance of exceptions in use. Games and devices are utilized to maintain interest throughout the repetition.

Oral Composition involves gathering ideas concerning some topic of interest, organizing these, and presenting the result to the class in connected discourse. A given individual is, in turn, speaker and member of the class audience. As a speaker he is requested to interest and to inform his audience. As a listener he is expected to comphehend what the speaker says and to judge whether or not it was well presented. In the elementary grades oral composition involves chiefly the reproduction of stories, the telling of personal anecdotes, and the discussion of topics in content subjects.

Written Composition—Written composition, like oral, involves two techniques; that which seeks to establish the habitual use of accepted technicalities; and that which stimulates though and helps the individual to put forth creative effort.

The Teaching of Technicalities—In the first grade, even before the child can write, his attention is called to certain necessary form; e. g., the capital letter beginning his own name, the periods and interrogation points in his reader, ect. As soon as writing becomes a common exercise, actual instruction in needful forms is begun. Observation, example, and practice are the methods employed to familiarize him with established conventions. By the end of the sixth grade he has become acquainted with all the common technicalities; the uses of the capital letter, the period, the interrogation point, exclamation point, apostrophe, quotation marks and hyphen, the simple use of the comma and the best arrangement of written work on the paper.

Interest is aroused in written expression through creating actual situations where writing is desirable. The necessity of having something to say rather than of having to say something is recognized, and every attempt is made to foster clear thinking and originality of expression.

The work of composition is begun in the first grade where a class composes a little paragraph by co-operative contribution, the teacher writing on the blackboard the sentences given by the children. From this point, gradual progress is made until by the time pupils have completed the sixth grade, they have had experiences in the independent writing of informational paragraphs concerning their work, and original stories. Pupils who especially desire to do so are encouraged to write original poems.

Letter writing is considered the most essential form of composition, since it has most extended use in actual life. Letter writing is begun in the third grade and continued through the twelfth. As far as possible, correspondence situations are established with students of other classes or of other schools, with students in foreign countries, and with members of the community in cases where letter writing would be a natural and desirable means of communication.

ELEMENTARY HANDWRITING

Throughout school life the preparation of written reports and the keeping of notes will constitute a large part of the required work. In adult life, personal records and personal correspondence are matters of handwriting and although business correspondence is now largely typewritten, the business world still demands good penmanship because directions, inserts in forms, and memoranda of various kinds are written with a pen. It is desirable, therefore, to enable students to master quickly the technique of good penmanship, as a useful tool of education and of adult communication.

Aims—Instruction in penmanship in the grades aims to accomplish the following objectives: (1) To equip the pupils with a plain, rapid handwriting —easy to read and easy to write. (2) To develop the desire to use the skill attained in all writing situations. (3) To secure genuine handwriting adaptation, so that the pupils may be able to write well automatically while they give their thought to the content of the material written. (4) To develop an appreciation of the relationship between correct body adjustment and good writing.

Technique—No definite system of writing is used, although an arm movement system with a forward slant in letter formation, is the one upon which instruction is based. Actual instruction begins in the first grade of the elementary school and continues through the junior high school. All writing in the beginning is done at the blackboard. The teacher writes a copy for the child, the copy being at first a single word and later a short sentence. The child traces the copy with the chalk several times to get the muscular feeling involved in the movement, and then writes the word independently.

Blackboard writing in the beginning leads to large writing on paper in the latter part of grade, with a gradual reduction in size in succeeding grades. The precision required in making small letters is too much to expect of the beginner. Pencils are used until the pupils reach the third grade, when pen and ink are introduced. No time is wasted in practising ovals and and strokes, but from the first a sentence copy is used so that the instruction of the writing period will bear direct relation to the application of writing in other lessons. Throughout the grades much stress is laid upon correct posture in writing, not only for the sake of the better quality in writing which is conditioned by proper position, but also to avoid the "student stoop" with its detrimental cramping of the lungs and other bodily organs.

Standards—The qualitative standard in writing includes four qualities or elements of good handwriting: (1) fine line; (2) even slant; (3) uniform spacing; (4) correct letter formation.

The achievement of this standard is determined not entirely by an examination of the copy book work of the writing lesson, but by inspection of the written lessons (compositions, notebook work, etc.) of the boys and girls, since it is held that a true writing adaptation is not secured until the elements of good writing are actually established in daily practice.

ELEMENTARY SPELLING

Spelling is a skill necessary to written composition both on the child level and on the adult level. It receives a daily time allotment in all grades from the first through the ninth, but beyond the ninth grade and work in spelling is individual.

Aims—Spelling is a mastery subject. A pupil is able to spell a given word correctly or he is not; there is not qualitative measure other than perfection. Quantitatively the general aim is to teach pupils to spell the words most used in written expression. Many scientific studies have been made of word frequencies in school compositions, in letters of children and adults, in newspapers, and in the usuual forms of written expression in which adults engage. Modern spellers are built upon lists thus evolved. Words merely difficult and not of vocabulary value are eliminated in favor of lists compiled from actual usage.

Technique—Since the need for spelling is found only in connection with the need for writing, written rather than oral spelling is given major emphasis. The spelling of a word is not taught until its meaning is first made clear.

Spelling is a drill subject in which the basic technique is repetition with attention in the field of use. Visualization, audition, and writing practice methods are used. An effort is made to keep the training on the individual basis and each pupil is encouraged to spend time upon the words of the lesson which are difficult for him. lists of their own misspelled words are kept by pupils for frequent reviews. A careful study of words most frequently misspelled in the various grades is made and information thus obtained has been rendered accessible.

ELEMENTARY HISTORY

Grades IV, V & VI

General Aims—(1) To give pupils a knowledge and understanding of the past, which will help them to interpret more adequately the present-day society in which they live (2) To develop in pupils an appreciation of what past civilizations have contributed to our present social order in terms of culture, institutions and social procedures (3) To help pupils learn how to evaluate contributions of past ages in order that the best of these contributions may form a part of their lives (4) To help pupils gain historical information and understanding that will enable them to work consciously, on levels appropiate to their ages, toward bringing about improved social conditions (5) To help pupils trace and interpret those historical situations which tend to develop a spirit of tlerance and good will toward peoples of other lands (6) To help pupils trace the operation of cause and effect in the determination of social change and in the shaping of the destinies of peoples and nations.

FOURTH GRADE

Specific Aims—(1) To gain a knowledge and understanding of the life of primitive peopdes (2) To understand how primitive peoples learned to co-operate, and the results and benefits derived from the beginnings of cooperation (3) To devolep an appreciation of the debt of the moredn world to the peoples of the ancient world (4) To lay a foundation of respect for old world peoples and their culture (5) To encourage pupils to read about the early history of mankind (6) To lay a foundation for the development of an expanding history vocabulary.

Outline of Topics—How the first story tellers by what are called myths explained the world in which we live—Greek myths of creation—Mount Olympus and the gods—Legends of heroic achievements among the Greeks—Norse myths of creation—What are the contributions of primitive man to present-day society? Fire, agriculture, clothing, dwellings, writing. How primitive people learned to live together in family and tribal groups. Where the first communities grew up that have left written records—Egypt in the valley of the Nile. Settlements in the valley of the Euphrates—Hebrews—Phoenicians. Contributions of the Greeks—Greece, the sailor's country and its many colonies, Sparta, illustrated by the story of Leonidas, Athens and her famous sons.—Life of an Athenian boy—Characteristics of the Greeks. Gifts of Rome to the modern world—The Romans learned much from the Greeks and passed it on to the people of later times—How the city of Rome began—Roman homes and home life, worship of Vesta—Some great Romans—Romans as builders of public works—Roman writers—Beginnings of Christianity—Contributions of the Romans.

FIFTH GRADE

Specific Aims—(1) To comprehend something of America's origins in Europe. (2) To gain an understanding of those events and situations in European history which led to the discovery and exploration of America. (3) To gain an appreciation of the causes for, and conditions of, colonization in the new world (4) To lay the foundation of good study habits in history (5) To further cultivate a taste for wide reading in history (6) To begin to develop an appreciation of the contributions made by literature to the interpretation of the past, through the reading of vivid materials which express the "spirit of the times" (7) To expand the history vocabulary of pupils.

Outline of Topics—Contributions that have come to us from medieval times—Contributions of Charlemagne—Alfred the Great, King of England—England under the Normans; William the Conqueror—England and the Great Charter—Life in the Middle Ages—Conditions in Europe which led to the discovery of America—The Renaissance—Eastern trade routes—Prince Henry the Navigator; How the new world was found and explored—Columbus—Spanish explorations and settlements—Results of Spanish colonization in America. What led the French to explore and settle in the new world? Cartier finds new fishing grounds in the St. Lawrence gulf and river and claims all land drained by it for France—Champlain—LaSalle—Jesuit missionaries and fur traders followed the explorers—Results of French explorations. What led the English to

explore America? John and Sebastian Cabot and their voyages—England in the time of Elizabeth—Drake—Raleigh and attempts at colonization—James I and changes under the Stuart Kings.

SIXTH GRADE

Specific Aims—(1) To gain an accurate and definite command of the essential facts of the settlement of the American colonies (2) To gain an appreciation of the gradual development of a spirit of union among the colonies (3) To understand the principal elements of likeness and difference between the English colonies, and between the English and French colonies (4) To recreate the social, cultural, economic and political life of the colonies (5) To show the life of the people as expressed in their popular writings, such as diaries, editorials and accounts of travels (6) To lay the foundations of interest in community history (7) To continue those cumulative objectives of earlier grades which are essential to effective instruction in history.

Outline of Topics—History of the first English colony, Virginia—Jamestown, 1607—Later prosperity of Virginia—Plantation life—Virginia's struggle for local government. Characteristics of the settlers of Massachusetts—Plymouth colony, 1620—Massachusetts Bay colony, 1630. The beginnings of New York—Hollanders in the 17th century—Dutch East India Company sent Henry Hudson to find a northwest passage to India, 1609—Dutch West India Company organized to trade with Indians—Patroon system—Stuyvesant as governor—New Netherlands becomes New York—Origins of your own local community—Settlement of the community—Had the town a pre-Revolutionary history?—Distinguished families in the locality—Part played by the community in the great events and movements of the country's history. Elements that went to the making of Pennsylvania—The Quakers and their doctrines—William Penn and his colony, 1687—Benjamin Franklin. Causes of the intercolonial wars—The French and Indian War—Conditions of life in the colonies about 1760—Classes of people—Homes and home life—Schools and education—Churches and religion—Recreation—Travel and communication—Government.

ELEMENTARY GEOGRAPHY

THIRD GRADE

Purposes: (1) To give meaning to pupil's geographic experience. (2) To extend pupil's knowledge of home geography (3) To open gateways to geographic concepts (4) To develop understanding as the basis of interest.

Underlying Ideas Controlling Treatment—Approach to topics outlined; adapting presentation to pupils' ability; observations to be specific; field observations; bringing objects into classroom; screen pictures; posters and boolets; expression; building up vocabulary; preparation for describing; blackboard sketches; sand table; dramatizing; clear mental pictures.

Outline of topicc—Milk and milk products; plant foods obtained at home or under conditions similar to those of New York State; vegetables and fruits raised locally at one time of the year but shipped to us from another locality at another season; study of a farm; vegetable foods obtained wholly or chiefly from warmer countries; mineral foods; meat products; preparation of food;

water forms, spring, creek, river, falls, rapids, ponds, lake, ocean, bay; forms of water, rain, fog, dew, clouds, snow, ice; distance and size, units of measure; map making and map reading; means of transportation, types and conditions of highways and streets directly observable, bridges; communication, mail, telegraph, telephone, cable, radio, airplane; comparison of city and country; occupations, contributions of individuals to community life; the seasons and their effects, the sun; directions, by the sun at noon, by shadows, by the north star, by the compass; the weather; settlement and growth of the community.

FOURTH GRADE

Aims: (1) To lead pupils to gain an acquaintance with the modes of living of peoples in different parts of the earth and with the characteristics of the environment influencing human life in each (2) To make a beginning in an understanding of the size of the earth and to gain knowledge of its larger masses and bodies of water (3) To teach the meaning of the symbols used on globes and maps to represent geographic features, first making pupils familiar with the features and then showing how they are represented; to make definite progress in map reading; to give practice in making sketch maps. (4) To enlarge the primary notions of geographic phenomena previously gained at home and at school through an association of them with new fields; particularly (5) To apply on a larger scale the knowledge already gained of the influence of the position of the sun with reference to places studied (6) To give positive aid and direction in the use of objects, pictorial and graphic representations, and reading matter involving much silent reading by topics (7) To continue to train pupils how to study geography rather than merely to acquire information (8) To make an easy transition to the systematic study of North America by a somewhat detailed study of Australia.

Units of Study—General truths and aspects to be taught—Location of region studied in relation to the pupil's home, in relation to the sun; development of measures of distance; physical features; manufacturing and commerce. Specific regions and other units to be studied—Trip across the United States from New York to San Francisco over the Lincoln highway. The Atlantic coastal plain; Applachian highlands; Central plains; Western highlands. A wet, hot region—the Amazon basin; the far North and the far South; hot, dry lands—the Sahara; a desert made productive by a great river—Egypt; lands of the black people of Africa; life in mountains—the Swiss; low, temperate region—the home of the Dutch; Mediterranean sea and lands; some people of the sea coast; New England, Newfoundland, Norway; the Chinese, retarded in civilization on account of isolation; a systematic study of Australia as an early transition to the work of the fifth grade—a trip from the pupil's home to Sydney; location of Australia; size of Australia; shape and relief; map sketching; rainfall, drainage, rivers and lakes; irrigation; sheep raising; cattle raising; wheat raising; other crops, fruits—dried and preserved for shipment overseas, sugar cane; intensive mixed agriculture near the coast, relation to density of population, small farms; advancing frontier; population; peculiar native plant and animal life; animals introduced by the English; summary of contrasts.

FIFTH GRADE

North America: The continent as a whole. New York State; Map study; regional treatment; Allegheny plateau; Susquehanna drainage; Chemung tributary; Allegheny drainage; Genesee drainage; Summary of the Allegheny plateau —the Catskills, Delaware drainage, the Adirondacks, Champlain valley, Hudson drainage; the lower Hudson and tributaries, the main stream, small tributary valleys on the west, Mohawk valley. New York City—the metropolis of North America; Long Island region (Coastal plain); Lake plains; central lakes drainage; Black river valley; St. Lawrence valley; tropical reorganization of data—scenery, recreation, climate, occupations, population. The United States: Time and treatment; discussion of order of treatment of regions; regional treatment—Florida peninsula, a semitropical region—South Atlantic and Gulf states, cotton belt, subtropical belt; the region as a whole—Atlantic Ciastal plain, the Fall line, or belt, Piedmont plateau; Appalachian highland—Subdivisions—blue ridge, valleys and ridges, Allegheny Cumberland plateau; New England section; central farming region, or the corn belt; spring wheat region; great plains; interior highlands; Ohio basin, Mississippi as a whole; Great lakes section; Western mountains, plateaus and valleys—mountains, Southern California, great valley of California, Willamette—Puget sound valley, Columbia plateau, great basin, Colorado plateau, lower Colorado region, summary of natural features, summary of irrigation, summary of industries.

Canada: Size and position; regions; resources and their use; transportation and commerce; population.

Newfoundland: A colony of Great Britain with Labrador as a dependency.

Alaska: Location; size and extent; climate; population; Pacific region; central region; Polar Alaska; the Aleutian and Pribilof islands and seal fisheries.

Mexico: Relief; size; position; climate; rivers; transportion; products; population; education and living conditions.

Central America: —

Panama Canal Zone.

West Indies.

Summary of North America.

SIXTH GRADE

South America: Outline of topics; Brazil—Rio de Janeiro; Brazilian highlands; Amazon basin; general topics on Brazil. Argentina and Uruguay—Four sections of Argentina: Pampas, Chaco, Patagonia, arid border of the Andes; Buenos Aires; General topics of Argentina; Uruguay, studied with Argentina. Plata drainage area—Paraguay - Parana - Plata river; natural resources of the area; state of development; surplus products of the upper bsin; exercises and problems on this region. Chile—size, shape and position, three regions—southern Chile, central Chile, northern Chile; southern end of the continent of South America; West Coast desert; highlands of Peru and Bolivia; eastern plains of Bolivia, Peru, Ecuador and Colombia; Ecuador and western Colombia; reorganization of certain aspects of the Pacific countries; Caribbean countries reached by the northeast trade winds—the Guianas, Venezuela, Co-

lombia, interest of the United States in these Caribbean countries. Continent as a whole.

Europe and Directly Associated Lands: Concepts to work toward—Plan of organization—Secondary highlands across western Europe—British Isles, Scandinavian peninsula; lowland countries of western Europe— Denmark, The Netherlands, Belgium; lowland and plateau countries of western Europe— France, Germany; high mountain countries—Switzerland, Austria and Czechoslovakia; the Mediterranean sea and surrounding lands—general characteristics, Iberian peninsula, Italy, Greece, North Africa; Russia, in Europe and in Asia; border countries between Russia and western European civilization—Finland, Baltic states—Estonia, Latvia and Lithuania, Poland; countries of the Danubian plains; Balkan states—Jugoslavia, Bulgaria and Albania—general features of the group; Turkey.

Africa: Regions rather than political units; continent for colonization; relief; climate; rivers; lake region; people; commercial products; markets and transportation; cities.

Asia: General features; southwestern countries; northern Asia; central Asia; southern Asia; India, Ceylon, Indo-China and Malay peninsula, China, Japan, foremost nation of the Far East.

ELEMENTARY CITIZENSHIP

Aims—The need for a carefully planned, well organized course in American citizenship is so obvious that it needs no defense. Teachers and parents have long recognized the fact that training for citizenship cannot be left to mere chance. They have also known that mere academic knowledge about citizenship is not sufficient. Children must be taught to practice the good life as well as have knowledge about it. To citizenize, to socialize and to moralize are one and the same thing. We know that one of the most difficult tasks that confronts any citizen is the art of living harmoniously with his neighbors. From the time that the child begins to toddle until he reaches adult life, and eventually old age, he is forming attitudes and habits in reference to social, civic and moral problems which will make or mar his usefulness as a citizen. "The kingdom of Character Education is in the hearts, minds and muscles of children, not in general precepts or abstract principles."

With these fundamental conceptions in mind, there has been prepared a systematic course in citizenship training for children of the first six grades of the elementary school. The program is primarily a doing program and not the mere acquiring of civic information. It is a well-known fact that habits are most easily formed in early childhood and that if they are sufficiently exercised they tend to become fixed and permanent. When they are once acquired, it is difficult to change them. Hence, it is important to form only those habits which are socially useful. In order that right habits may be formed and retained, situations must be provided where the habit is frequently brought into play. This is what has been done in this program of citizenship training. In fixing such habits, as brushing the teeth daily, keeping the hands and face clean, and hair combed, habits of obedience, and good manners, situations have been provided for exercising them daily and has provided a means for checking the results.

Many of the habits cannot be fixed permanently by practicing them for a few months in one grade. The practice must continue over a longer period.

Education tends to reflect that which is lacking in the social system. In matters of health, for example, we are trying to build up right health habits and eliminate those which will eventually bring grief to the individual and burdens to society. This cannot be postponed until the child has grown up. The training should begin early and continue for long periods to insure success.

GRADE I

Our Home—Shelter, clothing and food from the home—Keeping clothing clean—Keeping ourselves clean—Obedience—Safety-Stop and Go signs—Selfishness—Sharing playthings—Health and posture—Growing straight—Water, milk, vegetables, fruit—Weight and height record—Manners in Dining Room—Thrift—school supplies, time, money. Fires—fire drill, fire prevention on Christmas Tree. Helping others—Putting away toys each evening—People who are our friends—Postman, Policeman, Fire chief, Janitor, Principal, Nurse, Teacher, The President of the U. S. Love the Flag— Abraham Lincoln—George Washington—Sleep each night. Need for cleanliness—Kindness to animal friends.

GRADE II

Obedience—Cleanliness—Care of hair—Care of teeth—Age, height, weight, record. Our family—Our Home gives us? Obedience, Promptness, Quietness, Helpfulness. Obedience to signs. Magic Words—"If you please," "Thank you," "Pardon Me."

A match. Things matches can cause. Thrift and Kindness—Safety Rules—Things needed each day—Milk, fruit, a vegetable, egg, water, bread.

Our Fire Drill—Clean Clothes Week—Clean Hands and Face Week—Combed Hair Week—Clean Teeth Week—Play Motto—Playing in sunshine and fresh air. Friends who protect and help us—Policeman, Postman, Fire Chief. Men who help to keep our communities clean and healthful—Garbage Man, Street Cleaner. Helping at home—Sweeping walks, putting toys away, keeping shoes clean—picking up books and papers. Need of at least ten hours sleep each night.

The Bed Room—The Bath Room—Our Safety Rules. Carrying Sharp objects—tasting unknown liquids.

The President of the United States. The Governor of our state. Two Great Men.

GRADE III

The Citizenship Training Corps. Our family. What our home provides for us. What we can do for our family. Our school. What our school does for us. What we do for our school. Age, height, weight record. Why we need wholesome food. A good breakfast. Foods we need each day. We should be careful in eating and drinking. We brush our teeth each day. We are going to do these things each morning. Things we need to keep clean and neat. We practice safety. Our room made these safety rules. We do our fire drill in—minutes. We never play with—. Three golden keys. We are thrifty. Ways in which we may save time. The Saving Road. Our postmaster. Directing a letter.

Our chief of Police and Policeman. Our fire alarm. What we say about play. We sit and stand erect. Record for Clean Week. This is what we can do for our school. These people helped provide my breakfast. The story of our flag. Songs we love. -Some important days. The story of Lincoln. The story of Washington. Three Great Men. We try to act mannerly at the table. Some rules of sleeping. What animals do for us. These animals are our friends. Dangers.

GRADE IV

Our family tree. The families in our school room. How to cross the street safely. Dangerous places on the way to school. Dangers at school. My height and weight chart. Foods. Clean Teeth. Table Manners. Courtesy. Courtesy of the Playground. How we get our homes. How may we be thrifty. How may we save money. Some ways in which people earn money. Public workers. How public workers are paid. Safety at Home. Safety at Home and School. Public Safety. Sleep—Play. How we may guard the health of others. Honesty. The Golden Rule. Conduct in Public. Public officials. Some things the city does for our health. Helping at home. Personal cleanliness. Posture. Our school. The Police Department. The Fire Department. The Post office. Means of communication. Means of Travel. How we depend upon other people. Our state and nation. National holidays and national songs. Our Flag. Lincoln. Washington. Three Great Men. Some Lessons from Great Men. Our room election. Our dependence upon animals. Pets. Harmful and useful insects. Birds.

GRADE V

Our family—Our class family. Persons who help us most. Food. Shelter. Clothing. Rest, Weight and Height Chart. Traffic Dangers. Safety at home. Value of Clean Teeth. Good conduct at the table. Courteous treatment of other people. Conduct at school and on the playground. Homes. How we can help father and mother. How we may save. Some ways of making a living. Public officials. How the Public pays its expenses.
Public Safety. The Value of play. Habits. The Country. A class organization. Class officers. Personal Cleanliness. Standing and sitting. Our school. Our school building. Conduct in Public. How the Public guards our health. The fire department. The police department and the sheriff. The Post Office. Means of Communication. Means of Travel. How we depend upon other people. What we can do for other people. Our Nation. Our Flag. Our National Songs. Lincoln. Our President. Washington. Room election. Care of the Eyes. First Aid. Kindness to Animals. Some Useful and some harmful animals.

GRADE VI

A community. Health (foods) Health (drinks). Wholesome food and drink. Height and weight. Recreation. Personal safety. Public safety. Conduct at home. Conduct at school. Conduct in public. Thrift. Public Thrift. Personal Cleanliness. Community cleanliness. Our town and village Organization. Our county organization. Our State organization. Our class organization. How the Village, County and States may borrow money. Moral codes and their development. Our School. Safety. What is your lung capacity? The human body needs oxygen. Ventilation. Insurance as thrift. Poverty. Education. Hospitals. Some

great men in the field of health. First Aid. Some great men in field of inventions. Home inspection chart. Election of class offers. Control of Contagious diseases. Offenders against society. A great adventure. Newspapers.

ELEMENTARY ARITHMETIC

GRADES 1-6

Aims. The aims of arithmetic in the elementary school may be stated as follows:

1. To give the pupil an understanding of his present and future needs of arithmetic, especially those of a social and economic nature.
2. To develop those numerical concepts and numerical relationships in terms of which the quantitative thinking of the world is done.
3. To develop the skills which are ordinarily assigned to a course in elementary arithmetic, namely:
   a. Accuracy and reasonable efficiency in dealing with the fundamental operations involving integers and common and decimal fractions.
   b. Familiarity with the most common units of measurement and their use.
4. To develop power to analyze and solve correctly numerical problems, especially those arising from the child's natural interests and experiences.

Technique. In general, the materials of arithmetic are mastered through a simple associative process depending upon repetition with attention (number combinations, tables, etc.) or else through a reasoning process which precedes actual computation (problems).

Fundamental Skills. After a fact in arithmetic has been taught, much drill must be experienced before an automatic control is established. Textbooks in arithmetic contain many drill exercises, but as soon as monotony causes attention to lag the purpose of the drill are vitiated. For this reason drills, games, and devices are sought which will include the element of interests. Combination cards for individual and class use are made the basis of improvement exercises in which scores are kept, geometric diagram devices are utilized for rapid oral drill, and team games are devised to involve written calculation on the blackboard or on paper.

Problem Solving. Side by side with drill in the mastery of number facts goes their application to concrete situations. Much emphasis is placed in all grades upon the solution of problems which are selected from life situatios and which are carefully graded in difficulty. When a new process is taught it is applied first in one-step and three-step problems. An effort is made to see that pupils meet all the different types of problems that are solved by the use of a given process. In subtraction, for example, a pupil should meet the comparative or difference type, the take-away or remainder type, and the additive type. Pupils are helped to feel that problem work is purposeful and also to realize the relation of process to problem-solving by making up problems related to their own interests in response to such directions as:

Make up a problem in which you add.

Make up a problem in which you add and subtract.

Problems are also used without expressed numerical relations, the pupils telling what is to be done rather than calculating answers.

Since the vocabulary of problems in itself offers a difficulty to children, problems are kept closely related to actual life situations so that the terminology will be familiar. In addition, direct training is given in the meaning of words commonly used in the statement of arithmetical problems.

In both the fields of mastery of number facts and of problem solving, oral and written procedures are used. Simple examples or problems are dictated for purely mental solution, and more difficult material is used as the basis of written lessons.

GRADE I

Number Work—Counting to 100, counting by 5-s, counting by 10's, counting by 2's, recognition of numbers to 100, writing numbers to 100. Combinations—All 45 combinations are taught.

Measures—Cent, nickel, dime, quarter, half-dollar, dollar—pint, quart—inch, foot.

Comparisons—Such as: larger—smaller, higher—lower, more, less, faster—slower, etc.

Concept Training.

GRADE II

Counting—Addition—Subtraction—Numbers to 100—The Calendar—United States Money—Addition and Subtraction—Adding by Endings Adding Two-Figure Numbers—Subtracting Two-Figure Numbers—Review.

GRADE III

Reading and Writing Numbers—Column Addition—Addition with Carrying Subtraction—Multiplication and Division—Measuring Length—Short Division—Measuring Liquids—Multiplication and Division—Review Reading and Writing Numbers—Addition and Subtraction—Multiplication and Division—Telling Time—Multiplication and Division—The calendar—Addition and Subtraction—Multiplication and Division—Review.

GRADE IV

Reading and Writing Numbers—Addition and Subtraction—Multiplication and Division—Fractions—Problem Solving—Measures—Review.

GRADE V

Addition and Subtraction—Improvement Tests—Multiplication and Division—Problems—Reading and Writing Numbers—Fractions—Adding and Subtraction—Tests of Divisibility—Cancellation—Multiplying Fractions—Review—Dividing Fractions—Comparing Numbers—Measures — Areas — Scale Drawing—Volumes—Reading and Writing Decimals—Adding and Subtracting Decimals—Multiplying and Dividing Decimals—Review.

GRADE VI

Improvement Tests—Review of Whole Numbers—Problem Solving—Fractions Adding and Subtracting Fractions—Multiplying and Dividing Fractions—Reading Decimals—Dividing Decimals—Review — Bills and Receipts Checks—Parcel Post—Percentage—Commission—Profit and Loss—Discount Interest—Measures—Review.

ELEMENTARY NATURAL SCIENCE

GRADES 1-6

The education Law requires that every elementary school, which receives state aid, teach a course in the humane treatment and protection of animals and birds and the importance of the part they play in the economy of nature. For grades 1 to 3 the key word to this work is RECOGNITION. Here the pupil learns to recognize natural objects, study their general character and thereby to clutivate the power of observation. For grades 4 to 6 the key word is ADAPTION—the interrelation of parts and how they are adapted to the life purpose of the plant or animal. This work requires more mental power because it is an attempt to answer the question why, therefore to reason.

The work in nature study and humaneness should bring pupils as directly as possible into contact with plants, animals and inanimate objects in their various forms and environment. Where this work is impracticable, Visual Instruction Division has prepared excellent and extensive collections of slides and photographs on birds, trees, insects and other topics of this course.

GRADE I

Autumn—Review of birds, flowers and insects seen during summer. Observation of flowers and seeds or fruits of a few common plants. Leaf chart grouping by edges of leaf. Study of birds and bird imgration, caterpillars, cocoons, butterflies and moths. Study of non-harmful insects. Study of cocoons.

Winter—Bird feeding stations. Study of acquarium and plants. Gathering of cocoons. Study of twigs, snowflakes and frost. Study of cats with emphasis on protection of birds.

Spring—Report on birds seen. Bird chart. Early flowers. Study of purpose of blossoms. Unfolding of tree buds. Interest in first signs of life. Bird calls. Study of ways and care of little chickens, ducklins, and rabbits.

GRADE II

Autumn—Review of birds seen during summer. Bird enemies. Bird nests. Crops in home gardens and insect destruction. Exhibits at local fairs or school fairs of fruit, vegetables and stock. Study of weeds. Spread of weeds. Names of a few trees with ripened fruits. Migration of buds. Cow and dog and their habits. Cecropia cocoons.

Winter—List of birds that have migrated and those that remain. Benefit of birds going south. Snowbirds that feed on weedseeds. Weeds that are food for birds. Observation of woodpecker, chickadees, nuthatches, owls. Hibernation of woodchucks and chipmunks. Stars in winter time. Study of care of canary.

Spring—Spring bird list. Recognition of birds by song, by colors, etc. List of wild flowers in order of blossoming. Caution not to pick wild flowers (see if seeds follow blossom). Flowers of fruit trees. Order of planting seeds in garden. Winter wheat. Pasturing cows, sheep and horses. Study of rainfall. Nesting habits of robin and bluebird.

GRADE III

Autumn—Review of birds seen during summer with study of food, nests and young. Number of broods the robins raised. Keeping interest in migration

of birds. Gathering of caterpillars, feeding on leaves, spinning of cocoons or making chrysalids. Gathering and charting fruits and seeds. Names of ten or more trees and identification by leaves and fruit. Special study of some fruit (peach, apple or plum). Names of insects (harmful and helpful). Treatment of caterpillars. Monarch caterpillar.
Bumblebee and its habits. Building of bird feeding stations.

Winter—Addition to list of birds identified. Classification of birds—summer residents, permanent residents, winter residents and transients. Good and bad habitse of birds. Protection of law for birds. Objection to birds as ornaments on hats. Lesson on the evergreen trees. Conservation of timber for Christmas Trees. Planting especially for Christmas Trees. Study of seed germination. Growth of seedlings. Special study of chickadee, dawny woodpecker, nuthatch, pigeon and their habits. Planning a pigeon house. Study of habits and care of guinea pig.

Spring—Observation of first leaves and first flowers. Time chart for leaves and flowers. Time chart for arrival of birds. Bird nesting boxes. Observation of Arbor day. Watch for moths and butterflies. Time for sowing oats, spring wheat, corn, peas, buckwheat. Purpose of hot beds. How to plant and care for bulbs. How to treat young trees. How to treat nesting birds. Drinking pan or a bird bath.

GRADE IV

Autumn—Collection of leaves injured by insects and plant diseases. Collection of nests (unoccupied) of mud wasps, hornets, bumblebees. Study of saw, tail bores and tremex. Phases of moon. Proper care of fruit trees. Form and habits of garden toad. Special study of chipmunk and comparison with red squirrel. Study of the pig.

Winter—Recognition of additional trees by form of twigs, buds and bark. Collection of twigs with catkins. Review of local evergreens and study of Douglass pine and Norway spruce. Search for tamarack (larch). Study of kinds of lumber, like basswood, ash, maple, white pine, oak and redwood. Identification of tracks of animals in snow. Crops marketed during winter. Study of feeding and treatment of pig, cow and bantams.

Spring—Time chart for birds, trees and flowers. Study of why and wherefore of relation of insects and flowers. Damage of cold wet weather to fruit. Pollination of flowers by insects. Study of parts of flowers. Study of places where birds build nests: (a) high in trees, (b) low in trees, (c) barns or sheds, (d) on the ground. Birds that build no nests. Building of bird houses. Protection of law for insect-eating birds. Kindness to stock on farm.

GRADE V

Autumn—Feeding habits (mostly helpful or mostly harmful) of common birds. Discussion as to total benefit or harm of bird feeding during entire twelve months of year. Collection for observation in aquarium of a few frogs, toads, salamanders, etc. Grouping of study of weeds according to method of distribution. Difference between annual, biennial and perennial. Weather record. Familarity with "highs" and "lows." Daily weather maps. Beneficial birds and preservation of them.

Winter—Continnation of study of weather and weather maps. Thermometer and barometer. Continnation of bird study. Study of fuels—coal, wood, oil, gas. Conservation of fuels. Study of trees that shed leaves with color and shape of back. Review of evergreens and study of cones. Ethics of keeping home surroundings free from weeds to protect neighbor. Care of shade trees. Study of feeding and housing of the goose.

Spring—Time chart for birds, flowers, trees. Examination of flowers for petals, sepals, pistils and stamens. Differentiation of flowers (a) both pistils and stamens (b) stamens in one flower and pistils in another (c) some trees with flowers with all stamens (d) some trees with flowers with pistils. Study of buds —some flowers, some leaves, some both. Collection of eggs of frogs or toads. Development of tadpoles. Special study of care and habits of turkeys.

GRADE VI

Autumn—Study of insects—life history of cicada (harvest fly), katydid, house cricket, potato beetle, etc. Collection of nymphs or larva of insects. Caterpillar changing to moth, beetle or butterfly. Study of anatomy of an adult insect. Common insects harmful to crops. Study of plant family characteristics. Agencies and devices of seed dispersal. Colllection of fruits injured by insects. School fairs. Study of pasture weeds not eaten by cattle. Study of the apple tree. Civic duty of destroying the egg masses and nests of the apple tree tent caterpillar, and tressock moth.

Winter—Study of cereals and dry fruits grown locally. Study of different kinds of wheats, oats, bailey etc. Special study of elements of forestry. Advantages of forests for regulating floods, water supply from springs, moderating climate, wind-breaks etc. Soil, drainage and slope in connection with crops. Germination tests of corn, peas, beans, etc. Planets, evening star, aurora and other interesting phenomena of sky. Special study of Belgian hare, muskrat, beaver, dog, wolf, fox.

Spring—Preparation of soil for spring planting. School gardening. Combating garden insects. Spraying. Bird study—helpful and harmful to crops. Cross-pollination vs. close-pollination. Grafting and Budding. Special study of quail.

ELEMENTARY LITERATURE

GRADES 1-6

Children should very early in life be introduced to the study of good literature through stories and poems suited to their age. Upon entering school many have already gained a knowledge of some bits of verse, rhymes and simple stories. These they have enjoyed, and they are therefore anxious to add to their store. A point of contact of home with school life is readily found in these experiences. Every year the child should increase his enjoyment of both verse and story through wider association with it and should receive valuable additions to his growing stock of literary ideas.

The aim of all teachers is primarily to awaken in every child a love for suitable literature and stimulate his appreciation of it by wise suggestion. Each teacher does her part to widen the experience of every child in her grade with

the best in literature within his understanding. Through good stories handed down from countless generations, through the reading and memorizing of many beautiful poems, it is possible to give the children what is their birthright from the world's rich inheritance of good literature.

The literature presented to children in the elementary schools is wisely chosen from the best writers. In order to accomplish the great aim in teaching literature which centers in awakening the imagination of the child to a fuller appreciation of the beauties in Nature and a clearer idea of the meaning of the great lessons of life, the literature must be of good literary quality, must be ethically sound, must be suited to the child's interests in some measure, and must be varied in scope. Through variety and broad scope of the literature selected it is possible to widen the avenues of approach to rich fields where the child may gain a breath of experience which wlil give him higher standards of living and wiser principles of action.

Story-telling —G. Stanley Hall says, "Of all the things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story."

Because of the great abundance of story-telling material and the large number of story books now on the market, the matter of the selection of the best stories to tell children of varying ages is difficult. In order to maintain a uniform high degree of suitability and excellence of story-telling material, the suggestive story list by grades has been found advisable. Through the use of the story list for all grades it is possible for teachers to make a wise selection of the stories which they tell. It enables the teacher to know the story experience of each new class and thus avoid waste in story-telling through too great repetition of a few stories. She has plenty of fresh, untouched and interesting material for presentation in her own class.

In any grade there is a review of some of the reading of the previous grades.

In preparing this list, a careful study of story material has been made. Only stories of some merit have been placed on it. Some have been selected because of the stimulating character of content; some because they belong to the child as a part of his race inheritance; others because of the beauty of the language in which they are written; many in the lower grades especially, because they picture familiar scenes of child life and so furnish interesting material for exercises in oral language work. Some have been selected because of their dramatic possibilities and a few because of their appeal to humor, a native instinct of the child which should be encouraged and developed.

The list contains some stories from all fields, nature, folk lore, fairy lore, history and fiction, and thereby gives the child their composite value.

Methods of story-telling—Every teacher uses the art of story-telling. It is necessary to familiarize oneself with the principles governing the selection and adaptation of stories, and acquaint oneself thoroughly with the best collections of children's stories.

Children appreciate the story to whatever degree one shows their efficiency in story telling. It is, therefore, necessary to tell stories well if it is to accomplish the aim in the teaching of literature to little children.

One of the real problems is to inspire in the pupils a desire to participate in the retelling of the story. The story-telling exercise should be a happy one; therefore, the method is informal. No such drill in the retelling of the stories is given as is likely to kill the spirit of the exercise. A story is not retold by the children until they are thoroughly familiar with all the facts of the story and are ready to tell it. When children wish to participate in the retelling of the stories they are allowed to do so, since it increases their enjoyment of the story. Children show their responsiviness to the efforts in the story-telling work, by asking for the story over and over again.

Dramatization.—The dramatization lesson aims, first to make clearer comprehension of the story; second, to develop the imaginative powers of the children; third, to cultivate a greater power of spontaneous expression and to help in the mastery of self-consciousness; and fourth, to give greater relaxation and thereby increase the child's appreciation of the story.

All work in dramatization is spontaneous and free. There is no formal work, particularly in the lower grades, unless for a special occasion. A particular part is not permanently assigned to any child. As many children as is practicable are asked to help in playing the story. The materials used in the dramatization are very simple in order to encourage the use of the imaginative powers of the children as fully as possible. Although the occasional use of simple materials is a source of interest and pleasure, it is remembered that there is no real need of such aid.

Children are encouraged to give the conversation of the story quite fully, in order to make the mental pictures more vivid and the situation more real.

Poetry.—In constructing the part of the syllabus relating to poem work, the purpose has been to make it richly suggestive but at the same time not so detailed as to destroy the originality and life of a teacher's work. The aim has been to give great variety in the poetry study. In the many miscellaneous poems and in the poems of the grade poet, a broad field is opened. In no grade is the poetry study confined to the work of one poet. The poets studied are only those who hold a significant place in literature.

Methods of presenting poetry. It is well to read to the children many poems of the author and through the teacher's presentation of these poems interest the children in the poet. Later allow the children with the help of the teacher to choose the poems to be read and studied. Pupils then memorize the poems or parts of poems which they like best. In general, the poems to be memorized are chosen by the pupils with the guidance of the teacher.

Individual rather than concert recitation of the poems memorized is urged While the whole class should be held responsible for knowing the poems, individual recitations of the poem as a whole or by suitable units is advisable since it makes it possible for the child to keep the spirit of the poem even in a drill exercise.

The facts of the author's life need not be memorized. The teacher helps her children to get an appreciation of the author through the study of his poems. She points out the thoughts and ideals through the study of the poems and thereby develop an understanding of the life and spirit of the poet. When this has

been done, some of the more interesting facts of the author's life may be presented.

Children's reading.—Children should form the habit of library reading very early in their school life. The teacher can do much in interesting the children of her grade in reading good books. The responsibility for forming the child's habit of reading and enjoying wholesome literature rests largely with the teacher in the elementary schools.

In the first two grades many of the children do not attain sufficient skill in the mechanics of reading to enjoy silent reading. They must therefore get their appreciation of literature through the teacher's presentation of interesting poems and stories. An introduction to literature and a beginning in the library habit can be made, however, through handling books and looking at the pictures. Children who can read are of course encouraged to do so.

Careful attention must be given to the selection of the books for the children's first reading, in order to make certain their enjoyment to the fullest possible extent, of the literature read. Since the primary aim in this work is appreciation, it does not seem advisable in any grade to base written work too frequently on the library reading. In all grades the children should be encouraged to read as many books as possible from the assigned reading list. A minimum of three books selected from the list of books assigned for children's reading in the literature section of a particular grade required. Most of the poems in the lists are to be found also in various standard readers and collections of poems.

ELEMENTARY DRAWING

General Aims—(1) Color—To recognize beautiful combinations of color as found in nature and art; to development refined taste in selection and application of color. (2) Representation—To train powers of observation and to develop ability to depict graphically by means of line, light and dark values or color (3) Design—To develop an appreciation of the esthetic, economic and commercial value of beauty and through this appreciation develop creative abiltty (4) Construction and Mechanical Drawing—To develop accuracy and creative ability through planning and manipulating materials according to the underlying principles of design (5) Picture Study and Sculpture—To acquaint the child with as many of the best works in painting, sculpture and architecture as possible; to develop an appreciation of their beauty and by comparison cultivate appreciation of beauty in nature.

Specific Aims—(1)—To develop observation and appreciation of beauty in nature, in textiles, pottery, metal works, painting, sculpture, architecture etc. (2) To secure steady growth in the child's ability (a) to express ideas by graphic and plastic means (b) to apply the fundamental principles that govern design and color by means of which originality may be adequately expressed (3) To make art an aid to language, geography, nature study, history and other studies in the school curriculum. Materials and mediums: Paper for folding, weaving, tearing, cutting, etc., scissors, paste, pencils, crayons, ink, water color and brushes, rulers, textiles, yarns, needles, looms, bobbins etc., clay or some other plastic material such as plasticone, salt and flour paste, paper-mache, photographs, lantern slides, wall pictures and colored prints.

GRADE I

Color—

Subject Matter—Recognition of hues; light and dark; black, white and gray.

Use in design of one hue at a time with neutrals.

Representation

Subject Matter—Free and directed illustration combining things observed in stories and dily life of child—Mass drawings in local color—Simple nature drawing in local color or silhouette.

Design

Subject Matter—Creative expression and accented rhythm, such as repetition of abstract units in borders and surface patterns. Application of decoration to constructed problems.

Construction and Mechanical Drawing

Subject Matter—Use of the inch as a unit of measure in construction—Application of decoration to constructed problems.

GRADE II

Color

Subject Matter—Primary colors: red, yellow and blue—Secondary colors: orange, green, purple or violet—Order of hues with application.

Representation

Subject Matter—Free and directed illustration of familiar stories and local occupations—Food, shelter, clothing and games of Indians Eskimos, Puritans etc.—Nature drawings in local color to show proportion of parts and direction of growth—Mass drawing in local color.

Design

Subject Matter—Balance, repetition, variety and rhythm in applied design. Space divisions by means of paper folding for one-half and one-third. Radiation from a center.

Construction and Mechanical Drawing

Subject Matter—Use of inch and half-inch in construction—Space divisions by means of paper folding for one-half and one-third—Symmetrical balance.

Pictures

GRADE III

Color

Subject Matter—Use of values or monochromatic harmony with neutrals and brown.

Representation

Subject Matter—Observation and representation—Myths, stories, occupations, and lives of children such as Dutch, Japanese and other foreign peoples—Nature drawing in color or silhouette to show detailed growth and orderly arrangement.

Design

Subject Matter—Good spacing of two and three divisions, both horizontal and vertical—Bisymmetric balance—Radiation from a center and from

a line. Unity, variety, rhythm, repetition—Space divisions through paper folding of one-half and one-third.

Construction and Mechanical Drawing

Subject Matter—Continued drill in the use of inch and half-inch as unit of measure in construction first half of year. Second half-year add one-quarter inch—Space divisions through paper folding.

Pictures

Sculpture

GRADE IV

Color

Subject Matter—Intermediate hues; warm and cool colors; grays.

Representation

Subject Matter—Free and directed illustration—Foreshortening of circle and application to drawing of objects—Mass and line—Accent near edge Group of one curvilinear object with fruit or vegetable—Nature drawing; foreshortened leaf and flower, showing growth on steam or twig. Continued representation of nature forms in silhouette or local color.

Design

Subject Matter—In single motif emphasize variety in space divisions, rhythm, unity and bisymmetry in balance of masses.

Construction

Subject Matter—Use of 3-4 in. construction.

Mechanical Drawing

Subject Matter—Drawing to scale—Use of compass—Radius, arc, equilateral triangle, hexagon and octagon.

Pictures

Sculpture

GRADE V

Color

Subject Matter—Contrasted and complementary harmonies — Three values of color applied to design (monochromatic harmony)

Representation

Subject Matter—Foreshortening and grouping of curvilinear objects in mass and accepted outline—Lifting handle such as used on pail—Table line—Observation of nature form as to growth and proportion of parts. Represent in line and local color.

Design

Subject Matter—Rhythm of line—Suitability of form and material to use—Suitable decoration applied in line or border to articles for use at home, school or in the community.

Construction

Subject Matter—One-eighth inch usesd in construction.

Mechanical Drawing

Subject Matter—Teach terms, bisect, trisect, and degrees in resulting angles—Continue to draw to scale—Simple geometric construction—Free-hand working drawings based on sample type forms.

Pictures

Sculpture

Color

Subject Matter—Analagous harmony—Advancing and receding colors—chroma or intensity.

Representation

Subject Matter—Rectilinear objects in parallel and angular perspective—Grouping a curvilinear or a rectilinear object with fruit or vegetables—Decorative composition of objects—Detailed study of nature forms followed by decorative treatment.

Design

Subject Matter—Harmony of objects—Variety of space through line, mass and color. Balance and rhythm of space divisions as auplied to personal, home, school and civic interests.

Construction

Subject Matter—Use of 1-16 in. in construction.

Mechanical Drawing.

Subject Matter—Working drawings involving the use of the butt and other simple joints.

Sculpture

Pictures

ELEMENTARY MUSIC

Aims—Among the ultimate aims, the two following should always be kept in mind by the teacher: (1) on the emotional side, the joy which music brings into the life of the child; (2) on the physical side, the well-modualted and controlled voice which is always an evidence of good teaching. These ends can be accomplished only through the balance study of music both as an art and as a science.

The appreciation of the art of music involves continual association with good music. This association includes the participation in and the hearing of the good. While the child can not participate in many of the masterpieces, nevertheless these masterpieces can be brought to him through instrumental and other means.

The understanding of the science of music involves the mastery of the mechanics of the subject, which are as exact and definite as are those of language and mathematics. The understanding of the science of music, therefore, is fundamental to the full appreciaton of the art.

Care of the Singing Voice—The most important feature of music teaching in the schools is the securing of correct tone quality. The one true and safe way for children to sing is with a sweet, mellow, flutelike and musical tone which is produced without effort or strain.

The compass of the music used in the first year does not extend above F. nor below E flat.

The compass is extended a half-step above and below, each year, for two years.

The first songs and studies begin with upper tones. The ascending scale, and songs beginning with low tones, are avoided at first.

The true singing voice of the little child is very light. Unless constant

care and intelligent direction are given to tone production, the tone will inevitably degenerate into harsh, throaty, unmusical quality, injurious alike to the voice and to the musical sense.

Teaching the Language (Reading and Writing Music)—The first steps in music are very much like the first steps in learning English, French or any other spoken language. When a certain facility in oral expression is attained, the pupil is ready for the second step, namely, the recognition of symbols representing thought.

The medium for though and expression in language consists of words. The medium for though and expression in music consists of tones and rhythms; these are the "words" of the tone language. Ability to recognize and use this medium is as necessary to thought and its oral expression in music, as are words to the spoken language.

GRADE I

Matching tones. Individual attention daily to those who can not match tones.

Simple rote songs.

1. Rote songs, including scale songs, the so fa syllables used as an additional stanza.
2. The scale. Systematic practice of scale with syllable names.
3. Aural recognition: Simple melodic groups of scale tones. Two and three-part measure.
4. Representation. Melodic groups of scale tones without skips.
5. Reading. From chart or blackboard, groups like those previously recognized and sung.

GRADE II

1. Rote songs.
2. The scale. Varied practice of the major scale including the completion of the scale from any tone after the pitch of do has been changed—that is, continuing the scale from the new pitch.
3. Aural recognition. Recognizing and singing groups of scale tones. Skips of a third and all the skips of the tonic chord.
4. Representation. The teacher places on the blackboard short, simple melodies in two-part and three-part measure, without bars or measure signature. The teacher sings while the children listen and beat the measure. Then a child indicates the accent and places the bars.
5. Reading. From blackboard or chart.
6. Writing. The teacher sings melodic groups of scale tones with a neuaral syllable, the pupil responds singing with the syllable names, then represents the tones on the blackboard.

GRADE III

1. Tonal development. Oral presentation of chromatic tones through imitation—di, ri, fi, si, and li. Oral preparation for two-part singing both through the practice of rounds and by the sustaining of simple consonances, principally thirds and sixths.
2. Rhythmic development. Introduction of two equal tones to one beat.

3. Reading. Book or books containing abundant sight reading material, and art songs to be learned partly by rote.

4. Writing. On music paper or in music writing book; copying symbols; writing from dictation.

GRADE IV

1. Tonal problems. Oral presentation through imitation of te, le, se, me, and ra. Introduction of the minor scale by imitiation.

2. Rhythmic problems. Introduction of sic-part measure. Oral presentation of three and four tones to the beat. Rhythms including those involving the dot placed after the beat-note. 3. Reading. Book or books furnishing abundant material for sight reading. This includes simple material for the reading of words and music simultaneously.

Two-part music consisting of rounds and canons, and other music in which the parts cross; all very simple.

Art songs.

4. Writing. Written lessons on music paper or on music writing book.

GRADE V

1. Tonal problems. Singing of minor scale—harmonic form; singing of triads without representation as an aid to part singing.

2. Rhythmic problems. Rhythms involving four equal tones to the beat by imitation.

3. Reading. Books containing abundant material, both songs and studies, one and two parts; development of power to read words and music simultaneously.

4. Writing. Writing tonal groups with and without measure.

GRADE VI

1. Tonal development. Construction of the major scale; singing of minor scale, melodic form; singing of triads, major and minor and their inversions; singing of chromatic scale.

2. Rhythmic development. The triplet; the duplet; classification of measure—simple measure—duple, triple and quadruple; compound measure—duple, triple and quadruple; compound measure—compound duple, compound triple, compound quadruple syncopation; practice in reading from the bass staff, by both boys and girls.

3. Reading. Books containing music in one, two and three parts with plenty of good song material; practice in reading from the bass staff, by both boys and girls.

4. Writing. Written lessons including scales without key signatures. Practice in building scales, indicating the half-steps and tetrachords.

ELEMENTARY HEALTH EDUCATION

GRADES 1-6

Until very recent years but little attention has been given to the subject of health training. Anatomy and formal physiology have been studied in a more or less perfunctory way but the majority of people, even though being well in-

formed along many lines or, in fact, laying claim to culture, have been comparatively ignorant of the parts of the body and their functions and the methods of keeping themselves healthy. We are now coming to recognize the meaning of health in its realition to life and to understand that it can be conserved or secured through following comparatively simple rules in eating, drinking, breathing, exercising, resting, etc. Our social practices and habits of thought also have a direct bearing on our health.

Since our usefulness and happiness depends so largely upon our physical condition it becomes both a personal duty and a civic responsibility to maintain vigorous health. To permit ourselves to suffer from preventable ailments is both a sin and a crime. If these truths can be impressed upon the growing children through proper instruction so that immediately and in the future they become exponents of healthful living, an incalculable service will be rendered the coming generation. It is high time that consideration be given the development of the human thoroughbred.

Naturally this as well as many other lines of child training should be carried on through the home, but conditions make this impossible and the school must assume the responsibility. No more important opportunity has ever been offered in the field of education.

The purpose of health education is to produce not athletes or "physical culture faddist" but men and women who may get the most out of life by being "physically fit." This is to be accomplished by establishing correct habits of living on the part of our children.

General Classification of Habit List

Cleanliness, Food and Drink, Breathing, Elimination of body excretions, Clothing, Exercise, Recreation-work,Posture, Rest and Relaxation, Heat, Ventilation-humidity, Habits relating to sense organs, Speech, Brain and nervous system, Habits of thought (mental health), Sanitation and disease prevention, Social relations and citizenships, Safety first, First aid.

KINDERGARTEN

Crossing street. Cleanliness of face, hands, neck and ears at all times. Keeping nails clean. Neat appearance. Keeping school clean. Brushing teeth. Keeping things out of mouth. Playing in street. Eating slowly and chewing food. Drinking milk daily. Do not drink tea or coffee. Use of handkerchief correctly. Removing extra clothing when indoors. Keep away from matches, fire, scalding water. Play out of doors daily. Show courtesy at school and at home.

GRADE I

Crossing street. Cleanliness of body. Tidiness of school. Unclean foreign bodies in the mouth. Eating slowly. Drinking sufficient milk daily. Playing in street. Handling strange animals. Common drinking cups, etc. Brushing teeth regularly. Correct posture. Wearing seasonable clothing. Playing with fire. Sleeping properly. Courtesy to all. Running in front of or behind autos. Regular use of toilet. Care of hands after use of toilet Keeping nails clean and trimmed. Changing clothing after school before play. Keeping outer clothes clean and well aired. Change of underclothing frequently. Wipe shoes on mat. Keep school and home toilets neat and clean. Never walk or play around rail-

road tracks. Drink water frequently. Avoid harmful foods. Sit erect. Wash or bathe eyes with clean water. Do not throw sticks, stones or snowballs toward anyone. Be mannerly.

GADE II

Never catch or hitch on a car, wagon, auto or sleigh. Taking a cleansing hot bath at least once a week. Rinsing and drying the skin thorougly. Blowing the nose correctly. Keeping school desk and supplies neat and clean. Cultivate a taste for essential foods. Cultivate obedience and cheerfulness while eating. Avoid pood drinks such as tea and coffee. Avoid harmful and unclean foods. Care in use of pens, pencils, knives, scissors. Drink plenty of pure, fresh water. Correct light for reading, writing and close work. Do not pull or box ears. Avoid unnecessary loud noises which may endanger hearing. Give a quick and orderly response to commands. Play hard and fair. Keep away from excavations, etc. Speak clearly with open mouth. Be mannerly at all times. Keep drinking fountains neat and clean. Cultivate regularity in eating. Eat laxative foods daily. Keep foreign bodies out of the nose and ears. Shut the screen door. "Swat" the fly. Cultivate a pleasing voice. Avoid mumbling. Do no handle lamps or candles carelessly. Play hard and fair, be loyal, be honest. Appreciate the rights of others; always give a square deal. Be obedient. Respond willingly to directions.

GRADE III

Refrain from playing tricks and jokes which may result seriously. Do not make slides on sidewalks. Cleanliness of body. Brushing teeth regularly and properly. Keep all refuse in proper receptacles. Buy covered food. Eat only good pure and clean candy and other sweetmeats. Eat candy and other sweets only after a meal . Drink sufficient milk daily. Avoid cheap, highly colored soft drinks. Danger of tripping or pushing. Open pores. Practice steadiness and quietness of person. Be alert and responsive. Avoid wet feet, wet clothing and dangerous drafts. Do not play with children who have been exposed to communicable diseases. Never touch hanging or attached wires. Be clean in speech and writing. Show respect for your property and that of others. Consider the safety of others as well as yourself. Avoid unclean toilets. Correct light for reading, etc. Keep your yard free from all refuse. Eat a substantial breakfast. Cultivate cheerfulness while eating. Eat regularly and slowly. Avoid unclean foods. Do not burn rubbish on windy days or near a building. Never play with or around a fire. Drink one glass of water on rising in the morning. Eat laxative foods daily. Quick and orderly response to leadership. Spirit of cooperation in team play. Care in visiting sick people. Do not wade or swim except at approved places. Be mannerly when entering the home, within the home, in the presence of elders, and at the table. Remove from street nails, glass, etc, which may injure the feet of animals or puncture automobile tires. Take deep full breaths frequently. Do not spit on sidewalks, floors or buildings or cars. Cultivate a taste for essential foods. Do not use tobacco in any form while the body is growing. Enunciate clearly; open the mouth. Avoid speaking with anything in the mouth. Go to a physician if you get a foreign body or "speck" in your eye that cannot easily be removed. Never play carelessly with sharp sticks, stones, pea shooters, sling shots, arrows, etc. Never throw sticks, stones

or snowballs toward anyone. Show respect for mother and father by obedience; courtesy, helpfulness.

GRADE IV

Never fail to report promptly to the authorities any unsafe or dangerous condition that you may find. Never fail to know where the nearest fire alarm is situated and keep the call number of your fire department in plain view near the telephone. Use your handkerchief when necessary. Investigate bad odors. Observe early symptoms common of ear trouble and go at once to your family physician. Never use common or unclean towels or wash clothes. Wipe the feet and remove rubbers before entering the home. Shut the screen door. Avoid all candy and other sweets that are not good, pure and clean. Eat candy and other sweets only after a meal (not between meals or just before going to bed). Avoid drinking from brooks, springs and wells not known to be pure and wholesome. Play hard and fair. Observe early symptoms of eye trouble and go at once to your family physician. NEVER WEAR GLASSES NOT PROPERLY FITTED TO YOUR EYES. AVOID CROWDS DURING EPIDEMICS OF COMMUNICABLE DISEASE. Never celebrate the Fourth of July by CARELESSY handling toy pistols, fire crackers, etc. Be clean in thought, speech, writing. Show consideration for sisters and brothers.

GRADE V

When crossing street look to left until you reach to center, then look to the right until you reach to other side. When crossing tracks look both ways. Keep to the crossing when crossing the street. Never run in front of, or just behind a car, wagon, motorcycle or automobile. Do not hurry; let the auto go past. Board and leave cars correctly. Brush the teeth regularly and correctly. Cleanse the mouth and tongue. Select your toothbrush and care for it properly. Visit the dentist regularly. Keep pores open by perspiring freely, cleanliness, proper clothing. Remove extra clothing while indoors. Assist in preventing and removing dust. Buy covered food. Wipe tops of bottles before pouring liquids. Avoid putting ice into food and drink. Avoid drinking while food is in the mouth. Eat some course-grained foods daily. Avoid eating highly seasoned foods. Do not use a rocking chair as a step ladder. Never place or leave obstacles in passageways or on the stairs. Keep fire escapes free from all obstructions. Sleep under proper conditions. Give quick and orderly response to commands. Execute all movements vigorously. Participate with enthusiasm. Be alert and responsive. Keep your school surroundings clean. Aid in preventing the breeding of mosquitoes. Extinguish a lighted match before you throw it away. Do not sleep with anyone whom you know to be sick, sleep alone if possible. Show respect for property, the rights, the privileges and happiness of others. Practice the same hygienic habits in public buildings and parks that you practice at home. Observe and help to regulate temperature. Consult the thermometer frequently. Conserve heat. Avoid overheated rooms. Eat regularly. Avoid eating when fatigued or immediately after strenuous exercise. Cultivate cheerfulness while eating. Eat plenty of fruit and vegetables daily. Drink at least six glasses of water daily. Guard against many iced drinks. Keep foods at all time—Clean, Cool, Covered. Keep medicines and other harmful things out of the reach of little children. Never taste of anything the safety of which

is not assured. Breathe through the nose. Keep the nose free from all obstructions. Keep the throat free from detrimental obstructions. Rinse the mouth thoroughly at least once a day. Avoid using medications and dentifrices unless prescribed by a physician, dentist or specialist. Show a spirit of cooperation in your team play. Show a manly and womanly attitude in victory and defeat. Never pour kerosene or gasoline into the stove. Never place ashes in wooden receptacles. Never leave a lamp burning whn you leave the house. Be kind and considerate. Respect law, order and constituted authority.

GRADE VI

Use self-control and presence of mind in times of emergency. Wash and shampoo the hair and scalp at least once a month for girls; twice a month for boys. Rinse thoroughly with clean water. Do not use applications, special dressings. Harmful soaps or preparations of any kind unless prescribed by a physician. Never use comb or brushes in common with others. Help to keep the home sunny, clean and orderly. Refrain from eating improperly prepared foods. Weigh yourself accurately each month. Do not use tobacco in any form while the body is growing. Do not drink tea, coffee, or alcoholic beverages. Always read and heed all signs and notices that are posted for the prevention of accidents and to indicate danger. Enunciate clearly; open the mouth. Avoid speaking from a corner of the mouth. Avoid mumbling, stammering and stuttering. Cultivate a pleasing voice. Practice exercises at home daily. Practise some abdominal exercise every morning upon rising. Engage in productive exercise daily. Be presevering, patient and thorough. Be cheerful in work or play. Take short periods of rest whenever necessary. Relax frequently. Drop care and responsibility during periods of eating, recreation and rest. Store properly matches, kerosene, gasoline and benzine. Avoid allowing rubbish to accumulate where it may cause fire. Aid in the extermination of all vermin injurious to man. Be mannerly—within the home, within the school, on the street, in public places and conveyances. Wear seasonable clothing. Wash dishes and kitchen utensils properly. Avoid leaving "left-overs" around until spoiled. Do not throw waste water into the yard. Secure an adequate supply of pure air at all times. Detect impure air by the nose. Do not rely upon deodorants to purify the air. Refrain from reading while riding or lying down. Rest the eyes when tired. Do not point a gun at anyone, even in fun. Never stand up or change seats in a row boat or canoe when on the water. Never rock the boat. Make use of vocal drills to improve speech. Avoid dry, dusty and impure air. Avoid overexertion, fatigue and undue exposure. Secure regular and sufficient sleep, relaxation and healthful recreation daily. Practise steadiness and quietness of person; avoid fidgeting, fussing and worrying. Cultivate wholesome habits of thought. Never fill a lamp or gasoline stove while it is lighted. Do not use rubber tubing in gas stoves; use metal piping. Cultivate proper mental attitude. Practise punctuality, responsiveness, prompt attack, application, industry, accuracy, speed and dependableness. Show respect for father and mother. Show consideration for sisters and brothers. Respect those in authority. Respect law, order and constituted authority. Be true and honest with yourself. You are now at the time when you will begin to change from a boy or girl to a man or woman. This change is gradual and is a change of mind, spirit, and body. This is called the adolescent

or "growing up" age. It has improperly been called the age of "climbing fool's hill." The work so far has been for the preparation for this growing up. Let the mind and spirit control the body. Consult your parents, teachers, ministers, doctors and friends if things happen during this age about which you do not understand. Especially discuss freely these things with your Physical Education Teacher. During this age you learn to reason things out. You will be taught the wonderful workings of the human body which is the most intricate machine known. Let your adolescent period of life be the happiest period of your life and let it be a period of understanding. The Junior High School has been arranged especially for this period in order that you may be happy during this wonderful period of life.

GYMNASIUM WORK IN THE GRADES

Grade I—Work in the gymnasium consists of rhythmic work, action stories, singing games, games involving repetition and imagination, and simple dances.

Grade II—Elementary marching, action stories, simple exercises, simple folk dances and singing games, elementary gymnasium games and relays.

Grade III—Instruction in marching, rhythmics, fundamental exercise position, folk dances, circle, line, and tag games, and relays.

Grade IV—Marching, rhythmics, free air exercises, folk dances, games of individual competition and simple ball games.

Grade V—Marching tactics, calisthenics, folk dances of various nationalities, competitive games, self testing stunts and simple team games especially volley ball. For boys we start indoor baseball and basketball or more unified games.

Grade VI—Marching tactics, calisthenics, folk and national dances, self testing stunts, competitive and team games with emphasis on volley ball. Boys emphasis is placed on development of team games.

Sixth Grade

Teacher

Miss Cora E. Wells

CLASS ROLL

Berdena Barstow
Mary Canton
Mary Clinton
Antoinette Davis
Dorothea Doolittle
Thelma Green
Edna Hulse
Ruth Jones
Marguerite Jones
Dorothy Kruger
Naoma Kruger
Louetta Lauter
Doris Mitchell
June Marais
Elsie Pulling

Officers Elect for 1929-30

President
Howard Cobb

Vice-president
Leonard Oles

Secretary
Jimmie Elliot

Song Leader
Mary Clinton

Cheer Leaders
Fred Ticknor
Thelma Green

Lincoln Bryant
Gerald Beach
Lowell Cady
Howard Cobb
Jimmie Elliot
Norman Gillette
Frank Heath
Edward Horton
Edmond Lance
Franklin Lawton
Leonard Oles
John Race
Francis Sauter
Bernard Tarble
Fred Ticknor
Clayton Willy

HONOR MARKS OF SIXTH GRADE

80%—Antoinette Davis, Edna Hulse, Marguerite Jones, Louetta Lauter, Howard Cobb, Francis Sauter.

85%—Mary Clinton, Naoma Kruger, Doris Mitchell, Leonard Oles.

90%—Dorothea Doolittle, Jimmie Elliot.

Fifth Grade

Teacher

Mrs. F. B. Loomis

CLASS ROLL

Barbara Baxter
Alberta Beilke
Shirley Doxie
Ella Fitch
Clara Harp
Caroline Hart
Evelyn Hart
Helen Lance
Grace Lauter
Ruth Lewis
Nancy Nosser
Charlotte Sampson
Mary Tarble
Dorothy VanWhy
Frederick Boardman
John Burrows
Lloyd Dilks
Gerald Larows
Robert Maxon
Carl Peirson
Marion Pope
Jack Willard
Gerald Winston
Robert Winston
Carl Meacham

HONOR MARKS OF FIFTH GRADE

80%—Shirley Doxie, Ella Fitch, Clara Harp, Caroline Hart, Nancy Nosser, Mary Tarble, Frederick Boardman, John Burrows, Lloyd Dilks, Gerald Larows, Carl Peirson, Marion Pope.

85%—Grace Lauter, Ruth Lewis, Robert Maxon, Carl Meacham.

90%—Barbara Baxter.

FOURTH GRADE

Teacher

Miss Hazel Tydings

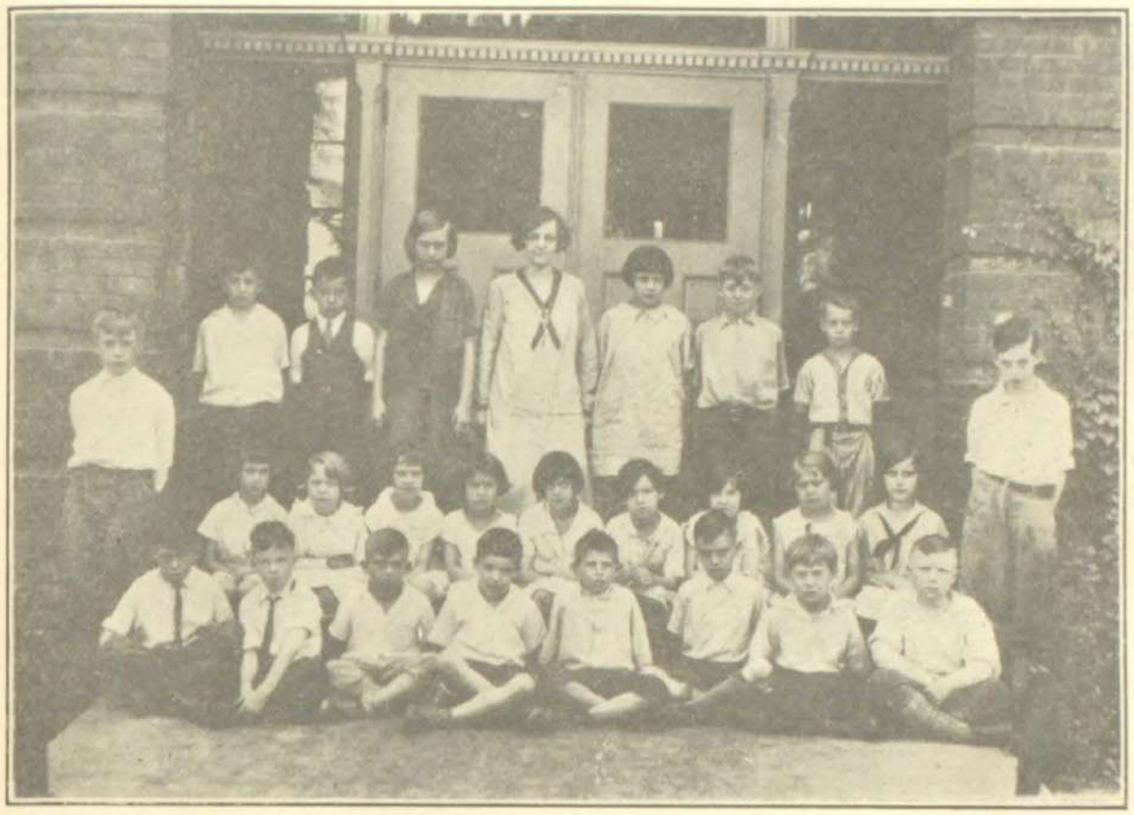
CLASS ROLL

Edith Barstow
Madeleine Bryant
Virginia Cobb
Florence Cook
Clare Doxie
Marjorie Forrest
Clara Hackett
Wilma Ingraham
Clara Lance
Ruth Leach
Mary Reid
Edith Ticknor
Ruth VanWhy
Lillian Wightman
Elizabeth Jones
Esther Roys
Marjorie Roys
Ada King
June Norris
Clara Leach
Gwendolyn Brown
Gordon Brown
Jack Doolittle
Byron Gillette
Harry Hart
Russell Sampson
Morris Stein
Oscar Stein
Robert Willard
Van Willey
Martin Winston

HONOR MARKS FOR FOURTH GRADE

80%—Clara Hackett, Edith Ticknor, Elizabeth Jones, Gwendolyn Brown, Gordon Brown, Jack Doolittle, Russell Sampson, Robert Willard, Van Willey.

85%—Madeleine Bryant, Virginia Cobb, Florence Cook, Marjorie Forrest, Mary Reid, Lillian Wightman, Ada King, Clara Leach.



THIRD GRADE

Mrs. Esther L. Curtis

CLASS ROLL

Helen Burkle
Elizabeth Drachler
Jane Elliott
Grace Excell
Frances Fitch
Betty Ingraham
Doris Jones
Loretta Kruger
Cornelia Skinner
Dorothy Turner
Virginia Wightman
Edith O'Dell
June Schmoll
Marian Hawkins
Hubert Badger
Robert Bunt
Charles Clinton
Emerson Cobb
Ernest Cobb
George Duntley
James Elliott
Gerald Excell
William Forrest
Sherwood Golden
Francis Hathaway
Henry Lance
Robert Smith
Rowland Leach
Robert Pope
Jack Sauter
Lou Schaapman
Raymond Utter
Alryn Willey
Henry Elliott

HONOR MARKS OF THIRD GRADE

80%—Grace Excell, Frances Fitch, Betty Ingraham, Doris Jones, Loretta Kruger, Cornelia Skinner, Dorothy Turner, Virginia Wightman, Emerson Cobb, William Forrest, Sherwood Golden, Rowland Leach, Robert Pope, Lou Schaapman, Raymond Utter.

85%—Jane Elliott, Charles Clinton, Ernest Cobb, James Elliott, Gerald Excell, Henry Elliott.

90%—Elizabeth Drachler, June Schmoll.

Second Grade

Teacher

Miss Emma Aitken

CLASS ROLL

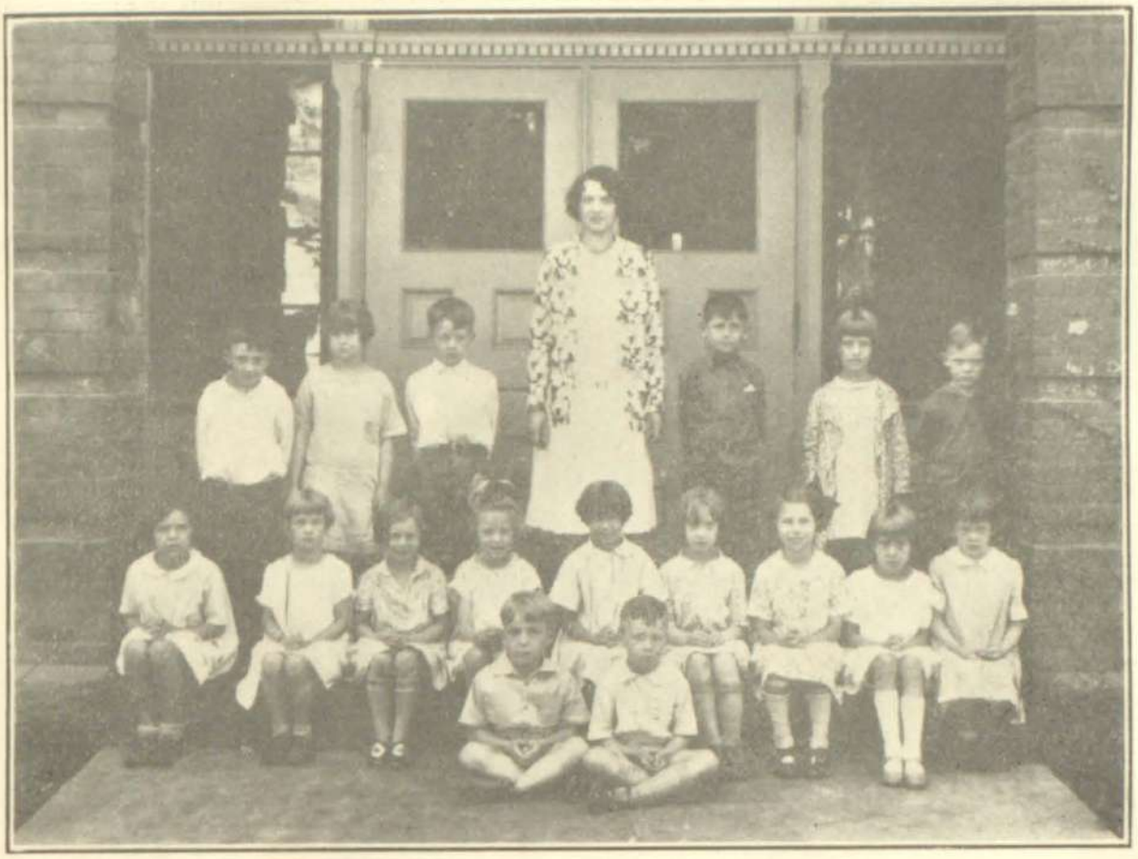
Doris Acly
Wilma Beilke
Ruth Bryant
Betty Cummings
Barbara DeLamarter
Grace Drachler
Marian Hanna
Nora Hart
Florence Truesdell
Madeline Brown
Harold Bennett
Robert Chamberlain
Donald Cobb
Ralph French
John Keator
Franklin Kenyon
William Marvin
George VanWhy
Kenneth Hawkins
Alfred Akins

HONOR MARKS FOR SECOND GRADE

80%—Marian Hanna, Nora Hart, Madeline Brown, Ralph French, John Keator, Franklin Kenyon, William Marvin.

85%—Doris Acly, Wilma Beilke, Betty Cummings, Barbara DeLamarter, Robt. Chamberlain, George Raymond.

90%—Ruth Bryant, Grace Drachler.



First Grade

Teacher & Primary Supervisor

Miss P. Elizabeth Wilcox

CLASS ROLL

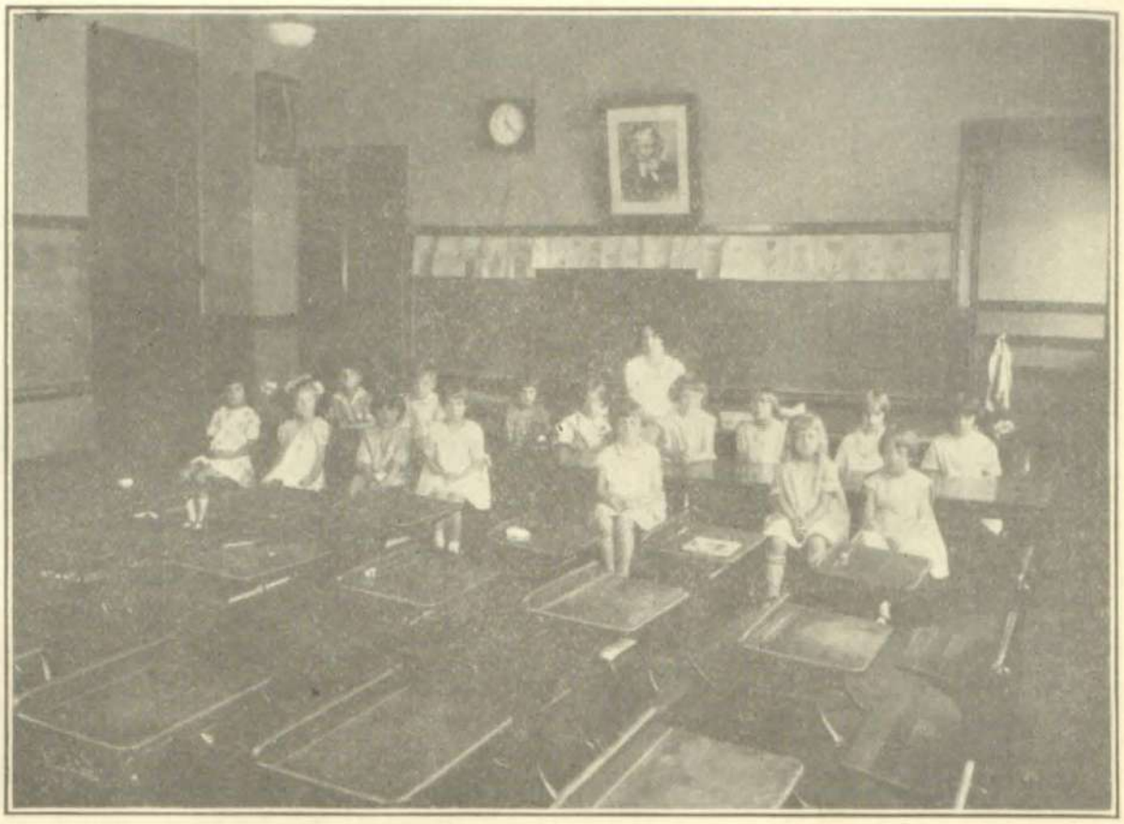
Elsie Badger
Leora Biggs
Irene Clinton
Mildred Jones
Jane Melvin
Lillian Mohr
Eleanor Salvatore
Freida Stein
Marilyn Willey
Edna Barstow
Betty Marvin
Jean Roys
Edith Truesdell
Leatha Olds
Nellie Akins
Russell Burkle
Robert Gray
LeRoy Harp
Mason Hollenbeck
Roderick Kimball
Ronald Knott
Harold Walls
John Schmoll
Earl Akins
Walter Goodrich

HONOR MARKS FOR FIRST GRADE

80%—Irene Clinton, Mildred Jones, Jane Melvin, Marilyn Willey, Edna Barstow, Betty Marvin, LeRoy Harp.

85%—Leora Biggs, Lillian Mohr, Eleanor Salvatore, Freida Stein, Jean Roys, Robert Gray, Mason Hollenbeck, John Schmoll.

90%—None.



KINDERGARTEN or PRE-PRIMARY CLASS

Teacher & Primary Supervisor

Miss Elizabeth Wilcox

CLASS ROLL

Mary Boardman	Nancy Rhodes	Charles Mosher, Jr.
Eleanor Boeltz	Marie VanWhy	William Page
Helen Corbin	Norma Knott	Charles Pope
Dorothy Hanna	Shirley Roys	Walter Pope, Jr.
Beverly Keller	Gladys Sweetland	Charles Utter
Marjorie Kruger	Reginald Beebee	Carl Walls
Katherine Owens	John Budkle	Gregory Snow
Alice Phelps	Charles Hart	Robert Dilks

KINDERGARTEN PRE-PRIMARY SCHEDULE

Handwork—30 min. Story—20 min.
Rhythms—20 min. Music—20 min.

The aims of kindergarten are to acquaint the child with his surroundings; to overcome his shyness, to correct speech defects, to give teacher a chance to study each individual and help him develop his abilities.

HANDWORK

In handwork we do a great many different things. We have group work, individual work, and whole group work.

Our aim is to acquaint the child with all different materials available, such as paints, blocks, hammers, saws, nails, colors, clay, plasticine, and sewing materials.

One day a week is given to individual work in which the child chooses his own materials and works out his own ideas.

In separate group work we have children working together on a part of a project. In this way the child learns that he is a part and not the only one. He has to wait his turn and learns in this way the act of cooperation.

Whole group work is good in that the child learns to follow directions. He finds that by paying no attention he is lost.

has opportunity of expressing own ideas, and ability to stick to a thing until it

Through handwork the child learns power of manipulation, cooperation, is finished.

RHYTHMS

In our rhythmic work we first teach simple rhythms as skipping to music, running to music, hopping, imitating different animals, birds and flowers.

Later we teach simple dances and use of different hand instruments.

Through teaching of rhythms child overcomes shyness of contact with other children. He also overcomes clumsiness and self-consciousness. He is made to feel that he is a part of the whole group and left by himself.

By use of band instruments child feels rhythm of piece, which will help him later if he takes up any special branch of music.

Rhythms also develop child's appreciation of music.

Textbooks Used—Rhythms for Kindergarten and First Grade—Ethel Summy. Rhythmic Music Book of Hollis Dawn—Book I. Manuscript—(Personal Copy). Rhythmic Action Plays and Dances—Moses.

STORY HOUR

At this time children have privilege of expressing their own thoughts and and telling stories.

We learn simple finger plays, Mother Goose rhymes, and some short poems. Also at this time children have stories told them. These may be stories that child has asked for, or stories in connection with his handwork, nature, or holiday.

The aim is to develop an appreciation for good literature and to realize a need for being able to read.

During this time child has an opportunity of telling own experiences which helps him to overcome his shyness and gives teacher an opportunity to better understand the child.

Textbooks Used—The Real Mother Goose. Finger Plays—Poulsson. Now we Are Six—Milne. When We Were Very Young—Milne. Old Mother Goose. ABC Book—Falls. Stories to Tell to Children—Bryant. How to Tell Stories to Children—Bryant. Stories and Story Telling—Keyes The Story Hour—Wiggin—Smith. For the Children's Hour—Lewis —Bailey. Clean Peter. Johnny Crow's Garden. Peter Rabbit. The Overall Boys. Little Black Sambo. The Fram Book. An Airplane Ride. The Magic Boat.

MUSIC

The music in the kindergarten is for child's own pleasure and appreciation.

We work first on sustained tones until all can match tones perfectly. Next we take on phrase songs, later going into longer songs.

Our songs are based on subjects of interest to the child. We take some Mother Goose songs, songs that are fitting to time of year, and in connection with our work or projects.

We aim to get all children singing and to enjoy it, and also to work with all monotones so that the music teacher can go on with advanced woork.

Textbooks Used—Hollis Dann - Book I. Songs For Small Singers—Neidlenger.

Primary Melodies. Introductory Music. Songs of Child Work.—Gayno.

Part VI

STUDENT ACTIVITIES

1. Foreword—Objectives and Basic Principles of Student Activities.
2. Student Council.
3. Editorial Staff of Greene High School News.
4. Orchestra.
5. Glee Club.
6. Band.
7. Dramatics.
8. One act plays.
9. Three act play.
10. Public Speaking
11. Agricultural Club.
12. Homemaking Club.
13. Agricultural Judging Team.
14. Typewriting Proficiency Tests.
15. Benefits of Athletics.
16. Football Team.
17. Girls' Basketball Team
18. Boys' Basketball Team.
19. Baseball Team.
20. Girls' Track Team.
21. Boys' Track Team.
22. Sportsmanship Contest.
23. Benefits of Interclass Athletics.
24. Girls' Interclass Athletics.
25. Boys' Interclass Athletics.

Foreword

THE OBJECTIVES OF EXTRACURRICULAR ACTIVITIES

The main objectives of extracurricular activities may be briefly stated as follows:

1. To prepare the student for life in a democracy.—If he is to live in a democracy, it is but reasonable that he should be prepared for it, not only by learning about it, but also by having actual contact with it. The early life of a child is not democratic, of necessity it is largely autocratic. He is restricted in many ways by his parents and his teachers. He must be restricted because he is not born an adequate social being. Training in habits is necessary, too, because he has not arrived at the point where he can reason about ideals and practice them. Consequently, he must be made to do certain things in certain ways. Now, as he nears the time when he will take his place as a free man he must be taught the obligations and responsibilities of his coming membership in a democratic state.

2. To make him increasingly self-directive.—The child must be brought gradually from the place where he is unable to control himself too the point where he is master. Here again it is a matter of a few ideals and much proper practice. Here again, extracurricular activities provide numerous opportunities in which the student may gradually assume increasing responsibility for his own direction.

3. To teach cooperation—Cooperation is recognized as one of the most important demands of citizenship, and yet little is done in the traditional work of the school to teach it. It is not taught in the usual subjects of algebra, history, or languages. True, it is taught about, but this is not sufficient. There must be practice in it. Membership in a student council, athletic team, or club, teaches cooperation because the student has to exercise it in order to retain his position and standing.

4. To increase the interest of the student in the school—This is done by giving him a small part in the management of its activities. Students have ideals and good intentions, but they may lack the judgment necessary to rule themselves. This comes from actual practice and experience of maturity. The student who gives of his time to this school cares for it the more because of his contribution of effort.

5. To foster sentiments of law and order—The poorest discipline in the world is that which is effected through fear. It is not even intelligent discipline. The best discipline is that which comes from within and comes because the group itself takes pride in holding up its own standard. The more students there are interested in the welfare of the school, the less discipline there will be necessary, because there will be more students who love their school and who will stand up for it.

6. To develop special abilities—Such qualities as initiative and leadership are little developed in classes in Latin or English or Chemistry. With the changing emphasis from subject to student, it is but natural that we should look for ways of developing these personal characteristics, which after all may be the most important assets to the school and to the community. The opportunities

for such development in extracurricular activities are only numerous, but very suitable, as the student is working with other students, of his own age, ideals, and understanding. Assuming and faithfully discharging responsibility, develop character.

BASIC PRINCIPLES OF EXTRACURRICULAR ACTIVITIES

1. The student is a citizen of the school. The citizen has rights and privileges as well as duties and obligations. 2. The school must have a constructive program. 3. Extracurricular activities should help motivate the regular work of the school. Extracurricular and curricular work need not be entirely separated. They should be mutually complementary. 4. These activities should be given a certain amount of time in the regular schedule each week for these activities. "It is correct to assume that the proper place for student activities is in the regular daily school program."—Dr. George M. Wiley. 5. The entire school should participate. If these activities are good for one student, they are probably good for all students. 6. These activities should be considered in the regular program of the teachers. They are legitimately a part of the regular load of each teacher. 7. The teacher-sponsor must be an advisor and not a dominator. It is extremely hard for a teacher to be anything but a dominator; all of her training and all of her practice is in a superior-inferior relationship. If the teacher dominates the organization or club, she has marked it for early disintegration. She is older than the students, has better judgment, and has had more experience, and this should be capitalized for the good of the organization. The function of the teacher is that of a counselor and advisor. 8. Extracurricular activities must be built upon the broad principle that the school is a laboratory for citizenship, personality, and character. Whenever possible the situations in the school should resemble the situations which the future citizen will face. Care must be used to prevent the predominate selections being made from the brighter or more forward students. The other need more training. The activities should not become formalized.

Student's Council

Officers 1928-29

President
Byron Knickerbocker
Vice-President, Vennis Davis
Business Manager, Elizabeth Van Auken
Secretary
Dana Benson
Publicity Manager
Joseph Gross

COUNCIL REPRESENTATIVES

Football
Capt. B. Knickerbocker
Mgr. Dana Benson

Baseball
Capt. Frederick Hoyt
Mgr. William Keller

Senior Orchestra
Leader, Ed. Meacham
Mgr. Joseph Gross

Senior Band
Leader Doane Meacham
Mgr. Milton Ford

Boys' Basketball
Capt. B. Knickerbocker
Mgr. Arthur Bartlett

Girls Track
Capt. Clarabelle Davis
Mgr. Helen Slliott

Junior Orchestra
Leader, Erma Lewis
Mgr. Gordon Webb

Junior Band
Leader, Kenneth Peters
Mgr. Edward Kenyon

Girl's Basketball
Capt. Vennis
Mgr. Helen Slliott

Boys Track
Capt. Paul Hardesty
Mgr. Frederick Hoyt

Glee Club
Leader, Winifred Fox
Mrs. Lynn Excell

Public Speaking Club
Pres. Kenneth Purdy
Sec. M. Weymouth

Homemaking Club
Pres. Vennis Davis
Sec. Stella Boughton

Agricultural Club
Pres. Kenneth Purdy
Sec. Raymond White

Senior Class

Pres. F. Juliand
Sec. M. Weymouth

Junior Class

Pres. Stanley Bryant
Sec. William Kellar

Sophomore Class

Pres. Erma Lewis
Sec. Joseph Sauter

Freshman Class

Pres. Bernice Milstead
Sec. Wilson Harrison

Eight Grade

Pres. Frances Noone
Sec. Worth Burgess

Seventh Grade

Pres. Erwin Centerwall
Sec. Elsie Stein

Students' Council 1929 30

President, Stanley Bryant

Vice-President, Gordon Webb

Secretary, William Keller

Publicity Manager, Arthur Bartlett

Business Manager, Margaret Noone

Council Member — Representatives

Footbali

Capt. Alfred Turner
Mgr. Stanley Bryant

Boy's Basketball

Capt. Harry Young
Mgr. Arthur Bartlett

Girls' Basketball

Capt. Vennis Davis
Mgr. Phyllis English

Baseball

Capt. Joseph Eggleston
Mgr. Luray Hall

Boy's Track

Capt. Alfred Turner
Mgr. Stanley Bryant

Girls' Track

Capt. Clarabelle Davis
Mgr. Frances Kimball

Orchestra

Leader, Dana Benson
Mgr. Robert Nosser

Band

Leader, William Winter
Mgr. Joseph Eggleston

Glee Club

Leader, Erma Lewis
Mgr. Ruth Skinner

Senior Dramatic Clul

Pres. Karl Reinhardt
Sec. Alfred Turner

Homemaking Club

Pres. Cecil Heath
Sec. Doris Beckwith

Public Speaking Club

Pres. Francis Ingraham
Sec. Ruby Yarns

Senior High School Office
Senior Class (12)

Pres. Dale Cutler
Sec. Geo. King

Agricultural Club

Pres. Donald Kruger
Sec. Russell Brown

Junior High School Office
Senior Class (9th)

Pres. Ed. Kenyon
Sec. Mildred Harrington

Junior Class (11)

Pres. Joseph Sauter
Sec. Genevieve Young

Greene H. S. News

Editor, Alfred Turner
Manager, D. Cutler

Junior Class (8th)

Pres. Eugene Watrous
Sec. Jane Miller

Freshman Class (10th)

Pres. Mildred Frost
Sec. Wanda Olmstead

Freshman Class (7th)

Pres. Howard Cobb
Sec. Jimmie Elliott

GREENE HIGH SCHOOL NEWS

Greene High School students will for the first time publish a newspaper during the year 1929-30.

EDITORIAL STAFF

Editor-in-chief—Alfred Turner
Business Managers—Dale Cutler
Advertising Manager—Arthur Bartlett
Faculty Advisor—Elizabeth G. Sherman
Chief Typist—Lucille King

Boys' Athletic Dept.

Editor, Luray Hall
Varsity Reporter, Dana Benson
Senior H. S. Reporter, Gordon Webb
Junior H. S. Reporter, Worth Burgess
Elementary School Reporter,
Carl Meacham
Typist, Joseph Sauter

Girls' Athletic Dept.

Editor, Edna Ticknor
Varsity Reporter, Marcia Sliter
Senior H. S. Reporter, Lois Bolt
Junior H. S. Reporter, Ruth Bartlett
Elementary School Reporter,
Barbara Baxter
Typist, Margery Stiles

Club Dept.

Editor, Erma Lewis
Senior Dramatic Report., Eleanor Davy
Junior. Dram. Report. Gert. Cobb
Pub. Speak. Report., Francis Ingraham
Homemake. Club Report, G. Lamphere
Agri. Club Report., D. Kruger
Orchestra Report, Louise Frost
Band Reporter, Nelson Bryant
Glee Club Reporter, Agnes Tarble

Assembly Program Dept.

Editor, Vennis Davis
Reporters, Mary Sauter, Ruth Skinner
Ethel Wightman, Henry
Juliand, Charles Wade.
Typist, Grace Schaapman

Class Activities Department

Post-Graduate and Alumni Reporter—Paul Hardesty
Editor—Raymond White
12th Grade Reporter—Roswell Brown
11th Grade Reporter—Shirley Race
10th Grade Reporter—William English
9th Grade Reporter—Frances Noone
8th Grade Reporter—Naomi Nosser
7th Grade Reporter—Mary Clinton
Elementary Grade Reporter—Carl Pierson
Typist—Isabelle Sturdevant

Faculty News Department

Editor—Paul Hardesty
Typist, Isabelle Najarian

Managerial Department

Circulation Manager—Karl Harrington
Senior H. S. Manager—Richard Tydings
Junior H. S. Manager—Harrison Schmoll
Elementary School Manager—Donald Driscoll
Faculty Manager—Allen Wightman
Alumni Manager—Terry Maxon

Senior Orchestra

Violins
Erma Lewis
Isabelle Najarian
Ruby Yarns
Gordon Webb
Stella Boughton
Inez Hollenbeck
Louise Frost

Clarinets
Earl Pittsley
Frederick Juliand

Violins
Erma Lewis
Ruby Yarns
Gordon Webb
Inez Hollenbeck
Ethel Wightman
Joseph Sauter
Louise Frost
Carl Pierson
James Elliot

Piano
Frances Kimball

Drums
Graydon Excell

Student Leader
Edward Meacham

Director
Miss Elsie Homan

Manager
Joseph Gross

Officers Elect for 1929 -
Student Lead. D Benson
Mgr. Miss Decker
Mgr. Robt. Nosser

JUNIOR ORCHESTRA

Student Leader
Erma Lewis

Director
Miss Elsie Homan

Manager
Gordon Webb

Clarinets
Earl Pittsley
Everett Cady
Worth Burgess
Edward Kenyon
Terry Maxon
Harrison Schmoll
Charles Rockwell
Franklin Lawton

Tuba
Frederick Hoyt

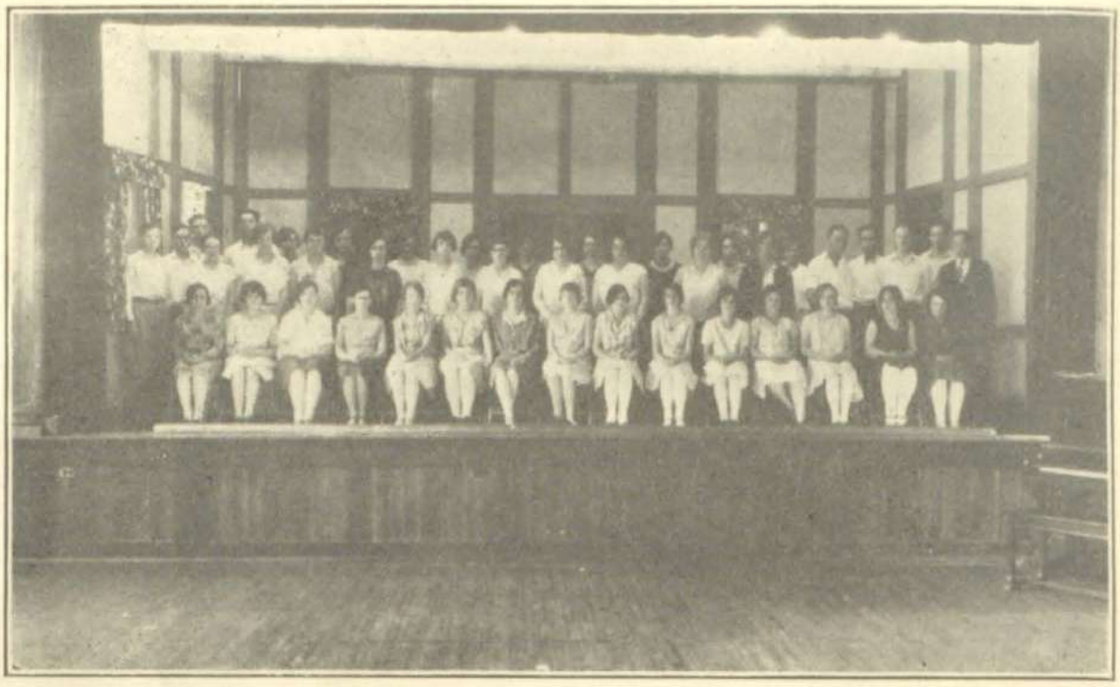
Trumpets
Edward Meacham
Byron Knickerbocker
Kenneth Peters

Saxophone
Milton Ford
Clarence Peters
Doane Meacham
Piano—Irene Lewis
Drums —Joseph Gross

Cornets
William Winter
Joseph Eggleston
Carlton Rockwell
Robert Nosser
Leonard Oles
Nelson Bryant
Reginald Teetsel

Saxophones
Harry Young
Clarence Peters

Trombones
Elwood Kimball
Dale Cutler



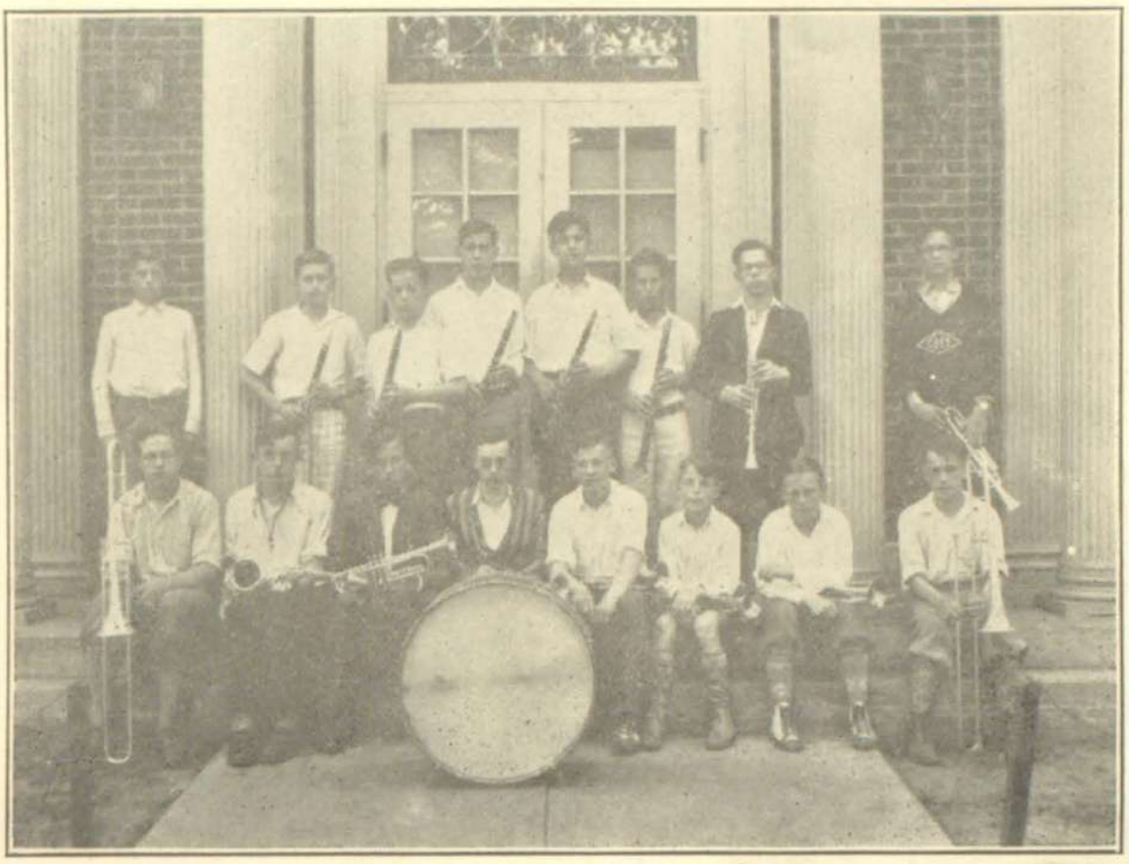
Glee Club

Student Leader	Director	Manager
Winfred Fox	Miss Elsie Homan	Lynn Excell

Alice Barstow	Oby Hoag	Frances Kimball
Lorena Barstow	Mayr Hollenbeck	Lucille King
Dana Benson	Frederick Hoyt	Byron Knickerbocker
Lois Bolt	Grace Schaapman	Dorothy Krivicich
Stella Boughton	Ruth Skinner	Geneva Lamphere
Robert Bryant	Marcia Sliter	Erma Lewis
Leonard Bullett	Marjorie Stiles	Irene Lewis
Anna Davis	Agnes Tarble	Bernice Milstead
Eleanor Davy	Edna Ticknor	Lawrence Munyon
Helen Elliott	Isabelle Tydings	Isabelle Najarian
Phyliss English	Ethel Wheeler	Margaret Noone
Lynn Excell	Ethel Wightman	Harriet Norton
Milton Ford	Genevieve Young	Robert Nosser
Winifred Fox	Harry Young	Wanda Olmstead
Norma French	Frederick Juliand	Ruth Peterson
Charles Hall	William Keller	Marian Pixley
Frances Hamilton	Ethel Kenyon	Kenneth Purdy
Mary Hammond		Karl Reinhardt

Officers Elect for 1929 - 1930

Student Leader	Director	Manager
Erma Lewis	Miss Ruth E. Decker	Ruth Skinner



Band

Student	Director	Manager
Kenneth Peters	Mr. George Van Tuyl	Edward Kenyon

Cornets	Clarinets	Trombones
Kenneth Peters	Everett Cady	Elwood Kimball
William Winter	Worth Burgess	Dale Cutler
Joseph Eggleston	Harrison Schmoll	Saxophone
Carlton Rockwell	Edward Kenyon	Harry Young
Robert Nosser	Terry Maxon	Drum
Nelson Bryant	Franklin Lawton	Richard Kimball
Leonard Oles		Cymbals
Reginald Teetsel		Lincoln Bryant

Officers Elect for 1929 - 1930

Student Leader	Director	Manager
William Winter	Mr. George Van Tuyl	Joe Eggleston

Dramatic Club

The pupils of both Junior High School and Senior High School will be given the opportunity of studying the principles of dramatics and also the opportunity for self-expression in two dramatic clubs which have been organized for this purpose.

Officers of the Senior Dramatic Club:

President—Karl Reinhardt
Vice-President—Stanley Bryant
Secretary—Alfred Turner

The Junior Dramatic Club will be reorganized in September.

JUNIOR DRAMATIC CLUB

1. One play each month in assembly.
2. One public entertainment of one-act or two-act plays.
3. Become stage positions and directions.
4. Pronunciation.
5. Enunciation.
6. Elemental drill in imitation and control of body and voice.
7. Elemental principles of staging play: settings, costuming, etc.
8. Class reading and study of plays.

SENIOR DRAMATIC CLUB

1. One-act play every month in assembly.
2. One public performance—three-act play.
3. Advanced instruction in use of body, voice, enunciation, pronunciation dialects, etc.
4. Characterization—interpretation of character, study of how great actors have interpreted parts.
5. Study of the play—its aim, how to choose, where to order, copright laws.
6. Staging play—scenery, lights, costumes, make-up.
7. Stage technique—movements, groupings, balance, etc.
8. Possible supplementary topics:
   a. Types of theatre, their characteristics and merits.
   b. World's great play.
   c. Great actors and their careers.
   d. Little theater movements.
   e. Reports on plays seen and stage mechanics.
   f. Making up programs.
   g. Writing of original plays.

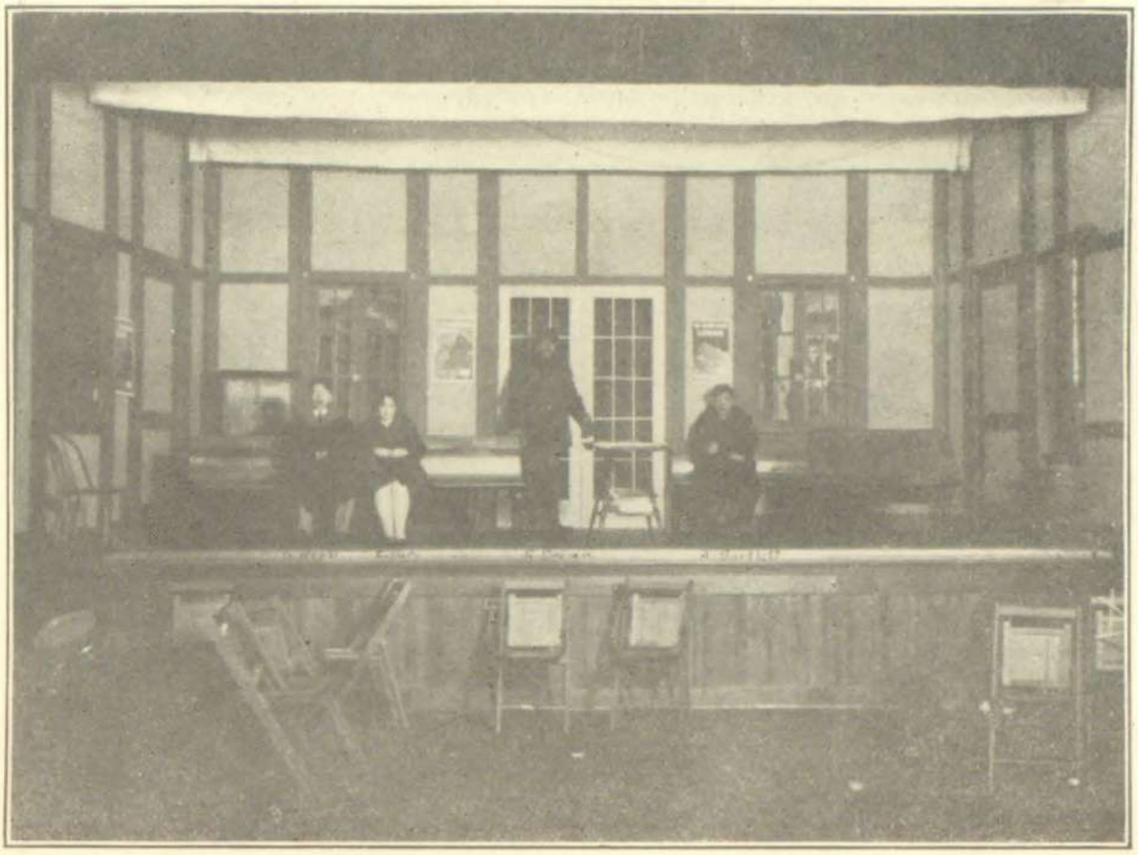
Text-book for Senior Dramatics Club—Acting and Play Production by Andrews and Weirick.

One Act Play—"Paradise"

Cast of Characters

She ..... Eleanor Davy
Station Master ..... Roswell Brown
He ..... Arthur Bartlett
A Stranger ..... Gordon Webb

Directed by Helen T. Smith

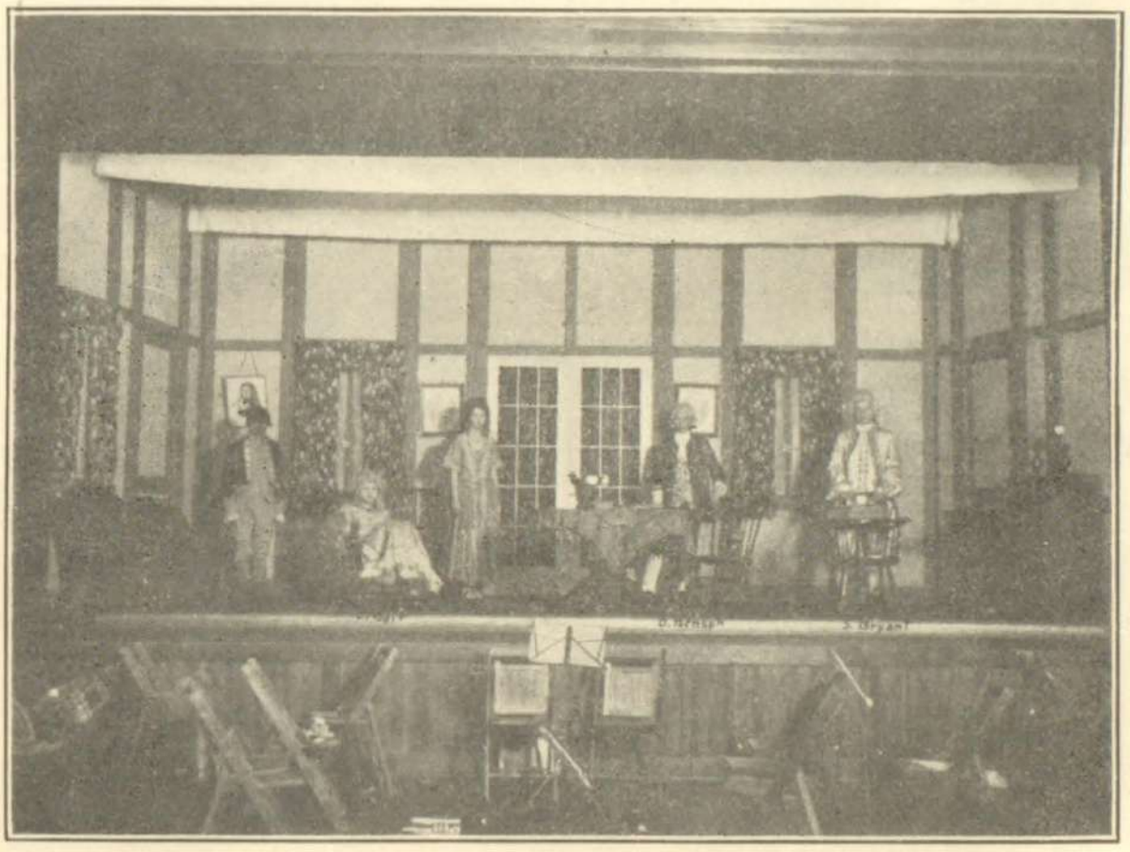


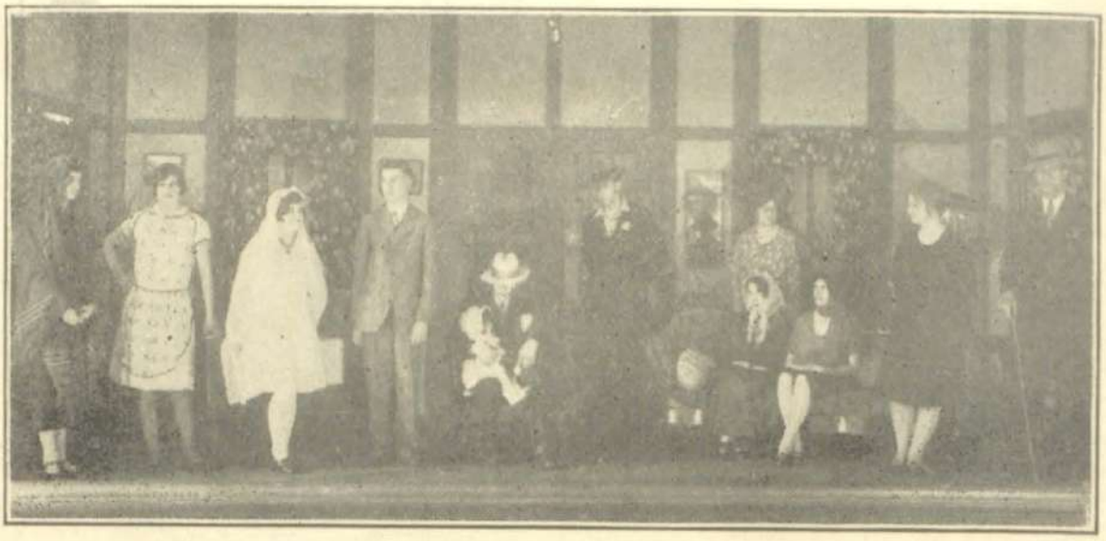
One Act Play—"Second Samuel"

Cast of Characters

John Camm ..... Dana Benson Betsy Hansford ... Margaret Noone
Francis Ritchis .. Stanley Bryant Hibernia Camm ..... Lois Bolt
Cato ..... Lurray Hall

Directed by Helen T. Smith





Three Act Play—"Second Childhood"

Cast of Characters

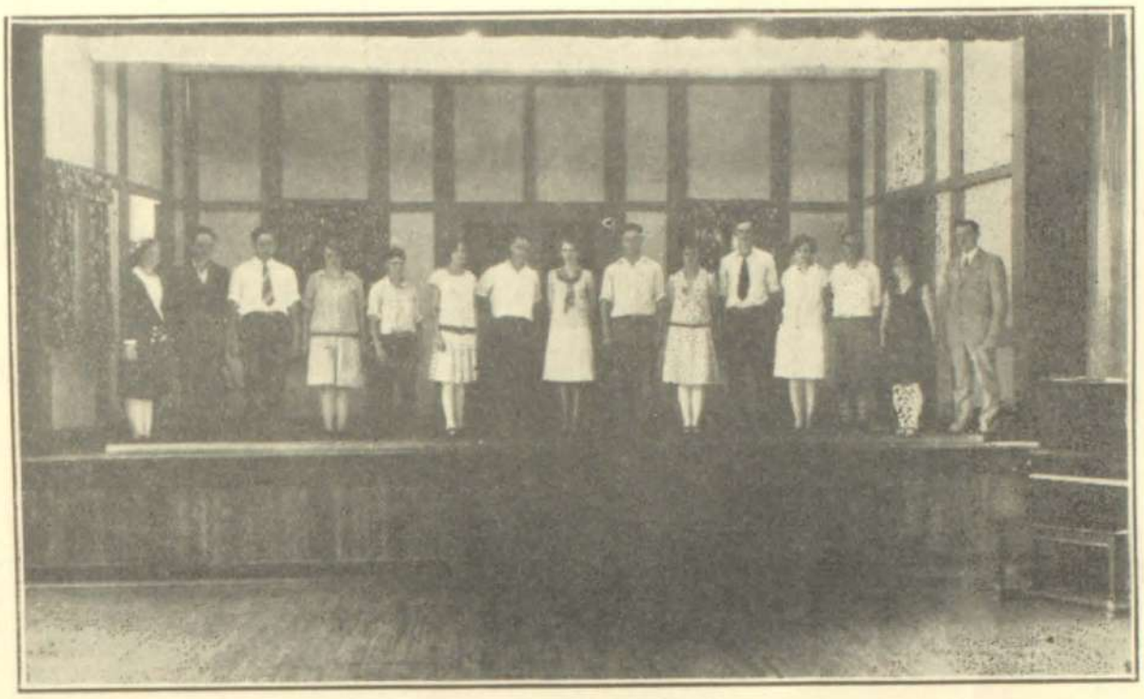
Professor Frederick Relyea ..... Karl Reinhardt
Mrs. Wellsmiller ("Auntie") his sister ..... Helen Elliott
Sylvia Relyea, his daughter ..... Edna Ticknor
Philip Stanton, his assistant ..... Kenneth Purdy
General Henry Burbeck ..... Lynn Excell
Marcella Burbeck, his daughter-in-law ..... Isabelle Tydings
Mrs. Vivvert, a neighbor ..... Winifred Fox
Mrs. Henderson, her mother ..... Ethel Kenyon
Lucille Norton, a neighbor ..... Hary Hollenbeck
Judge Sanderson ..... Gerald Lamphere
Sheriff Johnson ..... Milton Ford

Directed by Grace McCormack

Property Manager—Harry Hayes
William Bartlett
Frances Kimball

Stage Manager—John Flagg
Harriett Norton

Heretofore these plays have been given by the Senior class but in the future they will be given by the Senior Dramatic Club consisting of Seniors, Juniors and Sophmores



E. L. Page Prize Speaking Contest

PROGRAM

1. "Unlawlessness" ..... Allen Wightman
2. "The Plumed Knight" ..... Richard Tydings
3. "Spirit of Gettysburg" ..... Luray Hall
4. "Regulus of the Roman Senate" ..... Lawrence Munyon
5. "A Song of Dusk" ..... Lois Bolt
6. "Captain January" ..... Ruby Yarnes
7. "Why I Specialize in Prohibition" ..... Francis Ingraham
8. "The Littlest Orphan and the Christ Baby" ..... Eleanor Davy
9. "Benifits Forgot" ..... Sarah Fosgate
10. "The True Spirit of Woodrow Wilson" ..... Lloyd Kenyon
11. "Daddy Doc" ..... Marguerite Weymouth
12. "The Cross of Gold" ..... Raymond White

The prizes are from the E. L. Page Prize Speaking Fund and consist of First Prize $10.00; Second Prize $5.00; Third Prize $2.50 for both Boys and Girls.

The First Place Winners for both Girls and Boys represented Greene High School at Oxford in the finals of the Interscholastic Prize Speaking Contest. Greene did not succeed in taking any prizes this year at the interscholastic contest.

Mr. Howard R. Bradley ..... Coach of Boys

Mrs. McCormack and Mrs. Howard R. Bradley ..... Coach of Girls

Greene High School Agricultural Club

The club was organized in 1925 and applied at once for a charter in the state organization. Vincent Davis was the first President followed by Lloyd Kenyon. During 1928-29 Kenneth Purdy wielded the executive gavel and he will be succeeded during the coming year by Donald Kruger.

Among the activities of the club have been the following: Several parties and corn roasts have been sponsored. It financed the judging team to Ithaca Farmers' Week and in 1927-28 maintained a basketball team.

In the spring Greene participates with the other schools in a track meet and field day. This year Greene won scoring 44 points to Endicott's 30. Owego got 10 and Delhi State School tallied but 5.

In the speaking contest preliminary to the state fair contest, Kenneth Purdy closely defeated 5 other contestants resulting in this section of the state being represented at the State Fair this Fall by Kenneth who will speak on, "The Ins and Outs of Rural Education."

Plans are already under way for a vigorous program for next year and President Gruger gives every indication being a capable success or to previous leaders.

Greene High School Homemaking Club

1928-29

Pres.—Vennis Davis
Vice-President—Mary Hollenbeck
Sec.-Treas.—Stella Bougton
Advisor—Mrs. Genevieve Clark

1929-30

Pres.—Cecil Heath
Vice-President—Mildred Foster
Sec.-Treas.—Doris Beckwith
Advisor—Ruth E. Bayliss

The activities of the Homemaking Club have been confined mostly to redecorating the Homemaking Room. The club had a supper during Education Week, whereby enough money was raised to buy paint and curtains for the room. The students painted the tables and other equipment, and made the curtains, thus enhancing the beauty of the room very much.

Agricultural Judging Team

One of the leading activities of the agriculture department is live stock judging. Many honors have been won by Green High School in this field.

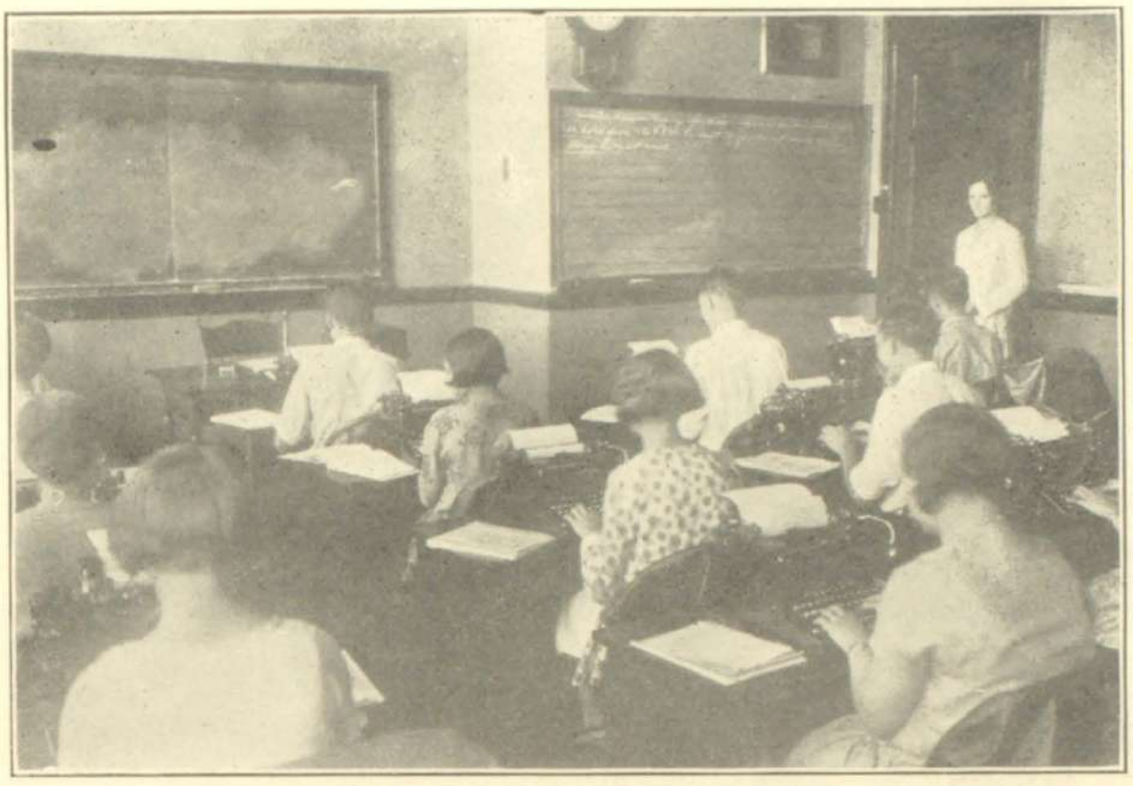
The judging team consisting of Vincent Davis, Gerald Lamphere, and Harold Brown won the grand championship for judging in all events at the Syracuse State fair in 1927. The prize, a beautiful plaque is now hanging in the corridor of the High School.

In the individual contests the boys from Greene won 2d in cattle and 3d in horses. Harold Brown very nearly made the trip to the National Dairy Show by virtue of winning 5th place in cattle judging with 180 contestants participating. The boys in addition to these honors won sufficient cost to pay all their expenses.

At the contest at Morrisville and Delhi the following month the boys made a fine showing doing consistant work but failing to win a first. However, at Farmers' Week the following winter they were amply rewarded by winning a large cup in cattle judging.

Last fall at Delhi, Greene won first place and brought home 2 cups one of which is our permanent possession and the other must be won 2 times to become a permanent possession. Vincent Davis was high scorer receiving a valuable Ayrshire calf as a prize. At the state fair the boys won second in horses.

During the past year the boys have spent much time in practice and give promise of a good showing this fall at the state fair.



Typewriting Room

During the year the following proficiency awards have been won.

L. C. Smith Typewriting Co.

June, 1929

Ethel Wheeler	36 net words per minute
Marjorie Stiles	33 net words per minute
Lucille King	32 net words per minute
Joseph Sauter	30 net words per minute

Underwood Typewriting C.

May, 1929

Joseph Sauter	33 net words per minute
Grace Schaapman	31 net words per minute
Isabelle Sturdevant	31 net words per minute
Isabelle Najarian	30 net words per minute

Underwood Typewriting C.

June, 1929

Ethel Wheeler	36 net words per minute
Alice Barstow	31 net words per minute
Lucille King	30 net words per minute

Remington Typewriting Co.

June, 1929

Ethel Wheeler	44 net words per minute
Lucille King	32 net words per minute
Joseph Sauter	32 net words per minute
Isabelle Sturdevant	30 net words per minute
Esther Finch	29 net words per minute
Winifred Fox	26 net words per minute
Mary Hollenbeck	25 net words per minute

The Benefit of Athletics in the Physical Education Program

When we have supervised athletics for all children of all ages, of both sexes, then we have the ideal Athletic program. We attempt to carry out the program as nearly as possible by adding new events to the Physical Education Curriculum. Throughout a school year we attempt to have every child in as many sports as possible. Our class athletics do much to interest and hold the interest of the students. We do not want a certain few for all athletics but want as many out for each sport as can find time.

Through sports we promote interest in school and extra curricular activities. We give the sports as much supervision as possible so that we may develop the student along the mental as well as physical lines. Athletics develop Sportsmanship both on and off the Athletic field so that our students as they go out into life will have the proper spirit to compete.

Athletics give the child an opportunity to enlarge his or her environment and to know the people in his locality much better. It develops a more friendly spirit among the schools and in the classes of each school. Athletics teaches the child careful and cheerful cooperation with others not for the benefit of self but for the general welfare of all. In short Athletics developes the physical, mental and moral qualities so that the child gets better and stronger body and mind and because of having played becomes better fitted to become a good citizen of the community, working not for self alone but to make the community better for his having lived there.

Football Team

1928

Capt. Byron Knickerbocker
Mgr. Dana Benson
Ass't Mgr. Stanley Bryant

Capt. Elect Alfred Turner
Mgr. Elect Stanley Bryant
Ass't Mgr. Elect H. Standish

Coach Gerald P. Jones

MEMBERS OF THE TEAM EARNING LETTER:

B. Knickerbocker, M. Ford, W. Ticknor, A. Turner, D. Meacham, E. Meacham, V. Davis, D. Cutler, R. Nosser, H. Foster, R. Bryant, L. Fancher, F. Juliand, E. Rounds, J. Sauter, J. Eggleston, and Mgr. Dana Benson.

MEMBERS OF TEAM NOT EARNING LETTERS:

R. White, W. Winter, W. Keller, R. Tydings, H. Gillette.

Summary of Season of '28

Greene	18	Opponents	Pts.
Greene	44	St. Patrick's	0
Greene	20	Whitney Point	0
Greene	18	Sherburne	0
Greene	77	Unadilla	0
Greene	6	Whitney Point	0
Greene	26	Owego	0
Greene	7	Sidney	6
Greene	216	Oxford	0
Greene	Pts.	Opponents	6

Games Won, 8; Games Lost, 0

Girls' Basketball Team

1928-29

Captain—Vennis Daivs
Manager—Helen B. Elliott
Ass't Mgr.—Phyllis English
Coach—Wilhelmina Bradley

Forwards

Clarabelle Davis
Ruth Peterson
Mary Sauter
Ruth Skinner
Reta Miller
Dorothea McGwoan

1929-30

Captain—Vennis Davis
Manager—Phylliss English
Ass't Mgr.—Genevieve Young

Guards

Vennis Davis
Winifred Fox
Margaret Noone
Eleanor Davy
Marion Wilcox
Marjorie Badger
Elizabeth Van Auken
Hazel Hayes

Summary of Games

Away				Home			
Afton	2	Greene	22	Afton	20	Greene	4
Earlville	25	Greene	18	Earlville	29	Greene	31
Sherburne	9	Greene	25	Sherburne	14	Greene	22
New Berlin	3	Greene	42	New Berlin	6	Greene	38
So. N. Berlin	19	Greene	59	So. N. Berlin	18	Greene	59
Whitney Point	3	Greene	38				

Total Score, Greene—401
Total Score, Opponent's—120

The Chenango Valley League—Won by Greene & Earlville (tie)

Boys' Basketball Team

1928-29

Capt. Byron Knickerbocker
Mgr. Arthur Bartlett
Ass't. Mgr. Joseph Sauter

1929-30

Capt. Elect Harry Young
Mgr. Elect Arthur Bartlett
Coach G. P. Jones
Ass't. Mgr. Sherwood Martin

Members of Team—B. Knickerbocker, H. Young, R. Bryant, E. Meacham, D. Meacham, R. Nosser, M. Ford, L. Excell, F. Hoyt, A. Bartlett, Mgr. G. Webb, S. Bryant, W. Winter, J. Sauter, R. Brown, V. Davis, W. Ticknor, L. Fancher, D. Cutler, C. Hall, R. Tydings.

Summary of the Season. (1928-29)

New Berlin	16	Greene	42
Afton	13	Greene	14
Afton	22	Greene	31
Earlville	11	Greene	35
Whitney Point	14	Greene	46
S. N. Berlin	26	Greene	45
Sherburne	16	Greene	41
Earlville	17	Greene	39
N. Berlin	15	Greene	31
S. N. Berlin	31	Greene	38
Sherburne	36	Greene	14
* Johnson City	52	Greene	19
All opponents	276	Greene	395

Greene High School was winner of Chenango Valley Basketball League for Boys. Games Won, 10; Games Lost 2.

* Game in N. Y. S. P. S. H. A. A. SSectional Tournament.

Baseball Team

1929

Capt.—Fred Hoyt
Mgr.—William Keller
Ass't Mgr.—Luray Hall

1930

Capt. Elect—Joseph Eggleston
Mgr. Elect—Luray Hall
Ass't. Mgr.—Francis Ingraham

Coach — G. P. Jones

Members of Team—F. Hoyt, J. Eggleston, L. Excell, B. Wilcox, L. Rockwell, H. Foster, E. Meacham, K. Purdy, C. Hall, R. Bryant and Mgr. W. Keller.

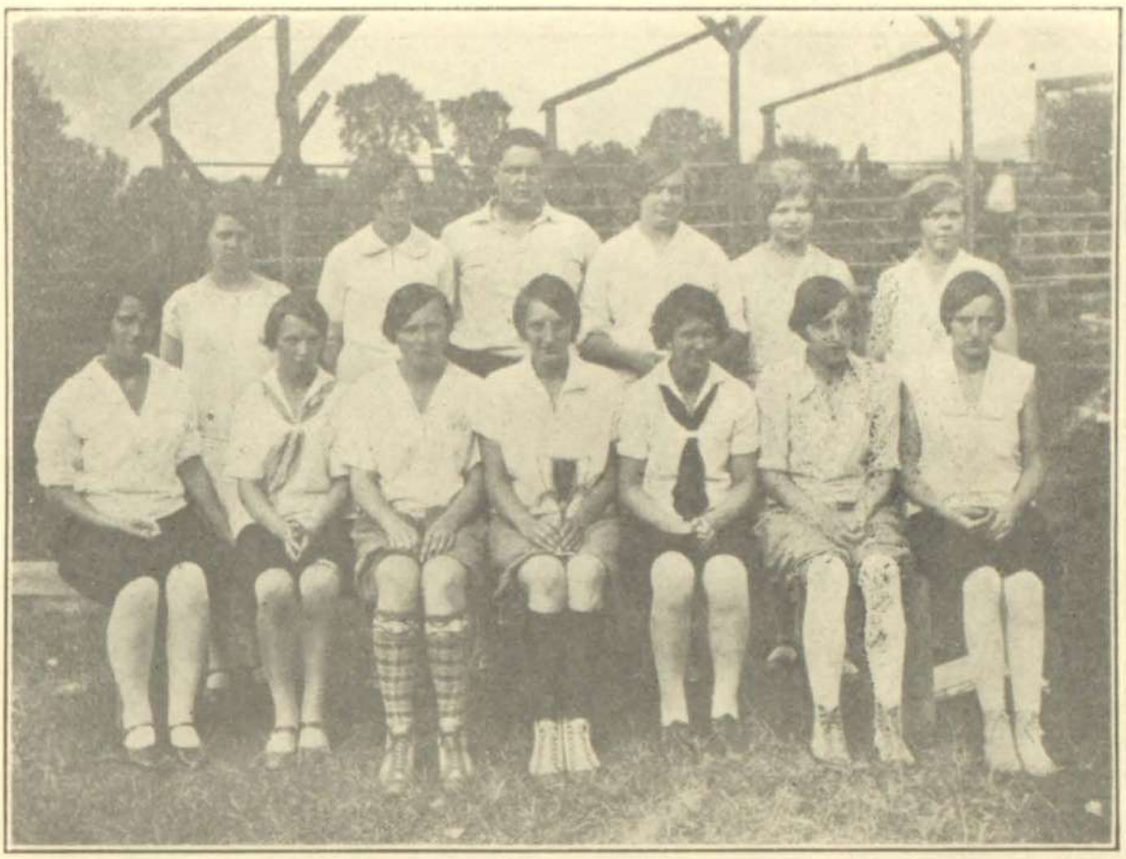
H. Young, R. Nosser, F. Ingraham, H. Cassler, H. Gillette, M. Ford, Pr. Hardesty, G. Gould, W. Winter, W. Bartlett.

Season Summary

Opponents	Pts.	Grene	Pts.
N. Berlin	9	Greene	23
Sherburne	7	Greene	8
Oxford	5	Grene	17
Sherburne	7	Greene	6
N. Berlin	8	Greene	12
Oxford	13	Greene	12
Total	49	Total	78

Games Won, 4; Games Lost, 2.

Chenango Valley Baseball League won by Greene.



Girls' Track Team

1929

Capt.—Clarabelle Davis
Mgr.—Helen Elliott
Ass't Mgr.—Frances Kimball
Coach—Wilhelmina Bradley

1930

Capt. Elect—Clarabelle Davis
Mgr. Elect—Fraces Kimball
Ass't Mgr. Elect Alice Barstow
Coach—Muriel Churchill

Members of Team—G. Davis, W. Olmstead, M. Hathaway, E. VanAuken, V. Davis, S. Fosgate, D. Beckwith, M. Sauter, F. Jacobensen, M. None, A. Davis, M. Leach, R. Miller.

Summary of Interscholostic Track Meet Held at Greene, Sat. June 8

1st Greene 37½ Pts.; 2nd Earlville 23 5-6 Pts.; 3rd Oxford 5 2-2 Pts.; 4th N. Berlin 5 Pt

40 yd. dash—5½ sec.

1. C. Davis (Greene)
2. Olmstead (Greene)
3. Hathaway (Grene)
4. Soule (Oxford)

High Jump—4 ft. 4 in

1. Jacobson (Greene)
2. Nash (Earlville)

C. Davis (Green) Tied for 2nd.

4. Shapley (Earlville)

Basketball Throw—63 ft.

1. Van Auken (Greene)
2. V. Davis (Greene)
3. Hartshorn (Earlville)
4. Stork (Oxford), Hughes (Oxford) & Collier (Earlville) tied for 4th place

Throw & Catch—16 2-5 sec.

1. Sauter (Greene)
2. V. Davis (Grene)
3. A. Davis (Greene), Day (Earlville) and Rowley (Earlville) tied for 3rd

Broad Jump— 7 ft. 2 in.

1. Rogers (Earlville)
2. Olmstead (Grene)
3. Avery (Earlville)
4. Coye (Earlville)

180 yd. Relay—29 2-5 sec.

1. (Scarlett, J. Avery, Robert, Coye, Rowley, Parteko) Earlville.
2. (Nelson, Stewart, Oliver, Arnold, Walling, Stafford) N. Berlin.
3. (O'Connor, Chapman, Dutcher, Cooper, Soule, Lloyd) Oxford

Boys' Track Team

Capt.—Paul Hardesty
Mgr.—Fred Hoyt
Ass't Mgr.—Stanley Bryant

Capt. Elect—Alfred Turner
Mgr. Elect—Stanley Bryant
Ass't. Mgr.—Oby Hoag

Coach—G. P. Jones

Members of Team—P. Hardesty, F. Hoyt, A. Turner, D. Meacham, M. Ford, W. Bartlett, R. Nosser, B. Wilcox, L. Bullett, K. Purdy, G. Could, G. Webb, C. Rockwell.

Summary of Interscholastic Track Meet Held at Greene, Sat. June 8

100 yd. Dash—10 4-5 sec

1. Hardesty (Greene)
2. Dutcher (Oxford
3. Purdy (Greene)
4. Leach (Oxford)

Running Broad Jump—19 ft. 6 in.

1. Hardesty (Greene)
2. Landers (Oxford)
3. Hurt (N. Berlin)
4. Purdy (Greene)

220 yd. Relay—24 1-5 sec.

1. Dutcher-Leach (Oxford)
2. Radziseski-Reese (Earlville)
3. Bullett-Nosser (Greene)
4. Stafford-Davis (N. Berlin)

Eight Pound Shot Put—45 ft. 8 in.

1. Turner (Greene)
2. D. Meacham (Greene)
3. Stork (Oxford)4. Ford (Greene)

440 yd. Relay—52 2-5 sec.

1. W. Bartlett, Bullett, Nosser, Wilcox (Greene)
2. Landers, Biviano, Cooper, Rogers (Oxford)
3. Stafford, Talbot, Wilkinson, Beardsley (N. Berlin)
4. Doyle, Knefly, Ezub, Benedict (Earlville)

Running High Jump—5 ft. 2 in

1. McEneny (Oxford
2. Ford (Greene)
3. (Webb-Gould) Greene and Talbot (N. Berlin) tied for 3rd.

Summary

1st—Grene—38 Point.
2nd—Oxford—25 Points.
3rd—N. Berlin—9 Point.
4th—Earlville—7 Points.

SPORTSMANSHIP CONTEST

Interschool competition this year in Physical Education line was not entirely confined to sports. In order to foster a better spirit between the various schools a sportsmanship essay contest was inaugerated.

Sherburne took first prize in the league, while Marjorie Stiles of Greene wrote an essay which took second. The third prize was taken by Sherburne.

In Greene the essays were written during a physical educatioon period and winners from each class were chosen. The results were as follows:

	GIRLS	BOYS
Seniors		
Juniors	Marie Taft	Alfred Turner
Sophmores	Marion Gross	George King
Freshmen	Dorothy Spafford	Donald Kruger
Eighth Grade	Bernice Milstead	Wilson Harrison
Seventh Grade	Mildred Harrington	Edward Kenyon
Sixth Grade	Madeline Harrington	Euoir Christeanses
Fifth Grade	Doris Mitchell	Fred Ticknor
Fourth Grade	Ruth Lewis	Robert Maxon
Third Grade	Edith Ticknor	
	Jane Elliott	

The winners each received a season Basketball ticket as a reward while the league winners won a season ticket to any league game and an invitation to the league Basketball Banquet, where the speeches were read.

The following are the Greene prize winning essays.

FIRST PRIZE ESSAY FOR GIRLS—

Marjorie Stiles, Freshman

The success of the life of any High School depends in large measure upon the sportsmanship of its student body, a sportsmanship which in its truest form will establish a firm basis for all the loyalty and all the spirit exhibited by the students toward their Alma Mater. It is such loyalty, produced from a spirit of sportsmanship, which impels the students to keep continually in mind the prestige of his high school and to guide his conduct accordingly. Such loyalty will cause the student to consider his actions in the light of the influence that they may possibly have on the standing of his school in the community and the state.

Nothing can stand in the way of a student body that determines to make its high school the first in the state. Each student can help by applying the fundamental principle of sportsmanship to school life. First, he can uphold his high school by word of mouth and by deed at all times. He will not permit to go unchallenged in his presence a slanderous remark concerning the character of his high school; he will do the right thing by his high school without being told, merely because he wants to do the right thing. He will not require constant watching on the part of his teachers; his conduct when out of the sight of the teachers will not vary from his conduct in their presence. The welfare and success of the school will be his success. The student that wants his school to be the first in the state will play fair with the parents and taxpayers by preparing his lessons faithfully each day and by being studious and attentive in the class room. He will not be among the class of silly boys and girls who are afraid they will be criticised if they perform little acts of courtesy for their teachers.

He will also respect the desires and wishes of his teachers, and make their work as pleasant as possible. He will not mar and deface the school furniture or the schoolbuilding simply because he has a pencil or a penknife and an opportunity to do so. He will be sportsmanlike on the play grounds, and maintain a high standard of play.

The student I have been describing will be dependable. Denpendability is one of the highest qualities that a boy or girl can possess. This quality manifested by a boy or girl at once wins the confidence, the admiration, and the pride, not only of his teachers, but of his classmates as well.

Athletic contests and other school entertainments need the support of the general public. Rude manners on your part may drive away profitable customers. At such public school affairs see to it that first consideration is given to your outside customers or guests. Do not let noise or discourtesy on your part spoil an act of a school play for someone else. Do not disturb those on the program by coming late. Good sportsmanship at games requires giving thought to the pleasure of others, especially those not in school whose support makes your athletics possible. Organized cheering and applause are usually so sought after at school contests that students are usually asked to group together for that purpose. Boost your school by whole-heartedly taking part in the singing and yelling as you are directed. Do not scatter in little groups among the spectators and indulge in disorganized rooting for the sole purpose of attracting attention to yourselves. People have come to see a game, not so see you.

Never display "spooniness" of any kind in public. Love affairs between high school boys and girls are always laughable, but when publicly exhibited they are even disgusting.

In general, so conduct yourself as to give the greatest amount of pleasure to your friends and guests.

We think of athletics when we think of sportsmanship. In athletic contests, as in contests of life, right and wrong are clearly defined. And the boy who learn his athletic game right today will be tomorrow's worth-while citizen. There's no more place for the "sulker," the "cheater," the "sore-head," the fellow with the "alibi," the "poor sport," in the business world than there is in athletics. A real sportsman plays the game for the love of the game—to win if he can, but to win fairly. A real sportsman would rather lose than to take an unfair advantage which, even unseen or known to one's conscience alone, is not sportsmanship. It's cheating, and the world has little use for a cheater.

Horsemen say it is not the thoroughbreds that make the noise in a stable fire. They accept their fate quietly. The noise comes from the horse without the breeding and training that make a thoroughbred. The real sportsman is like the thoroughbred. When the occasion demands, he has the strength, the stamina, the spirit to come through even when things look hopeless.

The boy who has learned to play well, to play hard, to play fair, to play clean, to be a real sportsman at his games, will be a real sportman all through. To play the game that is the spirit of sport, that is sportsmanship, and it's also the spirit of life.

A real sport does nothing unworthy of a gentleman, and is a 100 per cent American. Herbert Hoover says:

"Sportsmanship makes for the finest things in human life: health, self-control, fair play, tolerance, team-work, character, leadership and neighborliness.

FIRST PRIZE ESSAY FOR BOYS

Alfred Turner, Senior

Sportsmanship is something that every successful person must have. It a person cannot be a sport he is not very likely to be a man of good principles.

The first phase of sportsmanship, I think, is in athletics in High Schools. In order to play and play successfully a boy or girl must be a good sport.

In athletics such as football, basketball, and baseball your ability to be a good sport is tested to the utmost, both on the sidelines and in the game. If you are a player, you must play the game. By playing the game I mean you must not crab or talk back to an official. If a player is dirty and intentionally tries to hurt you, instead of trying to hurt him in a dirty and unfair way, just hit him a little harder the next time and he won't be so anxious to do you harm again. When an official makes an unfair decision, do not start crabbing, but let your captain do the talking and the chances are if the official is any kind of a man he will admit that he is wrong or show the captain that his opinion and decision is correct.

When you lose do not be down-hearted and say that the other team was crooked, for if you played the best you knew how, you really won the game from one point of view. If you are the winners, do not boast. You may be the losers next time.

In school in order to be a good sport you must be fair to yourself and your teachers. If at any time you have a chance to cheat and no one would find it out, just stop and think "What good will that do to me? All I will get out of it is a higher mark, and at the same time may be leading to something worse." Be kind and courteous to everyone and people will say "There is a good sport."

If you are watching the game and the official does not understand the game, such remarks at "Drag him off," or "Get someone that knows the game," will not help you in the estimation of others. If your home team is losing, do not be downhearted, just keep smiling and cheering for your team; it will help them to bear the defeat. A team that loses continually may not be the best by score, but they are held high in moral and courage for keeping on fighting and not giving up because they lose. I think it is better to lose with a clear conscience than to win by a trick. Also I think the following verse sums up all that can be said about sportsmanship in just a few words:

And when the one great Scorer comes

To write against our name,

He writes not that we won or lost,

But how we played the game.

BENIFITS OF INTERCLASS ATHLETICS IN THE PHYSICAL EDUCATION PROGRAM

Modern thinkers in the physical education field believe that inter-school athletics are justified only when the school has as complete a program of interclass athletics as can possibly be attained. They are trying to counteract the stadium trendency where thousands watch and a few participate and fill in the triangle of athletics which has as its apex a varsity team, with interclass teams and a substantial base, including every physical fit student in the school.

We do not wish to use competition to excess, but if our program is wisely planned and administered, the advantages of the intermural system are obvious.

According to Dr. Rogers, the aims and objectives of our athletic program are as follow:

> First, health and organic development, vitality, posture, skills, habits and interests for the future; second, social efficiency, courage, initiative, self-control, perserverance and that whole list of attributes termed fair play; third, cultural aims and appreciations, information, sympathy, and understanding, and last, economic efficiency.

If these are the things we wish to accomplisr and we realize that the physical education program has the greatest opportunity in the school for moral and character building, should we, as coaches, be paid to develop teams of five or nine players or should we be paid to use our best influence on every child in the school system? Should we perfect stars or teach sportsmanship to all? Obviously the latter, accomplished by a program of intermural athletics.

The advantages of interclass athletics are that we have the games under our direct supervision, we have uniform rules, we have audiences which we can train to be as good sportsmen as we aim to have our players. We can play together teams of equal abilities, be sure our players are in good physical condition and avoid the great nervous tension we sometimes have in keen interschool games where competition is too great. We as coaches can be of more service in intermural games because we meet more individually the needs of each person,both physically and psychologically, and accomplish more readily our most important aim of personality development, for we reach the person who is left out, the shy boy, a potential player, who shows his worth in class games and is promoted as he develops, and the girl with an inferior complex who gains confidence when she wins an event.

In Greene our physical education classes are so arranged that every grade up through the high school has its gymnasium period together. Hence, we can develop, by using a few minutes of the period, class teams during each sport season, and every boy and girl has a playing knowledge of each sport and an equal opportunity for honors in sports. We have found also that at varsity games we have more students at the games and more interested students because they all know the "how" of each game. We aim particularly to develop leaders. Each interclass series is run off by a student manager, elected from the class, who organizes the group, keeps time, score, etc., and a class captain, who guides her team on the floor. Boys and girls from the varsity squad referee all class games thereby gaining a more accurate knowledge of the rules, and a conception of the referee's problems. Our school is divided into two leagues, jun-

ior, comprising the seventh, eighth, and ninth grades, and the senior league, comprised of the tenth, eleventh, and twelfth grades. Every team in each sport plays every other team in its league three times and each league has one game a week. Those on class squads receive points undr the school point system record and pupils on winning class teams, receive class numerals, but we feel now that more people are playing for the fun of playing than for the awards.

This comprehensive intermural program reaching every pupil in the school seems to us the only adequate means of carrying out our aims of developing a love of the game, good winners and losers, team loyalty, cooperation, honesty and justice. We believe that these attributes, once accomplished, will be carried over into all phases of life.

GIRL'S INTERCLASS ATHLETICS

BASKETBALL

Seniors	Juniors	Sophmores
Mary Hollenbeck, Capt.	Alice Carlson, Captain	Minnie Leach, Captain
Doris Reymore, Manager	Carmela Villanti, Mgr.	Phyllis English, Mgr.
Stella Boughton	Lois Bolt	Marjorie Stiles
Isabelle Tydings	Marion Gross	Esther Wightman
Anna Winfield	Sarah Fosgate	Grace Schaapman
Anna Winfield	Frances Kimball	Bernice Badger
Dorothy Oles	Freda Anderson	Elizabeth Duntley
Marguerite Weymouth	Louise Frost	Agnes Tarble
Ethel Kenyon		Elsie Hardesty
Inez Parsons		
Anna Davis		
Dorothy Brooks		

League Scores

Seniors 6, Juniors 2; Seniors 9, Sophmores 10; Juniors 6, Sophmores 9; Seniors 11, Juniors 5; Seniors 12, Sophmores 6; Juniors 12, Sophmores 18; Seniors 16, Juniors 16; Seniors 2, Sophmores 0; Juniors 12, Sophmores 18.

Games Won—Seniors 4-1 tie; Juniors 1 tie; Sophmores 4.

Ninth Grade	Eight Grade	Seventh Grade
Mildred Foster, Captain	Thelma Hibbard, Capt	Lillian Botsford, Capt.
Beatrice Armentrout, Mgr	Gladys Happick, Mgr.	Bertha Miller, Manager
Wanda Olmstead	Frances Noone	Naomi Nosser
Lucille Aylesworth	Ruth Bartlett	Erma King
Hazel Hartman	Marjorie Alvord	Jane Miller
	Eleanor Martin	Elizabeth Miller
	Gertrude Cobb	Edith Kruger
	Mildred Harrington	Julia Clinton
	Kathleen Bullett	Hazel Sampson
	Anna Boardman	Doris Sampson
	Barbara Cutler	Mary Crosby

LEAGUE SCORE

9th Grade 5, 8th Grade 12; Gth Grade 22, 7th Grade 0; 8th Grade 22, 7th Grade 0; 9th Grade 10; 8th Grade 12; 9th Grade 18, 7th Grade 4; 9th Grade 14, 8th Grade 18; 9th Grade 12, 7 Grade 6; 8th Grade 20, 7th Grade 6.

Games Won—9th Grade 3; 8th Grade 6; 7th Grade 0.

Junior Leagus vs. Senior League (final) 8th Grade 6, Seniors 4.

SENIOR HIGH SCHOOL TRACK MEET

Seniors—Dash—Anna Davis, won 3rd; Reta Miller; Marie Taft. High Jump—Vennis Davis, won 2nd; Anna Davis; Ruth Peterson. Broad Jump—Stella Boughton, won 2nd; Isabella Tydings; Edna Ticknor. Throw & Catch—Vennis Davis, won 2nd; Edna Ticknor; Basketball Throw—Vennis Davis, won 1st; Elizabeth Van Auken, won 2nd; Isabelle Tydings; Relay, won 3rd—Marie Taft; Reta Miller; Edna Ticknor; Stella Boughton; Isabelle Tydings; Marion Pixely. Juniors—Dash—Marjorie Stiles; Marjorie Badger; High Jump— Margaret Noone, won 3rd; Broad Jump—Sarah Fosgate, tie 3rd; Marjorie Stiles. Basketball Throw—Sarah Fosgate, won 3rd; Marjorie Stiles. Throw & Catch —Sarah Fosgate, won 3rd; Eleanor Davey. Relay, won 2nd—Freda Anderson; Marjorie Badger; Lois Bolt; Frances Kimball; Eleanor Davey; Sarah Fosgate. Sophmores—Dash—Clarabelle Davis, won 1st; Mildred Hathaway, won 2nd; Marjorie Stiles. High Jump—Clarabelle Davis, won 1st; Mildred Hathaway. Broad Jump—Mary Sauter, won 1st; Minnie Leach, tie 3rd; Grace Schaapman. Throw & Catch—Mary Sauter, won 1st; Grace Schaapman. Basketball Throw —Esther Wightman; Bernice Badger; Genevieve Young; Relay, won 1st—Minnie Leach; Ruth Skinner; Isabelle Najarian; Esther Wightman; Dorothea Krivicich; Olive Robbins. Total Result—Sophmores 28½ points. Seniors 19 points. Juniors 6½ points.

GIRLS' JUNIOR HIGH SCHOOL TRACK MEET

FRESHMEN

Dash

Wanda Olmstead,won 1st.
Alicia Davis, won 2nd.
L. Barstow

High Jump

Frances Jacobsen, won2d
L. Barstow

Broad Jump

Doris Beckwith, 1st.
Wanda Olmstead, 2nd.
Frances Jacobsen, 3rd.

Throw & Catch

Alicia Davis, 1st.
Beatrice Armentrout, 2d.
Bernice Milstead

Basketball Throw

Hazel Hartman, 3rd.
Mildred Ticknor

Relay 1st.

B. Armentrout
B. Milstead
H. Hayes
A. Parker
M. Hathaway
D. Beckwith

Score-Freshmen 28 pts.

8TH GRADE

Dash

Frances Noone
Thelma Hibbard
Eleanor Martin
Mildred Harrington
Frances Noone, won 3rd.
Gertrude obC b

Broad Jump

Marjorie Alvord
Eleanor Martin
Gertrude Cobb

Throw & Catch

Ruth Bartlett, 3rd.
Barbara Cutler
Mildred Harrington

Basketball Throw

Ruth Bartlett, 2nd.
Thelma Hibbard, 1st.
Anna Boardman

Relay-2nd

B. Cutler K. Bullett
G. Happich
H. Cook
M. Alford
A. Boardman

8th Grade-13 pts.

7TH GRADE

Dash

Lillian Botsford, won 3rd.
Ruth Driscoll
Erma King
Lillian Botosford-1st.
Erma King
Elsie Steine
Rosella Forrest

Broad Jump

Ruth Driscoll
Erma King
Edith Kruger

Throw & Catch

Louise Kenyon
Elizabeth Keller
May Crosby

Basketball Throw

Edith Kruger
Eleanor Schmoll
D. Sampson

Relay-3rd

R. Forrest E. Kruger
L. Kenyon E. Keller
M. Crosby M. Mead

7th Grade-7 Pts.
Mildred Ticknor

BOYS' INTERCLASS ATHLETIICS

Basketball

SENIOR TEAM	JUNIOR TEAM	SOPHMORE TEAM
A. Turner, Capt.	D. Cutler, Capt.	J. Eggleston, Capt.
S. Bryant, Mgr.	W. Keller, Mgr.	K. Harrington, Mgr.
W. Ticknor	G. Gould	H. Foster
K. Purdy	J. Sauter	R. Tydings
P. Hardesty	A. Bartlett	G. Excell
A. Turner	M. Cochrane	F. Ingraham
R. Brown	B. Wilcox	E. Cady
G. Webb.		W. Winter
L. Bullett		C. Hall

SUMMARY

This League was won by the Seniors at a play-off of 3 games with the Freshmen, winners of the Junior League. Result was 2 out of three wins for the Seniors and the class championship of the school

BASKETBALL—JUNIOR-LEAGUE

FRESHMAN TEAM	8TH GRADE TEAM	7TH GRADE TEAM
H. Young, Capt.	W. Burgess, C.	R. Rhinehardt, C.
H. Gillette, Mgr.	R. Delmarter, M.	C. Rickwell, Mgr.
R. Nosser	F. Burroughs	E. Centerwall
W. Bartlett	T. Maxon	E. Watrous
H. Juliand	E. Kenyon	M. Hathaway
W. Fiske	H. Schaapman	A. Acley
A. Wightman	R. Barstow	C. Jacobs
H. Cassler	M. Eaton	F. Tarbell

SUMMARY

The league was very handily won by the Frenchmen, although competition was very keen. The Freshmen played a series of 3 games with the Seniors but the Seniors were too much for the Freshmen. The best the Freshmen could do was to take one game of the series.

JUNIOR BASEBALL LEAGUE

FRESHMAN TEAM	8TH GRADE TEAM	7TH GRADE TEAM
H. Gillettee, C.	W. Burgess, C.	E. Centerwall, C.
H. Young	Ed. Kenyon, M.	C. Rockwell, M.
C. Rockwell	F. Burroughs	F. Tarbell
H. Cassler	R. Barstow	A. Acley A
H. Juliand	R. Delamarter	C. Jacobs
C. Ballyntine	R. Tietsel	L. Hawkins
W. English	L. Vanauken	E. Watrous
H. Stanton	J. Greene	M. Hathaway
C. Wells	T. Maxon	R. Rhinehardt
	H. Schmoll	K. Pope
	H. Schaapman	R. Kimball
	S. Winston	

SUMMARY

League—7th won 2 and lost2; 8th won 0 and lost 4; Freshmen won 4 and lost 0.

INTERCLASS TRACK—JUNIOR MEET

FRESHMAN TEAM	8TH GRADE TEAM	7TH GRADE TEAM
R. Nosser, Capt.	R. Delamarter, C.	H. Kimball, M
H. Young, Mgr.	T. Maxon, M.	L. Hawkins
H. Gillette	W. Burgess	E. Centerwall, C.
C. Rockwell	E. Kenyon	C. Jacobs
	S. Winston	A. Ackley
	J. Greene	R. Rhinehardt
	H. Schaapman	N. Bryant
	R. Barstow	E. Watrous
	M. Eaton	M. Hathaway
	H. Schmoll	

SUMMARY

240 YD RELAY—1. Winston, Schaapman, Maxon, Kenyon— 31.1 sec. (8th)
2 Hathaway, Watrous, Centerwall, Kimball.

SHOT PUT

1. Jacobs (7th)—Distance 32 ft. 3 in.
2. Young (Frosh)
3. Barstow (8th)
4. Hawkins (7th)

120 YD. RELAY

1. Nosser-Rockwell (Frosh) 18 sec.
2. Maxon-Kenyon (8th)
3. Kimball- Bryant (7th)

HUGH JUMP

1. Rockwell (Frosh) — 4 ft. 6 in.
2. Gillette (Frosh
3. Acley (7th)
4. Rhinehardt (7th)

RUNNING BROAD JUMP

1. Burgess (8th) 16 ft 5 in.
2. Nosser (Frosh)
3. Watrous (7th)
4. Barstow (8th)

60 YD. DASH

1. Burgess (8th) Time 8.1 sec.
2. Young (Frosh)
3. Schmoll (8th)
4. Acley (7th)

BASIS OF POINTS

1-5, 2-3, 3-2, 4-1.
8th Grade 1st with 30 points
Frosh 2nd with 27 points
7th Grade 3rd with 20 points.

INTERCLASS TRACK—SENIOR MEET

SENIOR TEAM	JUNIOR TEAM
P. Hardesty, C.	G. Gould, Capt.
L. Bullett	A. Bartlett
B. Knickerbocker	D. Cutler
W. Bartlett	G. Webb
K. Purdy	W. Keller
A. Turner	R. White
M. Ford	S. Bryant
K. Rhinehardt	R. Brown
L. Excell	B. Wilcox
F. Juliand	