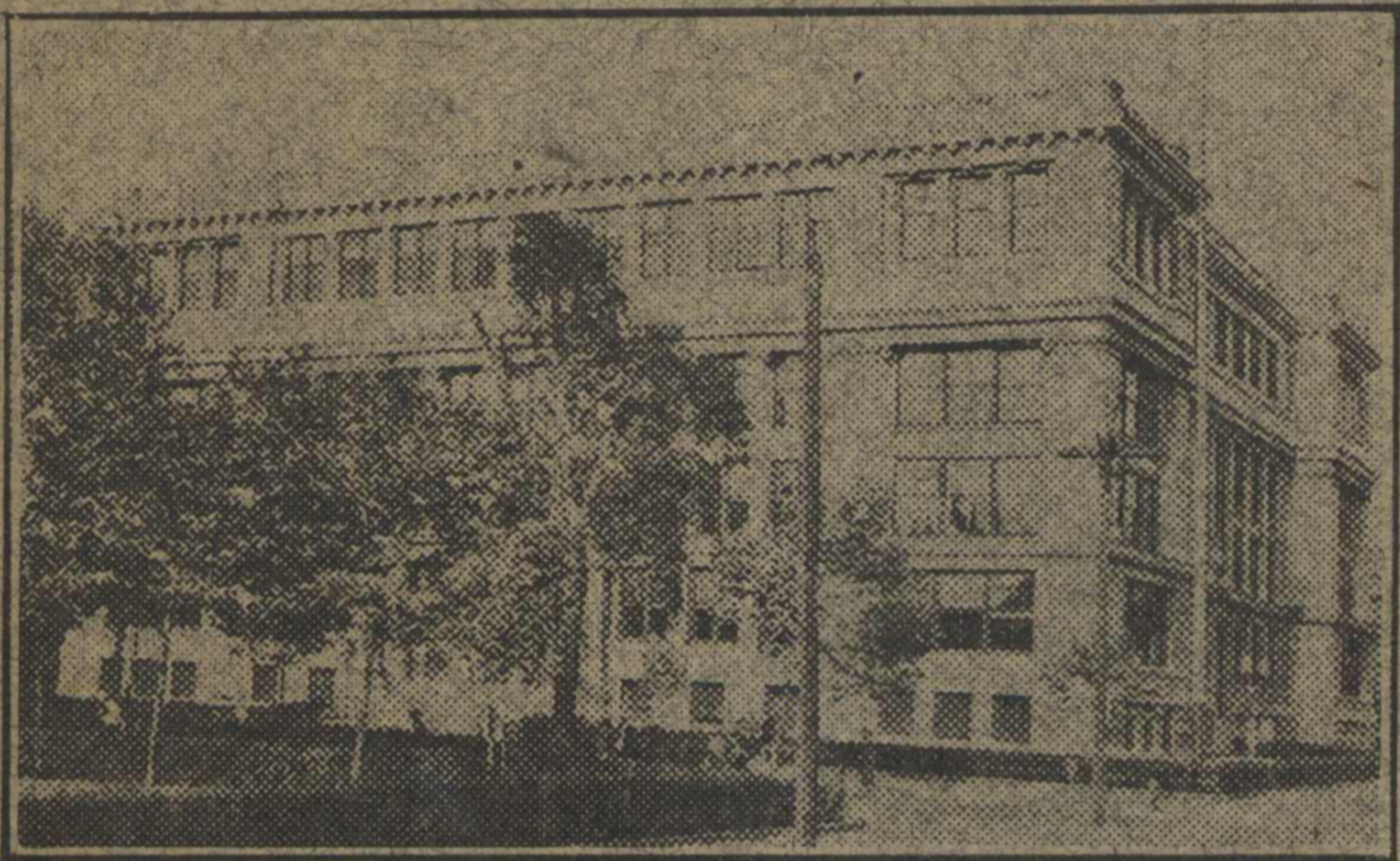




Hoboken High School

Hoboken, : : New Jersey

COURSE OF STUDY

PURPOSE:

Too often, the purpose of the High School, as well as the purpose of all other types of schools has been to make the child fit the school. Modern educational progress depends on making the school fit the child. The student is the most vital part of the school administration. The school must recognize the fact that there is a wide range in the mental abilities of school children. The purpose of the Hoboken High School is to meet this wide range in mental ability.

The most important matter to determine is: What is the sphere of work best adapted to **this** boy or **this** girl? It is not a matter to be determined by the parent, a friend or mere chance. The world is too full of square pegs in round holes. A comparatively few students enter High School fully determined as to their future careers. It is the purpose of the Hoboken High school to discover what is the particular bent of the student by offering him in the Ninth Year curricula that are similar in this respect: they all have the fundamental subjects, English, Mathematics, Science. This plan permits the teacher and the student to discover whether the student has the natural mental ability to take courses that will lead to a particular profession or business. Further, the Course of Study is flexible in the Ninth Year so that a student may transfer at the end of this year from the General course to the Commercial course, or vice versa, without loss of credits. In fulfilling its purpose to make the school meet the needs of the student, the following curricula are offered:

1. GENERAL COURSE.

The purpose of the General Course is to fit students for entrance to college, normal school, technical school, etc. This is achieved by making the students take certain subjects that are required for entrance to all

higher institutions of learning, in the Ninth and Tenth Years, and then permitting those who wish to study law, engineering, teaching, etc. to elect the required subjects in the Eleventh and Twelfth Years. Students who plan to enter engineering or technical schools, may elect shop-work in the latter part of this course. These students must take an intensive course in Mathematics. Those who intend to go to Normal School are advised to take Biology, Arithmetic and Music. The mere completion of these courses does not imply that the student will be recommended for college, etc. Each student's work must show by its character that it is worthy of recommendation.

2. COMMERCIAL COURSE.

The Commercial Curriculum aims to give a broad general education to those desiring to fit themselves for positions in the business world. This includes nearly all occupations connected with the administrative and distributive sides of business. It covers clerical duties, machine office work, filing, auditing, accountancy, secretarial duties, selling, advertising, commercial engineering, foreign trade service, transportation and other kinds of business service.

Each year an increasing number of students are realizing the advantages of completing a four-year business course. However, the work of each year is so arranged as to meet the vocational needs of the student who leaves school before graduation. The first year constitutes a very good one-year course for those students who cannot go further. In second year one may train for either stenographic or bookkeeping work.

Many of our students go directly from school to desirable positions in business. Some continue their studies in University Schools of Commerce. Some modify their course somewhat to meet entrance requirements in law, normal, or other professional schools.

GENERAL CURRICULUM—1923-1924

FIRST YEAR				SECOND YEAR			
1st Half		2nd Half		1st Half		2nd Half	
Required	Per. Per Wk.		Per. Per. Wk.	Required—	Per. Per Wk.		Per. Per Wk.
English.....	5	English.....	5	English.....	5	English.....	5
Algebra.....	5	Algebra.....	5	Algebra.....	5	Plane Geom....	5
Science.....	5	Science.....	5	History Anc....	5	History Mod.	
Civics.....	5					Eur.....	5
Draw. F. H....	2	Draw. F. H....	2	French, }		French, }	
Phys. Tr.....	3	Phys. Tr.....	3	Spanish }.....	5	Spanish }.....	5
Electives—				or		or	
Italian.....	5	Italian.....	5	Italian }		Italian }	
Music.....	2	Music.....	2	Phys. Tr.....	3	Phys. Tr.....	3
Sewing.....	2	Sewing.....	2	Draw. F. H....	2	Draw. F. H....	2
		Latin.....	5	Electives—			
Music required of entrants to Normal Schools.				Latin.....	5	Latin.....	5
Correlation of Civics and Science.				Sewing.....	2	Sewing.....	2
				One modern language required for at least two years.			

THIRD YEAR				FOURTH YEAR			
1st Half		2nd Half		1st Half		2nd Half	
Required—	Per. Per Wk.		Per. Per Wk.	Required—	Per. Per Wk.		Per. Per Wk.
English.....	5	English.....	5	English.....	5	English.....	5
Plane Geom....	5			Chemistry.....	6	Chemistry.....	6
Physics or }....	6	Physics or }....	6	U. S. History		U. S. History	
Biology }		Biology }		& Problems in		& Problems in	
French or }....	5	French or }....	5	Am. Dem....	5	Am. Dem....	5
Spanish }		Spanish }		Phys. Tr.....	3	Phys. Tr.....	3
Phys. Tr.....	3	Phys. Tr.....	3	Electives—			
Electives—				Adv. Algebra..	5	Trig	5
Draw. Mech....	5	Draw. Mech....	5	Draw. F. H....	2	Draw. F. H....	2
Shop Gen.....	5	Shop Gen.....	5	Music.....	2	Music.....	2
Economics....	5	Sewing.....	2	Draw. Mech....	5	Draw. Mech....	5
Sewing.....	2	Solid Geom....	5	Shop.....	5	Shop.....	5
Italian.....	5	Italian.....	5	French }		French }	
One branch of science, either Physics or Biology required in the third year. Biology recommended for Normal School entrants. Physics for Scientific and Technical courses.				or }.....	5	or }.....	5
Solid Geometry required of entrants to Technical Colleges.				Spanish }		Spanish }	
				Adv. Algebra and Trig. are required of entrants to Technical Colleges. All natural sciences excluding elementary science require six periods per week—four recitations and two consecutive laboratory periods.			

COMMERCIAL CURRICULUM—1923-1924

FIRST YEAR		SECOND YEAR	
1st Half	2nd Half	1st Half	2nd Half
Per. Required— Per Wk.	Per. Per Wk.	Per. Required— Per Wk.	Per. Per Wk.
English.....5	English.....5	English.....5	English.....5
Arith.....5	Arith.....5	History.....5	History.....5
Science.....5	Science.....5	Bookkeeping..10	Bookkeeping..10
Civics.....5	Penmanship...5	French, }	French, }
Type.....5	Type.....5	Spanish }.....5	Spanish }.....5
Phys. Tr.....3	Phys. Tr.....3	or }	or }
		Italian }	Italian }
		Phys. Tr.....3	Phys. Tr.....3
Electives—		Electives—	
Music.....2	Music.....2	Sewing.....2	Sewing.....2
Draw. F. H....2	Draw. F. H....2	Draw. F. H....2	Draw. F. H....2
Sewing.....2	Sewing.....2		

THIRD YEAR		FOURTH YEAR	
1st Half	2nd Half	1st Half	2nd Half
Per. Required— Per Wk.	Per. Per Wk.	Per. Required— Per Wk.	Per. Per Wk.
English.....5	English.....5	English.....5	English.....5
{ Economics... }	{ Commercial.. }	U. S. History &	U. S. History &
{ Business.....5 }	{ Law.....5 }	Problems in	Problems in
Steno. & Type.10	Steno. & Type.10	Am. Dem...5	Am. Dem...5
or	or	Steno. & Type.10	Steno. & Type.10
Bookkeeping..10	Bookkeeping..10	Phys. Tr.....3	Phys. Tr.....3
French, }	French, }	Electives—	
Spanish }.....5	Spanish }.....5	Chemistry.....6	Chemistry.....6
or }	or }	Sewing.....2	Sewing.....2
Italian }	Italian }	Draw. F. H....2	Draw. F. H....2
Phys. Tr.....3	Phys. Tr.....3	Geometry.....5	Geometry.....5
Electives—		Music.....2	Music.....2
Physics.....6	Physics.....6	French }	French }
Biology.....6	Biology.....6	or }.....5	or }.....5
Sewing.....2	Sewing.....2	Spanish }	Spanish }
		Algebra.....5	Algebra.....5

ENGLISH LITERATURE

The primary purpose of English literature is to acquaint the pupil with “the best that has been known and thought in the world.” In addition to this, it is necessary that the high school student should acquire some knowledge of the history of English literature and also of the various literary types. Moreover the high school course in English furnishes an unprecedented opportunity to cultivate a permanent taste for good books and good periodicals. Incidentally the high school curriculum should exert a great ethical influence by placing the pupil in direct contact with life problems truly depicted in literature.

The course in English literature follows the scheme laid down by the college entrance requirements but it is considerably broader in its scope. Much of the literature is read carefully in order to obtain a comprehension of the selection as a whole. This method applies chiefly to the first and second years when the study is more extensive and less intensive. This is accounted for by the fact that the aim of the first year undoubtedly is to arouse an interest in good literature and more particularly to cultivate an appreciation of narrative prose and such poetry as appeals to pupils of the first year age. It therefore follows that the collateral reading should be that of chivalry, romance, history, myths, and patriotism. In the second year the student should develop an appreciation of varied, forceful and suggestive diction. He should be able to discriminate between the various literary types of the drama, the epic, the essay and the novel. In the third and fourth years, the study is more intensive. Synopses are made to show the structure and plot; the mythical and historical allusions are studied; the students are taught to note the setting of the selection in history and nature; words are examined for their etymology and imagery; the meter and style are carefully studied in order that the student may note their effect in enhancing the power and beauty of expression. A definite knowledge of the author’s life, his ideals, his mission, his relation to the dominant tendencies of his age are all considered in the intensive study of any selection. By familiarization with the world’s masterpieces, the student is supplied with the means of widening his knowledge and gratifying his taste. Literature is always considered throughout the course as an interpretation of life.

WRITTEN COMPOSITION.

While literature and composition are combined throughout the course, the stress, in the first two years, is laid upon composition; in the last two years, literature is emphasized. The written composition is the medium which especially develops accuracy of form and fluency of expression. The purposes of written composition are to supplement the student's knowledge of grammar, spelling, punctuation and capitalization; to teach him unity, coherence and emphasis in sentence, paragraph and theme; to train him in the ability to gather material and to choose or to discard it as the end requires; and finally, to give him such a training that he may be able to write in a simple straightforward, intelligible and interesting manner, whether the theme be a narration, a description, an exposition or an argumentation.

ORAL COMPOSITION.

The work in expression is of two kinds, oral and written. Since the student speaks far more frequently than he writes, systematic work in oral composition should be constantly emphasized. Moreover this work of instruction in oral composition devolves upon all teachers whether they are classified as English teachers or not. The subject of oral composition should be regarded as a vital and central part of the school's activities. Oral composition is the most recent and practical method of developing clear articulation and correct enunciation. Through constant practice the student is ready to meet a "speaking emergency" with readiness and ease; he develops the habit of thinking clearly and logically before an audience and of talking to some definite end. The co-ordination of voice, mind and body in a pleasing manner of expression are valuable assets in the game of life.

PUBLIC SPEAKING.

The course in public speaking is open to third and fourth year students who have had two years of English work. The aim of this course is to stimulate the powers of imagination, thought and self-expression. The instructor must insist upon originality. In order that the student may give suitable expression to the thoughts of great writers and thinkers, he is encouraged to re-think and re-live these thoughts himself. Surely no better means for intellectual and moral

growth could be found. The work covered in this course comprises training in pronunciation, and enunciation, and also the effective use of the voice through the reading and study of great speakers.

Note:—Throughout the entire English course which runs through the four years, emphasis is always placed upon fundamentals, namely, correct spelling and grammar. A special review in grammar is worked into the course at the close of the fourth year. This is especially valuable to those intending to enter the teaching profession.

SCIENCE DEPARTMENT

The course of science includes the study of elementary science, biology, physics, and chemistry.

The object of this course is to lead the pupil to observe the natural phenomena of everyday life and thus produce an interest and excite a desire to know the causes of, and the laws governing these daily happenings. In this manner observation and power of analysis are developed.

A secondary aim is to supply the student with information that will be of practical value in later life, either at the higher institutions of learning or in any other field of activity.

The elementary science course conveys to the mind of the younger student a knowledge of some of the fundamental principles of all natural sciences.

This is accomplished through a study of simple and familiar facts, which study creates interest and enthusiasm, and leads the young mind to further investigation.

Biology has for its purpose to unravel the secrets of plant, animal and human life. Instruction in this subject not only has an academic value, but also has a great practical and civic value. It sends forth from our schools a better citizen, through his knowledge of good food, good health, and good living conditions.

In the third year the student enters the field of physics. Through the study of mechanics, heat, sound, light and electricity, the pupil acquires a fund of information which is priceless intellectually and

practically. Here a knowledge is obtained of the principles of the automobile, the camera, radio, the aeroplane, the fireless cooker, and many other objects of vast importance in our everyday existence.

In the final year of high school, chemistry, a subject which touches every branch of human activity, is taught. The course includes both the inorganic and organic, the former being stressed. The student is introduced to the science of matter, its structure, its production, its properties and uses. The chemistry of the mineral, animal and vegetable kingdom is developed. This development includes a treatise on iron and steel, a treatise on foods, one on laundry, one on antiseptics and disinfectants, and also a treatise on photography and the blueprint. The need and value of the study of chemistry has been forcefully brought home to us during the late war. The course, including laboratory work, covers all college requirements and makes possible an entry into the higher fields of analytic and synthetic chemistry.

MATHEMATICS—COURSES OF STUDY

The course of study in mathematics in the High School is in accordance with the recommendations of sub-committees of The National Committee on Mathematical Requirements.

1. The Reorganization of the First Course in Secondary School Mathematics (1920).

2. College Entrance Requirements in Mathematics (1922).

A. This course is designed to prepare pupils for admission to the classical course of any college.

9A Algebra; 9B Algebra; 10A Algebra; 10B Plane Geometry; 11A Plane Geometry.

B. This course is designed to meet the requirements for admission to State Normal Schools.

9A Algebra; 9B Algebra; 10A Algebra; 10B Plane Geometry; 11A Plane Geometry; 12B Review of Arithmetic.

C. This course is designed to prepare pupils for admission to Stevens or any other Institute of Technology.

9A Algebra; 9B Algebra; 10A Algebra; 10B Plane Geometry; 11A Plane Geometry; 11B Solid Geometry; 12A Advanced Algebra; 12B Trigonometry; 12B Arithmetic.

LANGUAGES

The modern languages taught in the High School include Spanish, French and Italian. Two years of a modern language is in all cases prescribed, and a third year in any one of them can be had by election.

The aim of the Spanish course is to equip the pupil with a working knowledge of Commercial Spanish. The importance of this course to the Commercial student cannot be overestimated, especially after a study of trade conditions in South and Central Americas.

French, the so-called "diplomatic language" of the world is taught because of its cultural and educational values. The French language is intensely useful to the scientific man in-as-much as it gives him a means of entry into the wonderful scientific knowledge of French chemists, physicists, biologists, etc.

Italian is becoming of great importance in the eastern sections of our own country, due to the growth of the Italian speaking population. It is the language which follows most closely the ancient Latin, the basis of derivation for all languages, and therefore a great assistance in the proper use of the English.

COURSE IN LATIN

In order to insure a sufficiently strong groundwork, the course in Latin does not begin for our pupils until they have completed the 9A English. The main purposes in the study of Latin are:

To extend the student's knowledge of English words, many of which are derived from Latin and to enable him to apply these words in their proper uses.

To intensify the power of application and concentration from this systematic study of the various duties of life.

To stimulate an interest in the history, institutions, civilization and literature that are handed down to us through Latin Masterpieces.

To provide an excellent training in English and to promote general culture.

In the beginning grades "Smith's Elementary Lessons" is used as a text book. Based as it is on the constructions and vocabularies found in "Caesar's Commentaries" it gradually introduces the young

pupil to the more advanced study of the "Gallic Wars" which is the text used in the second year of Latin. To supplement the prose work, Dooge's Latin Composition Part I is used for the systematic approach of the principles involved in Latin Syntax.

HISTORY COURSES

The history course comprises a one year course in World History and a one year course in American History and the Problems of American Democracy.

The first named course is required of all students in the second year. It is the purpose of this course to give the students a general background of important world movements with special emphasis on the history of those countries with which the United States, as a world power, has to deal.

In the 4th year all students are required to pass a course in American History and the Problems of American Democracy. This course traces the history of America from its discovery to the present time. The bulk of the work deals with the United States, of course, but our South American neighbors are considered as well.

With regard to the "Problems" it is our plan to deal with those problems suggested in the state syllabus in connection with some period or phase of our national development. At the end of the course, the matter is organized for intensive study.

To make intelligent interested and conscientious citizens is our aim, in other words, to promote true patriotism.

FIRST YEAR

FIRST TERM

I.—FREEHAND OR CONSTRUCTIVE DRAWING.

A.—Simple Objects in Outline—

1. Form
2. Proportion
3. Axes

4. Light and Shade introduced in the outlines with shading pencil or colored crayon.

B.—

1. Time Drills
2. Time Sketches from Memory

II.—LETTERING.

A.—Analysis of Types—

1. Roman Capitals—Upper Case
2. Gothic
3. Lower Case Letters

B.—

1. Spacing
2. Arrangement

III.—ELEMENTARY DESIGN.

A.—Motifs—

1. Geometric Form Construction, including use of compass and triangle.
2. Design Construction, adding values and a Color Scheme.

FIRST YEAR

SECOND TERM

I.—CONSTRUCTIVE DRAWING.

A.—Composition of Two or More Objects—

1. Construction of Objects with Handles and Lips.
2. Construction of Rectilinear Objects, introducing free-hand Perspective.

B.—

1. Objects Treated in Value Masses (Monochromes.)
2. Objects with Simple Design Motifs, introducing Balance and Rhythm.

II.—LETTERING.

A.—

1. Composition
2. Titles

B.—

1. Lettering with Pen
2. Lettering with Brush

III.—DESIGN.

Composition in Constructive Drawing, including—

1. Decorative Motif
2. Color
3. Lettering (Title)

SECOND YEAR

THIRD TERM

I.—COLOR.

A.—Color Theory—

1. Color Terms and Scales
2. Hue Scale, Spectrum and Intermediate Hues
3. Tone Scales—Tertiaries

B.—Color Practice—

1. Matching Colors
2. Copy a Good Color Design
3. Color Drills

FOURTH TERM

I.—APPLIED DESIGN.

A.—

1. A Free-Hand Outline of one of the following units—
Butterfly, Bird or Flower.
2. Color True to the Original with Brush

B.—

1. Conventionalization
2. Develop a Motif Chart

II.—

A.—Motifs Applies to Design, Introducing Color Harmonies—

1. For a Textile Design
2. Jewelry Designs
3. Simple Poster Decorations
4. Decorative Addition to a Commercial Ad.

WORK FOR THE COMMERCIAL DEPARTMENT based principally on Free-Hand Lettering with Pen and Brush, Catalogue Work and Commercial Advertising.

MECHANICAL DRAWING COURSE

FIRST TERM

LETTERING.

A—Reinhardt System—

1. Lettering—inclined
2. Numerals—inclined
3. Capitals—inclined

USE OF INSTRUMENTS.

A—"T" Square—Triangles, Compass—Dividers, and Scale—

1. Adjustment of "T" Square, Drawing Paper, etc.
2. Lettering of Paper
3. Line Construction with Triangles and "T" Squares

B—INSTRUMENT EXERCISES—

1. Border Lines
2. Laying off of Drawing
3. Line Exercises—Titles, etc.

USE OF INSTRUMENTS—Continued.

C—Scale—Irregular Curves—Protractor—Ruling Pen—Bow Pens—

1. Drawing to Scale (Designation and Meaning)
2. Alphabet of Lines

INSTRUMENT EXERCISES.

1. Tracings from finished plates in geometric construction and Working Drawings.
2. Geometric Constructions
3. Working Drawings (Elementary)
4. Inking
5. Freehand sketching of Problems in Projections

SECOND TERM

ORTHOGRAPHIC PROJECTIONS.

A—

1. Selection of Views
2. Development of Views
3. Dimensioning

B—

1. Inking
2. Tracing

C—Sectioning—

STANDARD REPRESENTATIONS.

A—Screws, Bolts, Nuts, etc.—

1. Construction of Helix and other compound curves

B—Various Systems (Architectural, Topographical, etc.)—

C—

1. Inking
2. Tracing

D—Design Drawing—Detail and Assembly

Drawing—Checking—Tracing and Blue Printing, from simple Machine Parts.

SHOP WORK COURSE

It is not the purpose of the School to provide Vocational Courses, but rather to give the pupil some Manual Training and dexterity to help him materially in the shop, office or college.

The work in the Shop correlates with Mechanical Drawing and Science courses and is given in the 11A, 11B and 12A grades.

GENERAL COURSE

FIRST TERM, WOODWORK—

- (a) Cabinet Work
- (b) Wood Turning

SECOND TERM, GENERAL WORK—

- (a) Sheetmetal Work
- (b) Bench Work, Chipping and Filing

THIRD TERM, MACHINE WORK—

- (a) Metal Lathe
 - (b) Drill Press
 - (c) Shaper
 - (d) Study of Automobile Engine
-

DRESSMAKING—CLASS B

1. Colored Slip—Sateen—Machine Made.

Bottom finished in points, gathered at waist line, top plain shoulder strap of material.

2. Simple One-Piece Dress—Machine made.

Wash material, cut from commercial pattern, sections pinned on figure and a study made of arrangement.

Material cut, pinned together and basted, fitted, stitched, trimmed and finished.

3. Garment—Dress, Soft Material.

For this a simple pattern is selected, and the dress made by hand. This garment, particularly, calls attention to the difference in the sewing of dresses and underwear, both in regard to seams and hems.

4. Garment—Fancy Dress.

The student has her choice of both style and model, the dress is all hand made, embroidered and self designed.

ELECTIVE

Hand made Slip—lace trimmed, two straps of ribbon knotted on shoulder.

SUPPLEMENTARY NOTES

While the students are waiting for material, which is not always convenient for them to get, they are taught tucking, combination stitches and button holes. Besides this some time is given to review of plain stitches, different seams, and a study of color blending which is deemed necessary in conjunction with the main course. A little attention might be devoted to the making of practical underwear if time is available. Preliminary work in the care and operation of the modern sewing machine, stressing all important points by the making of a scallop.

MUSIC DEPARTMENT

Students in the Hoboken High School are given a year of music.

During this time we endeavor to give them a knowledge which will enable them to read at sight in any of the fifteen keys, using the simple time combinations including the eight familiar rhythmic types; to familiarize them with the construction of both Major and Minor Scales and melodies; to develop a musical voice and to induce musical interpretation.

With the aid of the phonograph we endeavor to give them a limited course in music appreciation and to inspire a love for good music.

PHYSICAL TRAINING

The course in Physical Training has been laid out by the City Director so as to conform with requirements of State educational authorities. Each pupil, boy or girl, unless physically disqualified by school physicians, is required to spend 150 minutes each week in actual gymnasium work. "A sound body helps a sound mind", is the motto of the High School gymnasium instructors.

THE MEANING OF MARKS

90-100—Indicates an excellent performance.

80- 90—Indicates a good performance.

75- 80—Indicates a passable performance.

Below 75—Indicates a poor performance and as a term average means a "condition."

To be considered as good college material a pupil should maintain throughout his or her four years an average of at least 80% or more.

SUGGESTIONS FOR INCOMING PUPILS

1. Always give your teacher that courtesy and respect owing to one of superior knowledge and authority.
2. Observe the silence periods faithfully and do not leave classrooms without a properly signed pass.
3. Never absent yourself from any of your classes without permission from the office.
4. During change of classes refrain from talking in corridors, and avoid confusion by keepng close to the right corridor wall.
5. Books are trusted to your care. Please care for them.
6. A fair amount of home study each day is a better policy than cramming for examinations.
7. Study your aptitudes so as to help in starting yourself on the right career.
8. It is easier to avoid conditions than to get rid of them.
9. Keep quiet and orderly during a fire drill and you will be safe in case of fire.
10. When in need of advice see your registration teacher or your principal.

ARTHUR E. STOVER, Principal.

Approved:

DANIEL S. KEALEY, Superintendent.

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