

**OUTLINE COURSE OF STUDY
OF THE PUBLIC SCHOOLS OF
THE CITY OF ROCHESTER,
NEW YORK, 1914**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649665631

Outline Course of Study of the Public Schools of the City of Rochester, New York, 1914 by
Rochester (N.Y.). Board of Education

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ROCHESTER (N.Y.). BOARD OF EDUCATION

**OUTLINE COURSE OF STUDY
OF THE PUBLIC SCHOOLS OF
THE CITY OF ROCHESTER,
NEW YORK, 1914**

Rochester, N. Y. Board of Education

OUTLINE
COURSE OF STUDY
OF THE
PUBLIC SCHOOLS
OF THE
CITY OF ROCHESTER
NEW YORK

1914

UNIV. OF
CALIFORNIA

LB1563
R693
1914

UNION AND ADVERTISER
Rochester, N. Y.

TO THE
UNION
ADVERTISER

Table of Contents

	PAGE
1. Introduction	7
2. Time Schedule.....	9
3. Kindergarten	10
4. Arithmetic.	16
5. Reading	31
6. Spelling.	43
7. Writing	44
8. English.	47
9. History	67
10. Civics	70
11. Geography	73
12. Physiology and Hygiene.....	101
13. Nature Study.....	119
14. Drawing	125
15. Domestic Art.....	145
16. Domestic Science.....	150
17. Manual Training.....	163
18. Music	175
19. Physical Education.....	181
20. Fire and Accident Prevention.....	246
21. Vocational Course for Girls:	
(a) Elementary	266
(b) Advanced	273
22. Industrial Course for Boys:	
(a) Elementary	275
(b) Advanced	282
23. Normal Training School.....	285
24. High Schools.....	287
25. Book List.....	299

Outline Course of Study

Adopted by the Board of Education, July 2, 1913

[REPRINTED 1914.]

This revision of the former course of study has been carried on through four committees of principals, each committee consisting of three members. Every elementary school in the city has been affiliated with some one of these committees, thus avoiding duplication and at the same time giving a wide field of teachers and principals for advisory purposes. The work of these committees has not included the so-called special subjects, such as music and drawing, nor has it extended beyond the activities of the elementary school.

Two years ago a provisional course of study was adopted for use in all grades. Upon the committees referred to rested the responsibility of gathering from all possible sources experience with this provisional course and of reformulating, in the light of this experience, the proposed course. Thus formulated the course has been submitted, as far as possible, to a committee of teachers representing all grades in the system. It was the function of these teachers to examine critically the proposed course and to report back such modifications as they might see fit. A general committee consisting of the Superintendent and the chairmen of the four committees named constituted the committee for final action.

Educational theory recognizes the systematic development of all the powers of the growing child as the dominant aim of elementary education. This aim can not be realized except as TRAINING in all things essential to the welfare of the child becomes a vital consideration in the school room. For the teacher, the approach to this training is through the body of knowledge outlined in the course of study. The procedure of the teacher in enabling the pupil both to acquire and to use this body of knowledge determines its training value for the pupil. The pro-

cedure of the teacher may call into play chiefly the memory of the pupil, thereby neglecting training in power to judge values, initiate, organize ideas and appreciate ends. No course of study can adequately guard against this tendency. The only safeguard is intelligent supervision, teachers' institutes, supplementary suggestions to the course of study and other similar means.

The body of knowledge outlined in the course of study should be an expression of what has come to be regarded as essential to the individual who would adapt himself to his social, civic and vocational environment. The legitimate demand for elimination from our courses of study can be met in part, at least, by eliminating those elements which have little, if any, value for the facts they contain or the principles they establish. The present course in arithmetic, for example, has eliminated much former work in denominate numbers, a great part of commission, taxes and insurance, the whole of customs, duties, brokerage, and stocks and bonds, on the ground that these are not useful to the child as knowledge, nor are they in any way essential to desirable training.

A Suggestive Course of Work for Kindergartens

UNDERLYING PRINCIPLES.

1. To cultivate right relationship $\left\{ \begin{array}{l} \text{family.} \\ \text{community.} \end{array} \right.$
2. To cultivate a realizing sense of our dependence each upon the other.
3. To cultivate co-operation.
4. To cultivate a spirit of loving service.

THE AIMS.

- I. To develop each child physically, mentally and morally:
 - a. In physical development, through play and games and work.
 - b. In mental development, a cultivation of attention and concentration through the exercise of the five senses.
 - c. In moral development, the training of right habits—obedience, punctuality, order, industry, self-control, courtesy, reverence.

II. To give an elementary knowledge of color, form, size, number, comparison and sound, also to train in ability to express in simple, clear language his observations and experiences.

These aims may be worked out under the following heads:

- I. In Physical Development he gains control through:
 1. Rhythmic movements—clapping, tapping with feet, swinging, hopping, running, marching, skipping, playing band, dramatic rhythm, rocking-horse, see-saw, dancing dolls and bears, Jack-in-the-box, birds, swaying trees, bending cornstalks, leaves and nuts falling, flying kites, rolling hoops, etc.