Grade Levels and Relative Importance of Etiquette Topics For Presentation in Junior and Senior High Schools

Isabelle A. Donahue

Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_theses

Part of the Education Commons

Recommended Citation
Donahue, Isabelle A., "Grade Levels and Relative Importance of Etiquette Topics For Presentation in Junior and Senior High Schools" (1933). Master's Theses. 145. https://ecommons.luc.edu/luc_theses/145

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Copyright © 1933 Isabelle A. Donahue
GRADE LEVELS AND RELATIVE IMPORTANCE OF
ETIQUETTE TOPICS FOR PRESENTATION
IN JUNIOR AND SENIOR
HIGH SCHOOLS

BY

ISABELLE A. DONAHUE

A Thesis Submitted in Partial Fulfilment
of the Requirements for the Degree of
Master of Arts
in
Loyola University
August, 1933
## CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II.a) THE NEED FOR TRAINING IN ETIQUETTE</td>
<td>4</td>
</tr>
<tr>
<td>b) HISTORY OF INSTRUCTION IN ETIQUETTE</td>
<td>12</td>
</tr>
<tr>
<td>III.a) OBJECTIVES IN THE TEACHING OF ETIQUETTE</td>
<td>21</td>
</tr>
<tr>
<td>b) CURRICULUM PROVISIONS FOR INSTRUCTION IN ETIQUETTE</td>
<td>31</td>
</tr>
<tr>
<td>c) METHODS OF INSTRUCTION IN ETIQUETTE</td>
<td>34</td>
</tr>
<tr>
<td>d) TEACHER QUALIFICATIONS</td>
<td>39</td>
</tr>
<tr>
<td>IV. THE REPORT OF THE JURY STUDY</td>
<td>41</td>
</tr>
<tr>
<td>1. The Jury</td>
<td>41</td>
</tr>
<tr>
<td>2. The Check List Form</td>
<td>42</td>
</tr>
<tr>
<td>3. Decisions of the Jury</td>
<td>60</td>
</tr>
<tr>
<td>V. CONCLUSIONS</td>
<td>124</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>128</td>
</tr>
<tr>
<td>APPENDIX A - Instructions for Members of the Jury</td>
<td>137</td>
</tr>
<tr>
<td>APPENDIX B - Personnel of the Jury</td>
<td>138</td>
</tr>
</tbody>
</table>
VITA

Isabelle Agnes Donahue


<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Jurors' Decisions Concerning Grade Levels at Which Topics Should</td>
<td>43</td>
</tr>
<tr>
<td>be Taught to Boys and the Degree of Importance of the Topics</td>
<td></td>
</tr>
<tr>
<td>II. Jurors' Decisions Concerning Grade Levels at Which Topics Should</td>
<td>62</td>
</tr>
<tr>
<td>be Taught to Girls and the Degree of Importance of the Topics</td>
<td></td>
</tr>
<tr>
<td>III. Topics Considered of Importance for Boys and Recommended Grade</td>
<td>80</td>
</tr>
<tr>
<td>Placement of Same</td>
<td></td>
</tr>
<tr>
<td>IV. Topics Considered of Importance for Girls and Recommended Grade</td>
<td>100</td>
</tr>
<tr>
<td>Placement of Same</td>
<td></td>
</tr>
<tr>
<td>V. Topics Considered Highly Undesirable for Boys</td>
<td>118</td>
</tr>
<tr>
<td>VI. Topics Considered Highly Undesirable for Girls</td>
<td>119</td>
</tr>
<tr>
<td>VII. Topics Disregarded for Boys by Two-thirds of the Jury</td>
<td>121</td>
</tr>
<tr>
<td>VIII. Topics Disregarded for Girls by Two-thirds of the Jury</td>
<td>122</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

"The Education of youth, in our day, appears to concern itself very little with the matter of good manners. The rising generation seems to be growing up with a great lack of good breeding. If some of our educational institutions would cut out a study or two from among those not strictly necessary, and substitute in their stead a course of instruction upon courtesy and politeness, the change would prove beneficial." - From Editorial Notes in Light, of New Orleans, for October, 1901 (43:13).

"My experience of several years as a teacher of dancing among the children of Chicago has convinced me that instruction in dancing is much less needed than instruction in good manners." - From Everyday Good Manners for Boys and Girls by Ernestine Louise Badt (4:4).

Statements such as these as well as numerous everyday evidences of their truthfulness filled the writer with the desire to do something to lessen this ignorance in matters of courteous behavior. It is quite generally agreed that the home is the proper place for such instruction, but since the majority
of homes seemingly have been and still are remiss in supplying this training it appears that the schools must assume the responsibility if such education is to be acquired.

It was with the idea of aiding educational institutions desirous of providing such instruction that this piece of research was undertaken. The specific aim of the writer was to compile a list of etiquette topics, approved by experts and allocated by them to the several grades of the junior and senior high schools. This major problem resolved itself into the following minor ones:

1. To prepare, scientifically, a tentative list of etiquette topics.

2. To secure a jury of experts who would pass judgment upon the grade-placement and relative importance of each of the topics in the tentative list.

3. To prepare a form on which the jurors could readily indicate the information desired.

4. To prepare a set of instructions for members of the jury.

5. To tabulate the expressions of opinion of the jury, giving the number and per cent of the jurors favoring each topic.

6. To prepare lists of the topics considered important by the jury.

The term "etiquette" as used in this paper is intended to
mean the set of rules of behavior observed in society, that is, the rules governing the correct social behavior of mankind.

During the course of the research necessitated by the problem of this thesis, fifteen books on etiquette, three on the history of education, nineteen magazine articles, sixty-two courses of study, and four other books of reference were read or examined. The magazine references were pertinent to the subject and in periodicals of recognized worth. The subject matter of the first list of topics was drawn from several of the books on etiquette, and from a few of the periodical references and courses of study.

The material selected from these sources was grouped under ten headings and the tentative list when completed contained four hundred fifty-one topics.

The personnel of the jury was selected from experts in the fields of etiquette and education. The educators were persons either teaching the subject or in sympathy with its incorporation into the school curriculum.

In the mind of the writer, during the progression of the work, the immediate beneficiary of the effort put forth was the ordinary, average child of the Chicago Public Schools at the junior and senior high school levels.
CHAPTER II
THE NEED FOR TRAINING IN ETIQUETTE

Evidences of the need for a knowledge of etiquette, in theory and practice, that have been noted during the progress of this piece of research admit of classification into two groups; those showing a felt need on the part of the individual, and those showing a recognition of the need on the part of others, indicated by statements of their observations, by steps that have been taken to satisfy the need, by arguments for the incorporation of the subject into the school curriculum, and by research that has been done in the field. The term "need" as used in this paper is to be thought of as that need which is the outcome of a lack of training, not the need that is inherent in man at birth.

Just why a need apparently so urgent, so universal, and so frequently acknowledged should still be one of such large proportion appears paradoxical. However, present interest in the subject as revealed by the following facts argues well for a probable lessening of this need in the near future.

An examination for etiquette content of one day's issues (June 19, 1933) of the five leading Chicago daily newspapers disclosed the information that three of them featured an eti-
quette column and that there were four other articles on the subject as well.

Single copies of six of the most popular magazines (according to one of the Chicago Public Library attendants in the Civics Room) read in the homes of Chicago today, (three for the month of May, and three for June, 1933) contained eleven articles on various phases of etiquette. These contributions ranged from one-half to several columns in length.

Clara H. Lorenzen, while working on her Master's thesis, "Approved Social Behavior as Revealed in Recent Literatures," found that 153 articles on social behavior had been published in a series of issues of the American Magazine alone during the period from January, 1919, to June, 1925.

The United States Catalog of Books in Print, January 1, 1928, lists 107 works on etiquette, and since that date about 30 have been added to the later issues of the catalog. 74 of the first 107 books bear dates.

An examination of the dates of publication of these works shows that interest in the subject has continuously increased, if interest can be measured by the number of publications in a subject.

During the period from 1883 to 1903 the yearly publications on etiquette averaged .3; from 1903 to 1913, .6 was the average; from 1913 to 1923 the number increased to 2.1; and from 1923 to 1928 the average was 4 a year. The books on the subject that
have been published since 1928 average 6.2 per year.

The importance that the business world attaches to eti­quette is shown by such statements as the following: "One of the best known men in the country today has said that courtesy is the first qualification he required in a private secretary and that all others are secondary to it" (83:41).

"There are other qualifications necessary in successfully meeting people but none of them is quite so important as courtesy" (83:42).

Indications of the need for a knowledge of etiquette felt by the individual are numerous. An editorial in one of the issues of the Journal of Home Economics entitled "Social Training for High School Students," says:

Junior and senior high school girls are keenly awake to this fact (that good taste in dress, a pleasing voice, immaculate, poise, and gentle manners have social and economic value which we dare not ignore) as evidenced by the popularity of the social-training courses offered in many schools through home economics departments (88:453-454).

An interview with the Education Director of the Central Branch of the Young Women's Christian Association of Chicago revealed the constant effort that is being put forth on the part of individuals to overcome the difficulties resulting from lack of sufficient training in the things that make for pleasing social relationships.

It is quite a common occurrence for the association to
receive requests from business girls' clubs for classes to be given in personality, courtesy, and charm. These classes are held after working hours and are paid for out of the girls' earnings.

An even greater number of calls are received by the Association for single lectures on the various phases of etiquette to be given in rooming homes, business girls' clubs, and high school clubs. The Eleanor Club and the Girl Reserves of the Chicago Public Schools are among those that have taken advantage of the opportunities to hear such lectures.

Illustrative of the universality of this felt need for a knowledge of the correct thing to do' is an instance mentioned by the Education Director of a request received for a lecturer to talk on etiquette to the faculty members of a small college in Wisconsin.

Evidences of recognition by others of the need for a knowledge of etiquette are many and varied also. To the quotations giving expression to such convictions that were used at the opening of this paper may be added the very pointed one read in the Handbook of Manners for the La Crosse High Schools.

The Need of the Present Day

"Poor manners, both at home and at school, have become particularly noticeable during the present generation. Movements like Courtesy Week, the daily lesson in the newspaper, the
course of study on morals and manners of the Los Angeles School, and experience of people everywhere indicate present day need for the beginning of constructive action (58:2).

Further evidence of observation of this need are:

1. A magazine article entitled "Good Manners in Superintendents and Principals" by Cora Miley, in which the crude manners sometimes found in persons occupying administrative and supervisory positions in the field of education are described.

2. The printed notices placed on the tables of a beautiful new library established for the use of graduate students of education alone and reading thus: "To Users of the Educational Library:

"The floor of the library is being seriously damaged by people who shake ink on it from their fountain pens.

"We appeal to all who take advantage of the exceptional facilities provided by the library to co-operate in preserving its aesthetic appearance.

Signed ________.


4. Signs in hospitals requesting silence.

5. Ticket-line guards at the moving-picture theaters.

6. Steps taken to lessen this need of etiquette information:

a. The vast number of courses of study that provide
for instruction in etiquette in many of its important phases.

b. Courtesy campaigns conducted by civic organizations both in school and in the world at large.

c. Rewards paid for courtesy in business dealings.

d. The "charm and personality" courses at the Young Women's Christian Associations headquarters that, because of their popularity, have been offered continuously throughout the country for the past ten years.

e. Arguments for incorporating the study of good manners into the school curriculum. Clara H. Lorenzen's thesis offers these:

   "It seems as if training in table manners belongs naturally to the process of education carried on outside of school. Yet it needs only observation to tell us that many adults as well as children have not acquired the training in their homes or elsewhere. They cannot, then, set a good pattern for the younger generation to follow. Education must provide means whereby, through conscious effort and attention, children without adequate home training may acquire pleasing behavior at table (63:56).

   Since education is to train children for all the activities of normal living, it certainly must take into account this important phase of our daily life (social behavior). Much of such training has previously been delegated to the homes, or the child has learned without conscious effort, through
imitation of others, to make his ways conform to the ways of others. But we can not be sure that all children are receiving this training which some of the homes provide. Moreover, all the patterns set by the adults in these homes are not good patterns. It therefore becomes clear that no curriculum can be adequate which overlooks provisions for the social adjustment of the individual (63:1-2).

8. The interest manifested in etiquette by workers in the field of research. Recent contributions of their scientific study include:

a. The dissertation "Social Training as a Curriculum Problem," written as partial fulfilment of the requirements of the degree Doctor of Philosophy in the University of Pennsylvania.

b. The thesis, "Approved Social Behavior as Revealed in Recent Literature," written as partial fulfilment of the requirements for a Master of Arts Degree in the University of Chicago, 1925.

c. The country-wide survey made in by the Young Womens' Christian Association to learn the causes of inferiority complexes among business girls. The results of the survey showed the causes most frequently mentioned to be: (1) lack of education, (2) inability to meet men, and (3) lack of knowledge of etiquette with the consequent inability to perform correctly the etiquette of the card table and the dance floor.
d. The Idaho State Curriculum Revision. During the summer of 1930, a revision of the curriculum in home economics in the State of Idaho was begun. The curriculum committee based its revision on information concerning the activities of school girls and home-makers, the types of environment in which they lived - their home conditions, - and the usual ages at which they assume the responsibilities of home-making. Information was obtained through three sources, questionnaires, examination of courses of study published since 1925, and analyses of home economics reference and textbooks published since 1928. The conclusions reached were: (1) That the home economics course in secondary schools should help "girls and boys to solve better the problems which they are meeting at the present time in their daily contacts and those which they will meet as they assume more of the responsibilities of home making (54:7). (2) Among the many items deemed necessary in a broad course in home economics those pertaining to social training were social and family relationships and personal improvement.
HISTORY OF INSTRUCTION IN ETIQUETTE

Writings on early American education stress the degree of importance given to training in correct behavior. Alice Morse Earle in her work *Child Life in Colonial Days* writes:

It certainly conveys an idea of the demeanor of children of colonial days to read what was enjoined upon them in a little book of etiquette which was apparently widely circulated, and doubtless carefully read. Instructions as to behavior at the table run thus:

"Never sit down at the table till asked, and after the blessing. Ask for nothing; tarry till it be offered thee. Speak not. Bite not thy bread, but break it . . . " (35:215).

Just as minutely detailed were the child’s directions on good listening, behavior at school, and on the street.

Though the "what" and the "to whom" of etiquette as taught are frequently mentioned and specifically so, the "where" and "by whom" have not been as definitely stated, at least, not in the sources of information which the present writer has examined.

The files of the Chicago Public Library, the Crerar and the Newberry libraries, those of Loyola University, Chicago (Campus and Loop), and of the Graduate School of Education, and Harper libraries of the Chicago University contain no entry of a work on either the history of etiquette or the history of the teaching of it. The Catholic Encyclopedia yielded no informa-
tion on the subject at all and the Encyclopedia Brittanica (Fourteenth Edition), no more than the derivation of the word. Nor did the histories of education and other references examined throw much light on where and by whom etiquette was taught in the early days of our country. The information gotten from the latter works was so indefinite that it was of little or no value. Extracts from one such reference will serve as an illustration.

Mrs. Earle, in writing of colonial schools, tells of the custom that existed in England for centuries of sending young children into the homes of friends, relatives, or people "of some condition and state" to be educated. The young boys were placed in the homes of noblemen to learn "carving, singing, and good manners," while the young girls "went to learn housewifery, needlework, and etiquette" (35:82). In the following paragraph the reader is told that "a remnant of this custom of the "putting-forth of children lingered in the colonies," (35:83), but if the author intended to convey the idea that the same subjects were taught in America as in England, she did not so state it.

Later in the same reference Mrs. Earle informs her readers that the New England ministers "almost universally eked out their meagre incomes by taking young lads into their homes to educate" (35:83). No mention of what they taught is made, however.
Another instance of the indefiniteness of the information on the points in question is that which tells the reader that during the time that George Washington attended school (his school career ended when he was thirteen) he had made "a big pile of neatly written manuscript school books, which may now be seen in the Library at Washington" (35:66). According to the editor of George Washington Rules of Civility and Decent Behavior in Company and Conversation one of these manuscript school books contains the 110 rules of civility copied by him while at school. But whether this was purely an exercise in penmanship or the copying for future use of what had been presented in school is not told.

Equally lacking in facts on the subject of the teaching of etiquette have been the references examined for the years of the nineteenth century. Information on the subject as taught today is also a matter of research, though the sources are readily found and in most cases are definite and reliable in their offerings. Those of greatest value have been the courses of study in use in the schools.

The changing status of the teaching of etiquette as revealed through curriculum revisions is interesting.

A cleverly arranged diagram in Then and Now in Education (22:119), captioned "Expansion of Elementary School Curriculum from 1775 to 1900," shows at a glance that sewing (the subject
which, expanded and under the name of home economics in most cases, has, during the twentieth century, included the outlines for the teaching of etiquette) and manual training were not introduced into the school curriculum until 1900.

The findings of an examination of six school superintendents reports for the years between 1890 and 1900 shows no mention of etiquette whatsoever; of seventeen courses of study in home science principally published between the years of 1900 and 1920 reveal but very little mention other than the proper serving of meals and the care and selection of proper clothing; but of the thirty-six courses of study (principally in home economics) examined that were published since 1920, twenty-six contained an etiquette content of considerable extent. This history of the growth in scope of etiquette instruction in some school systems can readily be seen from the following summary of the outline of etiquette content in the home economics courses of study for the public schools of Texas from 1914 to the present.


Subject Matter:

1. Breakfast Service
a. Etiquette of table service (97:20).
2. Table etiquette.
   a. Courtesy.
   b. Use of silver, etc.

Unit B. Special Occasions
1. Tea or a reception.
   a. Invitations, service, duties of host and hostess.
   b. Serving refreshments.
2. Buffet luncheon or supper
   a. Invitations, service, duties of host and hostess.

Applied Design and Clothing
   Advanced Clothing - 1923 (98).
1. Care of clothing.
2. Ethics of dress.

Part I: Home Economics A - Below Eighth Grade
Unit I. Everyday Courtesies (101:21).

Ab

Unit I. Personal Grooming and Clothing (101:21).

Part II: Three-year Course - Eighth Grade and Above.

Ib
Unit I. Personal Relationships (101:104).

Unit II. Personal Grooming and Clothing (101:115)

III a

Unit I. Family and Community Relationships (101:174).

Unit II. Entertaining.

1. Occasions for entertainment.
2. Ways of entertaining.
3. Formal and informal entertainment.
4. Responsibilities of a hostess.
5. Responsibilities of assistants to hostess.
6. Responsibilities of a guest.
7. Types of entertainment of a formal and informal nature:
   a. Luncheon.
   b. Dinner.
   c. Breakfast.
   d. Tea.
   e. Garden parties.
   f. Receptions.
8. Definite plans for entertainment.
9. Table appointments.
10. Serving.
11. Suitable foods and garnishes
12. Types of entertainment which relatives and class friends would enjoy (101:184-87).
III b

Unit I. Dress for special occasions (101:208).


I a for boys:

Unit I. Human Relationships

1. Character traits.

2. The relationship of good manners to personality (101:245).


4. Personal traits improved through genuine good manners (101:245).

5. Everyday manners
   a. At home.
   b. In school.
   c. In public places.
   d. In business (101:245).

6. Happy homes
   a. Desirable traits of character.
      (1) Consideration for others.
      (2) Cheerfulness.
      (3) Kindliness.
      (4) Willingness to share responsibility.
(5) Punctuality.

(6) Reliability (101:246).

I b for Boys:

Unit II. Foods and Nutrition.

1. Social responsibilities during meals.

2. Importance of correct table etiquette in society, in business, and in the home.

3. Social customs
   a. As a host.
   b. As a guest.
   c. As a member of the family.


Etiquette instruction, where it is but a part of a larger curriculum subject, has not been found in the home economics courses exclusively. In Grand Rapids, Michigan, where much attention has been given to the subject, etiquette is taught as part of the social studies work. In Los Angeles the salesmanship and advertising course and the one in character and conduct include it, as does the course in essentials of living in use at the Fordson High School of the Fordson School System of Dearborn, Michigan.

The only distinct course of study in social training in general use throughout the high-school system of the city sponsoring it that was found during this piece of research was the one in personal regimen published by the Division of Vocational
and Practical Arts Education of Cleveland, Ohio. A short paragraph giving a few points on the reason for its origin as well as the time and manner of its formulation is quoted from a contribution to the *Journal of Home Economics* (May, 1931) written by Miss Adelaide Laura Van Duzer, Supervisor of Home Economics in Cleveland. Miss Van Duzer writes:

Personal regimen has now been taught in the Cleveland high schools for five years. Before, phases of the material were taught here and there throughout the system in clubs and home economics classes, but it was evident that such teaching should take on a wider and better directed form. As a result, the course was worked out in the classroom by some interested home economics teachers and in its present form is the outgrowth of trial in a number of schools (103:427).

An article in the *Journal* (July, 1928) written by Ethel R. MacNachtan and entitled "A High School Course in Social Training," mentions a course in such training in use in the Julia Richman High School in New York City, but, judging from what is stated, it is a course used exclusively at the Richman High School and not a Board of Education publication in general use throughout the city as is that of the one in Cleveland (88: 454).
CHAPTER III

OBJECTIVES IN THE TEACHING OF ETIQUETTE

Sources of information on the teaching of etiquette, before the days of the published course of study to which access has been had for this paper have not stated directly the objectives for such training. That such instruction was therefore without motive may not be concluded, however, as the following paragraph taken from Earle's *Child Life in Colonial Days* indicates:

> It is impossible to overestimate the value these laws of etiquette, these conventions of customs had at a time when neighborhood life was the whole outside world. Without them life would have proved unendurable (35:212).

With the coming of the twentieth century also came the course of study in home economics which, in most cases, is the one that includes the outlines of etiquette as now taught. But as far as could be learned, it was not until the close of the first quarter of this century that these courses of study included the subject of etiquette at all. Of the seventeen courses examined in home economics and in business technique for the first twenty years of the century, just one of the two that provided for etiquette instruction stated objectives for it.
The units of this 1932 Idaho course of study in home economics for junior and senior high schools calling for etiquette instruction with their respective objectives are:

Unit: Food and Its Relation to Health (Seventh grade).

Objective (pertaining to etiquette):
To learn to use good table manners (54:16).

Subtopic - Home Relationships
Objective:
To become a better member of the family by being courteous, by respecting the rights of others, and by sharing responsibilities in work and recreation (54:26).

Unit: Making and Keeping Friends (Ninth Grade)

Objective:
To develop an appreciation of the personal traits essential for desirable home and social life (54:92).

Unit: Selection, Care, and Construction of Clothing (Ninth Grade).

Objectives:
To appreciate responsibility for the care, selection, and construction of one's own clothing.
To appreciate the value of proper care of the clothing and to form the habit of keeping it in good condition.
To be able to select becoming and appropriate cloth-
Unit: Dinners for the family (Tenth Grade)
Subtopic - Food for all occasions.
Objectives:
To develop the ability to plan, prepare, and serve adequate meals considering the family income.
To develop an appreciation of the duties of a hostess at home and at school on various occasions (54:212).

Course in Personal Improvement
(For girls who have not had ninth and tenth grade work)
Objectives:
To cultivate the desire and habit of being as attractive as possible at all times.
To develop more attractive qualities so that we may live in harmony with others (54:226).

Unit: Hospitality
Objective:
To know how to be a charming hostess and a desirable guest (54:232).

Course in Home Economics for Boys
Objectives:
To be worthy of the respect and confidence of others, both in business and social life.
To be able to meet situations that arise in contact with other people with poise and good judgment (54: 240).

Of the thirty-six courses of study examined that have been published since 1920, twenty-two stated objectives for the etiquette topics introduced. As has been previously mentioned, some are very meager, merely mentioning the ability to serve simple meals (for the unit on foods) and to select and care for one's clothing (for the clothing unit). Others are as detailed as that of the Idaho Course of Study mentioned above. The course in home-making used in the Texas Public Schools, published in 1932 states its objectives under three headings. Those pertaining to etiquette are:

Home Economics III a Third Year High School

Objectives:

Interest in

1. Being a gracious hostess and guest.

2. Entertaining in the home.

3. Out of door entertainment.

Ideal of

1. Becoming a perfect hostess and guest.

Ability to

1. Plan, prepare and serve at a given cost a luncheon and dinner for a special occasion.
2. Plan and give a picnic.

3. Plan, prepare and serve a buffet luncheon or supper, and a tea.

4. Plan and give a party for a special occasion.

5. Be a gracious hostess and guest (101:184).

Objectives for etiquette content included in courses of study examined and summarized other than those for Home Economics are:

I. Character and Conduct (Los Angeles, California, 1926).

1. Salesmanship

Objectives:

Preparation for a vocation.

a. The pupil should demonstrate proper courtesy over the telephone.

b. He should demonstrate proper courtesy in selling.

c. He should learn that service is the necessary goal of all selling (64:43).

2. Occupations

Objectives:

Preparation for life in the group.

a. The pupil should discuss the value in industrial life of:

(1) cooperation

(2) unselfishness
(3) courtesy
(4) helpfulness
(5) loyalty
(6) leadership (64:36).

3. Physical Education

Objectives:

Preparation for Life in the Group

a. The pupil should gain capacity for cooperation.

b. The pupil should develop courtesy, honesty, loyalty, poise, punctuality (64:38-39).

4. Courtesy assumptions

Objectives (general)

a. We would have our pupil have the knowledge and the opportunities for experiences that will best tend to bring about the realization of the worth of morality and of courtesy in its best and highest expressions, and the ability and habits of exercising such virtues as fully and abundantly as their original natures will permit.

b. The chief essential for anyone in human society is the ability to meet the members of his group successfully, to move gracefully and helpfully among his fellows, and to appreciate the rights of others, and to understand his duties to others which are inherent in the large group consciousness and vision.

c. The ability to recognize one's own right and the duties of others toward one is also fundamental for successful life in the group.

d. Each student, as a member of the social order, should deport himself in such a way as to bring comfort and happiness and ease to everyone (64:69).
II. Salesmanship and Advertising (Los Angeles, California, 1925).

Objective:

To develop personality.

The purpose of the course in personal regimen in the Cleveland senior high schools is stated in the Foreword of the course by the Supervisor of Home Economics. Miss Adelaide L. Van Duzer says:

The general purpose of the course is to develop standards of living and appreciation of the value of personal and social development to the high school girl. More specifically, it gives her the desire to improve herself physically, mentally, and ethically; to develop knowledge of the world about her, leading to tolerance and broadmindedness; to develop the wish to form new contacts and the ability to adapt herself to her environment (28:3).

The aims of the personal regimen course at South High School of Grand Rapids, Michigan are to aid the girls in developing personality and to equip them to "meet and make their way in the world when they leave school" (38:433).

The list of objectives for the teaching of etiquette obtained from another source than courses of study, namely, the thesis Approved Social Behavior as Revealed in Recent Literature, by Clara H. Lorenzen, contains these:

We may suggest, with reasonable certainty, some activities for which the curriculum should make provision. Expressed as abilities, these activi-
ties become the objectives for training children in agreeable and effective association with others.

First, it is necessary for education to provide experiences and training to develop in every individual the following ability:
The ability to express, in all his relations with others, certain fundamental attitudes, especially honesty, consideration for others, self control, and unselfishness. Education is also justified in providing, at least to a reasonable extent, training which will help to develop the following:
The ability to entertain friends in pleasing ways, with due regard for their pleasure and comfort.
The ability to respond agreeably as a guest to such entertainment.
The ability to meet individuals graciously and easily on the occasions of a social visit and to conform to the proper conventions.
The ability to be a helpful and agreeable member of the family group and to share in making home comfortable and happy.
The ability to present a pleasing personal appearance by simple and appropriate dress, as well as by care of the person and graceful carriage of the body.
The ability to carry on his general social correspondence in proper ways.
The ability to converse with others in effective and pleasing ways.
The ability to conduct himself at table in proper ways.
The ability to keep himself physically fit, in order that he may take part agreeably and effectively in group activities.
The ability to conduct himself in public places in ways that are pleasing to others, and in conformity with social conventions.
The ability to move in any special group, such as school, business, club,
or the group at games, in courteous and helpful ways.

There remain a few other approved activities which should probably receive less attention in a curriculum of general education. Expressed as objectives they are:

A wholesome and right attitude toward marriage and the preliminaries to it.

The ability to serve the group properly in special ways on such occasions as weddings, funerals or when a chaperone is required.

The ability to deal courteously and justly with servants.

The ability to perform the ceremony of introduction on proper occasions and in proper ways, and to acknowledge such introductions in pleasing ways (63:83-85).

A last source in which objectives for the teaching of etiquette were found is that of the personality classes of the Young Women's Christian Association. The 1932-1933 outline states the aim of such classes to be:

To develop the qualities of

1. Relaxation
2. Understanding of one's own abilities and needs
3. Self-development
4. Taste in clothes, general appearance, manners
5. Courtesy (105:12).
CURRICULUM PROVISIONS FOR INSTRUCTION IN ETIQUETTE

As far as curriculum provisions are concerned, little information has been found either as to time allotment or credit given for the study of etiquette as now taught in the schools. Since the subject is but a part of a larger course, in most cases, this lack of information is to be expected. Locating grade-placement, however, has been comparatively easy, since most of the units of the larger courses of which the etiquette topics are a part, are allocated to definite grade levels. Research has revealed the facts that table etiquette and the topics pertaining to the care and selection of everyday clothing are presented with the elementary study of foods and clothing, respectively, in seventh or eighth grades or both, while such units as social customs and dress for special occasions are assigned to the eleventh and twelfth grades of the senior high schools. In school systems that have home economics courses for boys the work is presented in the tenth, eleventh, or twelfth grades.

A summary of the curriculum provisions of time allotment and credit given as gleaned from an examination of thirty-five courses of study reveals the following:

1. Place and date:
   Idaho; 1932
Unit of Course of Study:

a. Home Relationships
   Time: Twelve Weeks;
   two forty-five minute periods per week, or
   two ninety minute periods per week.
   Credit: Not stated (54:14).

b. Making and Keeping Friends
   Time: two forty-five minute periods per day, or,
   five ninety minute periods per week, for
   three weeks.
   Credit: Not stated (54:14).

c. Food for special occasions.
   Time: two forty-five minute periods per day, or,
   five sixty-minute periods per week, for
   two weeks.
   Credit: Not stated (54:15).

d. Home Economics for Boys
   Time: one forty-five minute period, or,
   one sixty-minute period daily.
   Credit: not stated (54:14).

2. Place and date:
   Louisiana; 1931

Unit of course of study:

a. Good behavior and politeness
   Time: Ten lessons.
b. Everyday Manners.

**Time:** Ten lessons.

**Credit:** Not stated (66:56).

3. Place and date:

Oakland, California; 1932.

**Unit of course of study:**

a. Hospitality:

**Time:** One semester.

**Credit:** One-half unit (80:104).

4. Place and date:

Texas; 1932.

**Unit of course of study:**

Teaching of Home-making

a. Everyday Courtesies:

**Time:** Ten lessons.

**Credit:** Not stated (101:21).

b. Personal Relationships:

**Time:** Fifteen lessons.

**Credit:** Not stated (101:104).

c. Entertaining:

**Time:** Fifteen lessons.

**Credit:** Not stated (101:184).

d. Dress for Special Occasions:

**Time:** Twenty lessons.
Credit: Not stated (101:208).

5. Place and date:
   
   Cleveland, Ohio; 1931.

Unit of course of study

Personal Regimen:

Time: One forty-five minute period daily, for two semesters.

Credit: Academic (28:4).
METHODS OF INSTRUCTION IN ETIQUETTE

As in the case of the objectives and curriculum provisions for the teaching of etiquette, information on methods is likewise limited to those in use in recent years. And even of these few have been suggested in the courses of study of which etiquette is a part. The greater number of methods located have been found in magazine articles treating of the special courses in social training referred to in a previous chapter, and of the procedures in individual schools recognizing the need for such training. In the latter cases presentation of the topics for which there was a felt need is not limited to the work of any single department of the school organization; instead, all classes receive this instruction for the same period of time and from the regular classroom teacher. In the junior or senior high school this instruction is given during the home-room or division-room period.

Types of sources of methods found in use in the schools of today with summarized illustrations of each type follow:


   Observe:

   a lecture-demonstration on table setting, table eti-
quette, and table service.

Read:
- Table setting and equipment.
- Types of table service.
- Table etiquette.

Participate in class discussion of:
- Readings.
- Reasons for methods used in table setting, service, and etiquette.
- Duties of children in regard to the above.
- Table decoration.
- Ways of meeting unusual situations.

Observe pictures showing table setting, service, and etiquette.

Set a table for various meals.

Give oral reports on assigned topics.

Practice principles of table setting, service, and etiquette at home (55:23).

2. Courses of Study in Salesmanship and Advertising (High School Salesmanship and Advertising, Los Angeles, California, 1925):

Method:

Different phases of courtesy are first studied theoretically and then demonstrated by students. Problems are those of actual need in the business world:
Table etiquette.
Street etiquette.
Business office etiquette.
Travel etiquette
introductions, etc.

Each problem is assigned to a group. After it has been studied the group then demonstrates it, following which class criticism takes place (65:27).

3. Special Courses of Study in Social Regimen (Longwood Commerce High School, Cleveland, Ohio):

Method:

(Situation: The graduating class had planned to give a dinner at the Womans' City Club. Many of the students had never eaten away from home except in the school lunch room. The need for training in table etiquette was apparent. The work of supplying the class with this instruction was assumed by the social regimen classes.)

A floor plan of the City Club was drawn on the black board showing just where the lounges and check rooms were located. The menu was copied on the board. A table was set for six, three boys and three girls. The meal was demonstrated in pantomine, one of the personal regimen girls explaining each detail of table etiquette (11:432).

Method:

Courtesy recommendations presented at the School Community Council were approved by the home-room club. The recommendations were divided into groups including courteous speech, greetings, messenger manners, introductions, courtesy to class members and to visitors. Reports of observation of neglect of classmates to put into practice courteous habits being studied were then made and dramatization of these points was conducted for practice purposes (69:200).

5. Books (How to Teach Manners to School Children, by Julia M. Dewey.)

Method:

But however polite a teacher may be, the informal or unconscious teaching of manners is not enough. The school-room does not afford opportunity to exemplify all the necessary practices in good manners, and there is no other way but to teach the various requirements of an accepted code with reference to actual examples that may present themselves at any time in life (34:3).

Other methods noted, but not included among those mentioned above, are courtesy clubs; citizenship clubs in which courtesy codes have been composed; weekly discussions on topics
chosen by the principal of a school; discussion of poster messages, and of famous characters from fiction and from life as to hero or heroine-making qualities; outside lecturers; composition of articles and compilation of booklets on "Our Class Party" and "Our Junior and Senior informal;" and personal conferences.
TEACHER QUALIFICATIONS

Since most of the course of study outlines in etiquette are but a part of those for instruction in home economics, it naturally follows that the teachers of the one are those for the other, and that the qualifications for the teachers of home economics are those for the teachers of the etiquette topics.

The one specification of the qualifications for teachers of social training found was that for the teachers of the personal regimen classes in the Cleveland Public Schools.

A statement of these requisites by Adelaide Laura Van Duzer in the May, 1931, issue of the Journal of Home Economics follows:

The right kind of a teacher is indispensable. She should be young so that she may appear to have somewhat the same problems as her pupils; tactful beyond the ordinary, since the subject will demand constant exercise of suggestion without offense; modern in her dress and attractive in general appearance so that her suggestions and criticisms will be respectfully received. She should have an adequate social background so that she can speak with authority without turning to the etiquette book, and a mind flexible enough to see the real need of such teaching and to make use of modern methods of procedure. And she must have the initiative of a pioneer, together with the knack of tying small to
larger issues. We have found some such teachers, but we have also discovered that not all good home economics teachers are equally suited to teaching personal regimen (103:428-29).
CHAPTER IV

THE REPORT OF THE JURY

It has been stated that the initial step in this piece of research was the preparation of a list of etiquette topics, and that the sources of these topics were books on etiquette, magazine articles, and courses of study.

The reasons for the choice of references used are:

1. They represent the observations and experiences of those best informed on the subject.

2. They are an epitome of the approved customs and conventions of society.

3. They treat both of children and adults.

4. The courses of study give an idea of the extent to which etiquette is taught in the public schools of the country.

The Jury

The instrument decided upon to validate the tentative list of topics and to allocate them to the various grades of the junior and senior high schools and before seventh grade, as was stated in Chapter I, was a jury of experts. Of the twenty-four requested to act on the jury, twenty accepted but the check lists of five of them were not received in time to be compiled.
In their letters of acceptance many of the jurors expressed not only a willingness to act on the jury, but an eagerness to work on the project as well. A glance at the check list in Table I will indicate the magnitude of the jury's task.

Each person accepting membership on the jury was mailed two copies of the check list (one to be returned, the other to be kept for his own files) and a set of instructions for guidance in completing the work. A copy of these instructions is found in Appendix A. The personnel of the jury is found in Appendix B.

The Check List Form

That the jurors might have no doubt as to the nature of the work expected of them samples of the form on which they would indicate their judgments were enclosed with the letters requesting them to accept membership on the jury. This form was a table of twenty columns arranged in three groups, the first headed Etiquette Topics; the second, Grade Levels; and the third, Degree of Importance. In the Grade Levels group there was a column for each grade of the junior and senior high schools as well as one for before seventh grade. Cognizance was taken of the fact that certain topics were appropriate for boys only while others were suitable just for girls. The Degree of Importance group contained columns that made possible the classification of the topics as extremely desirable, desirable,
### Table 1

#### Characteristics of the Cultured

<table>
<thead>
<tr>
<th>Number</th>
<th>GRADE LEVELS</th>
<th>DEGREE OF IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7th</td>
<td>8th</td>
</tr>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

1. How regard for the rights and feelings of others forms the basis of good behavior. 

2. How self-respect influences one's conduct toward others.

3. How simplicity and unconscionableness of self are qualities of a true lady or gentleman.

4. Why thoroughbred men and women are as courteous to those less fortunate in worldly position as they are to those more fortunate.

1. Home.

1. Courtesy to one's family:
   a) Why 'Good Manners' in the home require habits of:
      - Obedience. ........................................... 12
      - Cheerfulness. ......................................... 13
      - Cordiality. ........................................... 14
      - Loyalty. ............................................. 15
      - Forbearance. .......................................... 16
      - Kindness. ............................................ 17
      - Thoughtfulness. ...................................... 18
      - Respect for the privacy of others' mail. .............. 19
      - Respect for the desire for privacy of a member of one's family indicated by a closed door. .............. 20
   b) When members of a household should refrain from noise:
      - During the illness at home of one of its members. .... 21
      - When closing doors. .................................. 22
      - When one of its members is so occupied that noise would disturb him. ......................... 23
   c) When and how to use the radio. ......................... 24
   d) When one may harbor pets in the home. ................. 25
   e) How pets should be managed when guests are present. ... 26
   f) How to treat guests of all members of one's family. .... 27
   g) How discourtesy may be shown:
      - When one visits without being invited. ............ 28
      - When one enters rooms in a friend's home other than those to which one has been taken. ....... 29
      - When a visitor remains at a friend's house though guests were present on his unexpected arrival. .... 30

2. When members of a household should refrain from noise.

3. When and how to use the radio.

4. When one may harbor pets in the home.

5. How pets should be managed when guests are present.

6. How to treat guests of all members of one's family.

7. How discourtesy may be shown:
   - When one visits without being invited.
   - When one enters rooms in a friend's home other than those to which one has been taken.
   - When a visitor remains at a friend's house though guests were present on his unexpected arrival.
9. How refined people treat:
   a) The telephone operator. ...................... 14
   b) Telephone subscribers sharing one's party wire. ...................... 14
   c) Anonymous telephone messages. ...................... 14

10. Why family affairs are not discussed outside the family circle. ...................... 13

11. Why exhibitions of lack of self-control are bad form at any time and in any place. ... 12

12. Why cultured persons do not have "company manners." ...................... 14

13. How to avoid embarrassment by refraining from:
   a) Chewing gum. ...................... 13
   b) Coughing and sneezing without covering one's mouth. ...................... 14
   c) Breathing in another's face. ...................... 14
   d) Eating foods that taint the breath. ...................... 14
   e) Rude curiosity. ...................... 13
   f) Fingering another's property. ...................... 14

II. Table manners:
   1. How to appear at table. ...................... 14
   2. What common table courtesy includes. ...................... 14
   3. How to sit at table. ...................... 14
   4. How a gentleman assists a lady to be seated at table. ...................... 14
   5. How ladies seat themselves at table when unaccompanied by gentlemen. ...................... 2
   6. How a lady and gentleman proceed to a table in a restaurant when an usher is not present. ...................... 14
   7. How a lady and gentleman proceed to a table in a restaurant when an usher is present. ...................... 14
   8. How to treat visitors at one's table in a restaurant or public dining-room. ...................... 14
   9. When a gentleman should pay the bill if in the company of a lady in a restaurant. ...................... 13
   10. When a lady in a restaurant will not permit a gentleman acquaintance to pay for her meal. ...................... 14
   11. How to leave the table. ...................... 14
   12. How to set a table. ...................... 9
   13. What the details of a "place" at the table.
(continued)

14. How to hold one's silver. .......................13
15. When to use each piece of silver. ..........14
16. How to use a bread and butter plate. .....14
17. How to hold a cup. ............................13
18. How to hold a glass. ..........................13
19. When the fingers may be used in eating ..13
20. How to use a finger bowl. ...................12
21. When to use a finger bowl. .................12
22. How one should place his silver at the conclusion of the meat course. .............13
23. How one's place at table should look at the conclusion of a meal. .................13
24. How to present dishes. .......................11
25. What to do when accidents occur at the table. ................................13
26. What to do when articles are dropped. ..12
27. How to clear the cloth for dessert. .....12
28. How guests should be seated. ..............10
29. How to act in the school cafeteria. ....14

Conversation.
I. How the voice should be controlled. .........12
II. How a display of interest improves conversation. 14
III. How responsiveness improves conversation. 14
IV. What the better speakers and writers think of slang. ..................13
V. How exaggeration weakens conversation. ....14
VI. How affectation weakens conversation. ....13
VII. Why one should refrain from monopolizing conversation. ..................14
VIII. Why one should never interrupt a conversation without a justifiable cause. ....14
IX. How one with: justifiable reason for so doing may interrupt a conversation. ......14
X. Why those who contradict others are branded unmannerly. ..................14
CHECK LIST OF TOPICS

(continued)

II. When the rules of correct behavior permit one to contradict, and how it is done. .......... 14
III. When argumentation is permitted. .................... 13
III. Why dogmatism is barred from the conversation of the cultured. ............................. 14
IV. Why humor in conversation is valuable. ........... 13
IV. When humor is not humor. ............................. 13
IV. Why cultured persons of wealth do not make their riches a topic of conversation. ............ 13
VII. Why money, except in business transactions, is not on the list of approved subjects for conversation. ......................................................... 14
III. Why the following are not approved topics for conversation; ................................. 14
1. One's self. ...................................... 14
2. One's ills. ..................................... 14
3. Unpleasantnesses. ................................ 13
4. Unkind mimicry. .................................. 14
5. Destructive criticism. ............................. 14
6. Preaching. ..................................... 13
7. Topics understood by just a few in a group. ......................................................... 14
8. Money, except in business. ......................... 14
IX. Why the truly cultured do not proclaim their acquaintanceship with persons of wealth or distinction. ................................................. 13

D. Personal Appearance.
I. How personal cleanliness aids appearance. ........ 14
II. When and how cosmetics should be used. .......... 14
III. How clothing should be cared for: ........................ 12
1. When in use. .................................... 12
2. When not in use. .................................. 7
IV. How one should dress for: ................................ 12
1. Meals at home. .................................... 13
2. Meals at a restaurant. ............................ 12
3. School. ......................................... 13
4. Business. ....................................... 13
5. Sports. ......................................... 13

GRADE LEVELS

<table>
<thead>
<tr>
<th>Grade</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>B</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
</tbody>
</table>

DEGREE OF IMPORTANCE

<table>
<thead>
<tr>
<th>CHECK LIST OF TOPICS</th>
<th>GRADE LEVELS</th>
<th>DEGREE OF IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>6. The street.</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>7. Afternoon Parties</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>8. Teas.</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>9. Formal dinners.</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>10. Informal &quot;company&quot; dinners</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>11. &quot;Company&quot; luncheons</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>12. Dances.</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>13. Weddings.</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>14. Travel at home.</td>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>15. Travel abroad.</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>16. Week-end gatherings</td>
<td>73</td>
<td>74</td>
</tr>
</tbody>
</table>

I. Then one's dress is designated "chic." | 79| 80| 81| 82| 83| 84 |

II. When one's appearance is termed vulgar. | 85| 86| 87| 88| 89| 90 |

III. How much one should spend on clothing. | 91| 92| 93| 94| 95| 96 |

IV. How one should sit, stand, and walk. | 97| 98| 99| 100| 101| 102 |

Correspondence. | 103| 104| 105| 106| 107| 108 |

I. What the correct in writing materials may include. | 109| 110| 111| 112| 113| 114 |

II. How a letter is folded. | 115| 116| 117| 118| 119| 120 |

III. How a letter is placed in an envelope. | 121| 122| 123| 124| 125| 126 |

IV. What forms of address one should use in letter-writing. | 127| 128| 129| 130| 131| 132 |

V. When a post-script is written. | 133| 134| 135| 136| 137| 138 |

VI. When a super-scription is written. | 139| 140| 141| 142| 143| 144 |

(continued)
<table>
<thead>
<tr>
<th>GRADE LEVELS</th>
<th>DEGREE OF IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Life in General.</td>
<td></td>
</tr>
<tr>
<td>I. Introductions:</td>
<td></td>
</tr>
<tr>
<td>1. How young boys are introduced to young girls.</td>
<td></td>
</tr>
<tr>
<td>2. How boys of high school age are introduced to girls of the same age.</td>
<td></td>
</tr>
<tr>
<td>3. How a young person is introduced to one's parents.</td>
<td></td>
</tr>
<tr>
<td>VII. What letters contain that everyone loves to receive.</td>
<td></td>
</tr>
<tr>
<td>VIII. How the form of the business letter is written.</td>
<td></td>
</tr>
<tr>
<td>IX. How the complimentary close of a business letter is worded.</td>
<td></td>
</tr>
<tr>
<td>X. How one signs a business letter.</td>
<td></td>
</tr>
<tr>
<td>XI. How the content of business letters differ from that of social and friendly letters.</td>
<td></td>
</tr>
<tr>
<td>XII. How to write a friendly letter.</td>
<td></td>
</tr>
<tr>
<td>XIII. What sequence of pages is followed in a friendly letter.</td>
<td></td>
</tr>
<tr>
<td>XIV. How the complimentary close of a friendly letter is worded.</td>
<td></td>
</tr>
<tr>
<td>XV. How the complimentary close of a letter to an acquaintance is worded.</td>
<td></td>
</tr>
<tr>
<td>XVI. How to write a letter of introduction.</td>
<td></td>
</tr>
<tr>
<td>XVII. How to write a letter of recommendation.</td>
<td></td>
</tr>
<tr>
<td>XVIII. When letters of recommendation may be requested.</td>
<td></td>
</tr>
<tr>
<td>XIX. How to write a letter of condolence.</td>
<td></td>
</tr>
<tr>
<td>XX. How letters of condolence are acknowledged.</td>
<td></td>
</tr>
<tr>
<td>XXI. How to write a letter of congratulation.</td>
<td></td>
</tr>
<tr>
<td>XXII. How letters of congratulation are acknowledged.</td>
<td></td>
</tr>
<tr>
<td>XXIII. When letters of condolence and congratulation are acknowledged.</td>
<td></td>
</tr>
<tr>
<td>XXIV. How to write letters of thanks.</td>
<td></td>
</tr>
<tr>
<td>XXV. When printed cards of thanks may be used.</td>
<td></td>
</tr>
<tr>
<td>XXVI. When the receipt of a gift should be acknowledged.</td>
<td></td>
</tr>
</tbody>
</table>
4. How a gentleman is introduced to a lady. .......................... 1
5. How a lady is presented to a churchman. 11
6. How a lady is presented to the President of the United States. .......... 19
7. How to introduce one's self at social gatherings. .......................... 13
8. How to introduce one's self in the business world. ...................... 12
9. How to introduce an individual to a large group. ........................ 13
10. How to introduce a guest to a small group. ............................. 13
11. How to acknowledge introductions. ................................. 14
12. How a letter of introduction is presented. .............................. 12
13. How a letter of introduction should be treated by the person to whom it is written. ............................ 12
14. What to say when taking leave of a person to whom one has just been introduced. .................. 14
15. When to shake hands on being introduced. ............................ 14
16. How to shake hands. ............................................ 14
17. When introductions are necessary:
   a) At a social gathering all guests must be presented to the guest of honor. ...... 16
   b) At a dinner all gentlemen must be presented to the ladies whom they are to "take in" to dinner. ............ 14
   c) At a social gathering members of a small group who are to sit together must meet each other. .......... 14
   d) All guests at a house party must be introduced to each other. .................. 14
   e) At a dance or other social affair one who has requested an invitation for a friend must present this friend to the hostess. ................................ 12
18. When introductions are not necessary:
   a) When the introduction may not be agreeable to both parties. .......... 10
   b) When a visitor is leaving a drawing-room he is not presented to one just arriving. .......................... 11
   c) When two ladies who are out walking meet a third known to but one of them the lady not acquainted with the third person walks on slowly. ....... 2

GRADE LEVELS

<table>
<thead>
<tr>
<th>Grade</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

DEGREE OF IMPORTANCE
(-2, Extremely Undesirable; -1, Undesirable; 0, Doubtful; +1, Desirable; +2, Extremely Desirable; SP, Desirable in Special Cases.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

18. When introductions are not necessary:
   a) When the introduction may not be agreeable to both parties. ...... 10
   b) When a visitor is leaving a drawing-room he is not presented to one just arriving. .......................... 11
   c) When two ladies who are out walking meet a third known to but one of them the lady not acquainted with the third person walks on slowly. ....... 2

19. When introductions are not necessary:
   a) When the introduction may not be agreeable to both parties. ...... 10
   b) When a visitor is leaving a drawing-room he is not presented to one just arriving. .......................... 11
   c) When two ladies who are out walking meet a third known to but one of them the lady not acquainted with the third person walks on slowly. ....... 2
19. How to reply to the greeting of a person whom one has known but, for the moment, has forgotten. .......................... 17

20. Why business visits such as personal calls for donations to charity are not introductions. .......................... 16

II. Visiting:
1. Country-house Party:
   a) How a host and hostess greet their guests. .................................. 12
   b) When a guest may be invited though a private room for him will not be available .............................. 10
   c) What the hostess of a large country house provides in the guest room. .......................... 8
   d) How the guest card aids the hostess of a house party of many guests in providing for the individual preferences of her guests. .................. 7
   e) Who are invited to a party at a country house. .................................. 7
   f) What the popular country house provides. .................................. 9
   g) What the sought-after guest does. .................................. 9
   h) What the courteous host does. .................................. 9
   i) That the knowing hostess does .................................. 9
   j) What guest-room service in a small country house includes .................................. 8
   k) How breakfast in a small country house differs from that in a large one. .......................... 8
   l) How and whom one tips in a small country house. .................................. 9
   m) How tipping in the large country house differs from that in the small one. .......................... 8

2. Calls:
   a) How to make first visits. .................................. 11
   b) How to enter a drawing-room when making a call. .................................. 11
   c) How long a call may last. .................................. 11
   d) What to do when a caller arrives. .................................. 11
   e) What to do when a caller leaves. .................................. 11
   f) How a servant dismisses a caller whom her mistress does not wish to see. .................................. 7

3. Visiting Cards:
   a) What Etiquette rules concerning the size, material, and engraving of a visiting card. .................................. 9
   b) How men's cards differ from women's. .................................. 8
   c) How names and titles should appear on visiting cards. .................................. 9
   d) When and how visiting cards are used for:
      (1) Invitations. .................................. 9
      (2) Messages of congratulation. .................................. 9
      (3) Messages of condolence. .................................. 9
      (4) Messages of regrets. .................................. 9
      (5) Announcements. .................................. 9
(6) Acceptances:
(a) Formal
(b) Informal

When visiting cards are left upon making calls.

When more than one visiting card is left upon making calls.

III. Entertainment:
1. Formal dinners in a Great House:
   a) How to select the guests.
   b) When a guest list may be borrowed.
   c) When a dinner engagement may be broken.
   d) How the hostess fills in a last-minute broken dinner engagement.
   e) Why the table service should be in keeping with the dining-room furniture.
   f) What courses the menu includes.
   g) What the dinner hour may be.
   h) What the ever-present plate may be.
   i) How the correct order of serving the guests may vary.
   j) When a double-service is necessary.
   k) How the double-service is managed.
   l) How glasses are filled.
   m) When glasses are filled and refilled.
   n) How the sidewalk, hall, and dressing rooms are made ready for the guests.
   o) How the drawing-room is used before and after the dinner.
   p) How the guests enter the dining-room.
   q) What the tardy guest does.
   r) Where the ladies put their gloves and napkins.
   s) What "turning the conversation" means, and how the hostess manages it.
   t) How enemies conduct themselves at table.
   u) How complicated dishes are attacked.
   v) How the guests leave the dining room.
   w) Where the gentlemen smoke.
   x) When the host's duties are.
   y) What the characteristics of a skilful hostess are.
   z) What forms after-dinner entertainment may take.
   a') How and when the guests leave.

GRADE LEVELS

DEGREE OF IMPORTANCE

-2, Extremely Undesirable; -1, Undesirable; 0, Doubtful; +1, Desirable; +2, Extremely Desirable; SP, Desirable in Special Cases.)
2. Formal Dinners in a Small House:
   a) How a formal dinner in a small house is similar to a formal dinner in a great house. .......... 7.

3. Little Dinners:
   a) What a "little dinner" is. ............... 8.
   b) Why the "little dinner" is regarded as the pleasantest of all dinners. ............... 8.

4. Teas and Afternoon Parties:
   a) How the tea table is set. ............... 5.
   b) What a tea menu may include. ............... 5.
   c) How tea is served. ............... 5.
   d) How a guest manages the refreshments offered at tea. ............... 5.
   e) How a garden party is conducted. ............... 7.

5. Luncheons:
   a) How a formal luncheon differs from a formal dinner. ............... 6.
   b) How a formal luncheon differs from an informal one. ............... 6.
   c) What "stand up" luncheons are. ............... 6.

6. Suppers:
   a) What a supper is. ............... 5.
   b) Who the guests may be. ............... 5.
   c) How a supper table is set. ............... 5.
   d) What a supper menu may include. ............... 5.
   e) What the service entails. ............... 5.

7. Breakfasts:
   a) How a formal breakfast differs from an informal one. ............... 5.
   b) What the formal breakfast hour may be. ............... 5.

8. Stags or Bachelor Dinners:
   a) Why they are given. ............... 11.
   b) When they are given. ............... 11.
   c) Where they are given. ............... 11.
   d) How they are given. ............... 11.

9. The Dance:
   a) What preparations a dance in a private house requires. ............... 9.
   b) What preparations a dance in a hotel or public ballroom requires. ............... 9.
   c) How to word the invitations. ............... 9.
   d) How to acknowledge an invitation. ............... 9.
   e) How and when an invitation may be requested. ............... 9.
   f) When a dance list may be borrowed. ............... 9.
   g) What the correct dancing position is. ............... 9.
   h) When a gentleman offers his arm to a lady on the dance floor. ............... 9.
   i) What the duties of a hostess at a dance are. ............... 9.
   j) How dance programs may be filled. ............... 9.
10. The Opera and Theater:

a) What correct behavior demands of:
   (1) The occupants of a box at the opera. .................. 10
   (2) Those in the foyer of the opera house. ................... 10

b) Where the world of fashion is seated at the opera. ........... 10

c) What an opera-goer may do after the performance. ........... 10

d) How a couple goes down the aisle of a theater or church:
   (1) When an usher is present. .......................... 16
   (2) When an usher is not present. ...................... 16

e) Why a gentleman takes the aisle seat in a theater or church rather than the lady. .................. 12

f) What one should do if late for a theatrical performance. ........ 12

g) Why one should refrain from talking during a church service or theatrical performance. ........ 14

h) Who the occupants of the boxes in a theater usually are. ....... 16

i) How to entertain before the play. ................. 16

j) How members of a small theater party may meet. .......... 16

k) How a hostess arranges for the seating of her guests in the theater. ......... 16

l) What good behavior demands of a bored audience. ........ 16

m) How consideration may be shown to those sitting behind one at the movies. .......... 16

n) How to pass in front of those already seated at the movies. ........ 16

o) Why one should never explain a picture at the movies. ......... 16

p) Why those of refined manners never eat in a theater, movie house, or auditorium of any kind. ........ 16

q) How a bachelor gives a small theater party. ................. 16

r) How a married couple may entertain a small theater party. ........ 16
11. Games:
   a) What good sportsmanship at public games means.
   b) Why hissing and booing are never practised by the truly cultured.
   c) How to conduct one's self at public games or contests.
   d) What one should do who cannot control his temper during public or private games or contests.
   e) How public grounds should be left after having been used for pleasure.
   f) How one should conduct himself at:
      (1) The card table.
      (2) The golf course.
      (3) The tennis court.

12. The House-party in Camp:
   a) How one should dress.
   b) What "roughing it" means.
   c) How the rules of Etiquette are relaxed in the camp dining-room.
   d) What form camp amusements may take.
   e) How camp guests should deport themselves.

13. Invitations:
   a) How to write an invitation for:
      (1) A large theater party.
      (2) A small theater party.
      (3) A wedding.
      (4) A ball.
      (5) A reception.
      (6) A country-house party.
   b) How a formal invitation differs from an informal one.
   c) When one may issue an invitation by telephone.
   d) How replies to the various forms of invitations are written.
   e) When a lady or gentleman should not accept invitations to social gatherings.

IV. Good manners on the street:
   1. How one should behave in a crowd.
   2. When a gentleman raises his hat:
      a) When he meets a woman acquaintance.
      b) When he meets a gentleman acquaintance.
      c) When he meets a gentleman of distinction.
      d) When he is in the company of a lady and she speaks to another lady or gentleman.
      e) When he is in the company of a gentleman who greets another lady or gentleman.
      f) When taking leave of a lady.
      g) When he is in the company of a lady, and a gentleman known or unknown performs a courtesy for her.
### CHECK LIST OF TOPICS (continued)

<table>
<thead>
<tr>
<th>GRADE LEVELS</th>
<th>DEGREE OF IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>-3</td>
<td>-2</td>
</tr>
</tbody>
</table>

#### 3. When a gentleman uncovers his head:
- a) When the flag is passing by. .......... +2
- b) When he enters a house. .......... +1
- c) When he enters an elevator. .......... +2
- d) When he walks in corridors. .......... +1
- e) When he stops to talk to a lady on the street. .......... +2

#### 4. When a gentleman does not remove his hat in corridors and elevators.
- +3

#### 5. When gentlemen perform courtesies for women:
- a) When passing through the same doorway he opens the door and permits her to enter first, whether he knows her or not. .......... +3
- b) When a woman drops an article he picks it up for her whether he knows her or not. .......... +3
- c) When in the company of a woman he carries her coat or package she may be holding. +2

#### 6. How a lady acknowledges courtesies performed for her.
- +3

#### 7. How a gentleman addresses a lady when he meets her in public or private.
- 11

#### 8. Why staring at others is considered ill mannered.
- 14

#### 9. How the considerate motorist:
- a) Obey traffic rules. .......... +3
- b) Cooperates with others on the road. .......... +3
- c) Lets others know the car is ready. .......... +3
- d) Treats those he has invited to ride with him. .......... +3

#### 10. How the guest of a motorist responds to the generosity of his host.
- 13

#### 11. How the thoughtful motorist considers the rights of others when he parks his car.
- 14

#### 12. How the considerate pedestrian regards:
- a) The rights of the motorist. .......... +4
- b) The rights of other pedestrians. .......... +4

#### 13. Why people of refinement do not push, nudge, or slap others on the back.
- 14

#### 14. How the well-bred person:
- a) Boards public conveyances. .......... +3
- b) Conducts himself in public conveyances. .......... +3

#### 15. How youths behave toward elders in crowded public conveyances.
- 14

#### 16. How a gentleman behaves toward a lady, young or old, in a crowded public conveyance.
- +3
17. How a lady or gentleman should treat a tired workman in a crowded public conveyance. ........................................ 14
18. Where a gentleman walks when in the company of a lady or ladies on the street. ........ 12
19. When a gentleman offers his arm to a lady on the street. ........................................ 13

V, Good manners while traveling:
1. How one should deport oneself on a railway train. ........................................ 12
2. How traveling restrictions are relaxed on a transoceanic voyage. ...................... 13
3. How the etiquette of the dining saloon of the steamer differs from that of the diner on a railway train. ...................... 13
4. Why the amusement of young children should be provided for on a lengthy trip by land or water. .......................... 10
5. How a young woman traveling alone conducts herself. .............................. 6
6. How to register at a hotel. ...................... 17
7. Whom one should tip when traveling. .............................. 17
8. How much one should tip. .............................. 10

II. Occasional ceremonies:
1. Weddings:
   a) How engagements are announced. .......... 8
   b) How the engaged couple behave in public. ...................... 9
   c) How the wedding list is made up. .......... 9
   d) How an elaborate wedding is managed. .... 8
   e) How the average fashionable wedding is managed. ...................... 8
   f) How a small wedding is managed. .......... 8
   g) What the hour for a morning wedding may be. .............................. 8
   h) What the hour for an evening wedding may be. .............................. 8
   i) What Etiquette says about:
      (1) The time wedding presents are sent. ...................... 9
      (2) How wedding presents are sent. ...................... 9
      (3) To whom wedding presents are sent. ...................... 9
      (4) How wedding presents are displayed. ...................... 9
      (5) When wedding presents are displayed. ...................... 9
      (6) What may be done with duplicate wedding presents. ...................... 8
      (7) How the bride says "Thank you" for wedding gifts. ...................... 7
      (8) When the bride says "Thank you" for wedding gifts. ...................... 7
j) What house linens the elaborate trousseau calls for, ................... 3
k) What the moderate trousseau includes, ................... 3
l) What the bride-elect provides for her attendants, ................... 3
m) What expenses the bridesmaids assume, ................... 2
n) What expenses the groom assumes, ................... 2
o) What expenses the bride's parents assume, ................... 6
p) What expenses the groom's parents assume, ................... 6
q) What the best man's expenses are, ................... 6
r) What the groom's and best man's wardrobe includes:
   (1) A morning wedding, ................... 3
   (2) An evening wedding, ................... 3
e) How the bridesmaids' luncheon is managed, ................... 6
t) How the bridesmaids' and ushers' dinner is managed, ................... 7
u) How the groom's dinner is managed, ................... 7
v) How the groom recognizes the service of his ushers, ................... 9
w) What Etiquette says about gifts that members of the bridal party receive from:
   (1) The bride, ................... 6
   (2) The groom, ................... 6
   (3) The bridesmaids, ................... 5
   (4) The best man, ................... 5
   (5) The ushers, ................... 5
x) Why the rehearsal of the wedding procession is important, ................... 2
y) How the drawing-room is made ready for the home-wedding, ................... 3
z) How the wedding feast is prepared when it is served at the bride's home, ................... 3
a') When the members of the bridal party arrive at the church, ................... 2
b') How the wedding guests are shown to their places in the church, ................... 2
c') How the bridal party enters the church, ................... 2
d') How the bridal party leaves the church, ................... 2
e') What consideration the bride shows the groom's parents at the reception following the wedding ceremony, ................... 7
f') What Etiquette says about:
   (1) Who sit at the bride's table, ................... 7
   (2) Who sit at the parent's table, ................... 7
   (3) How the wedding cake is cut, ................... 7
g') What the guests do when the bride and groom leave, ................... 7
h') How wedding anniversaries are recognized, ................... 7

2. Christenings:
a) When the godparents are asked, ................... 9
b) How the guests are entertained, ................... 9
c) What expense a christening entails, ................... 9
d) What expenses the parents assume, ................... 9
e) What expenses the godparents assume, ................... 9
3. Funerals:
   a) What consideration the bereaved should be shown. ...................... 18
   b) What correct mourning attire includes. 2
   c) When flowers are sent. ...................... 14
   d) Who should attend a funeral. ............ 10
   e) Who may attend a funeral. .................. 10

The Business World.
I. What the relations between employer and employee should be. .................. 18
II. What the relations between employee and employee should be. .................. 12
III. How salespeople should be treated. ................. 12
IV. Why one should willingly wait one's turn. ............ 14
V. Why one should refrain from haggling over money transactions. .................. 13
VI. How the honest person buys. .......................... 12
VII. How the honest person sells. .................. 12
VIII. How the honest person pays his debts. .................. 12
IX. Why one should be very reticent about requesting privileges. ............... 12
I. What Etiquette says of borrowing. .................. 12
II. Why a gentleman never borrows from a woman. .............. 12
III. When and where one may smoke during business hours. .................. 12
II. What advantage polish gives to its possessor. .................. 12
IV. What polish means.

XV. What advantage "good mixers" are in the world of business. .................. 12

VI. How to make telephone calls during business hours. .................. 12
II. When telephone calls may be made to the employed during business hours. ........ 12
I. What Etiquette says about those who take advantage of women, of the poor, or of the helpless in business transactions. .................. 12
# CHECK LIST OF TOPICS

## I. Consideration of the Aged.

1. Why dress, sex or rank should make no difference in our treatment of the aged. .................. 12
2. How to address the aged. .............................. 8
3. When to visit the aged. ................................. 5
4. How to visit the aged. ................................. 8
5. Why the aged should be included in invitations to members of a household. .......................... 12

## II. Respect for the Flag.

1. How men salute the flag. .............................. 14
2. How women salute the flag. ........................... 6
3. How to display the flag. .............................. 14
4. When to display the flag. .............................. 14
5. That ceremonials are used in honoring the flag. .......................... 13

## DEGREE OF IMPORTANCE

- 5, Extremely Undesirable; -4, Undesirable; -3, Doubtful; -2, Desirable; -1, Extremely Desirable; SP, Desirable in Special Cases.)

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>
doubtful, undesirable, and extremely undesirable. This group in a last column provided also for the indication of topics suitable, not for the ordinary, average child, but for special cases, such as the very underprivileged and the wealthy.

As may be seen from the form used in Table 1, the jurors were requested to indicate the degree of importance they attached to each topic for the grade or grades to which they had assigned it. This was shown by means of a scale of five values ranging from -2 through 0 to +2. To check a topic -2 was to assign it a rating of extremely undesirable. To check it +2 indicated extreme desirability. The other values lay between these two extremes with 0, the central point, representing doubtful desirability.

Decisions of the Jury

Since it is the combined opinion of the jury that locates the value of a topic the following method of determining this opinion was pursued:

When the Check Lists bearing the decisions of the jurors were received, it was found that just three of the replies were complete in every detail. One stated that because of a lack of experience in teaching boys she felt incapable of checking for them. Hence, while there are fifteen votes possible for the girls, there are but fourteen for the boys.

The judgments indicated, however, were recorded on two-
table forms. (In making the entries the following policy was observed: if a juror voted on the grade placement of a topic and not on its importance the vote was counted, but if a juror voted on the importance of a topic and did not vote on its grade placement the vote cast was discarded.) Table I was provided with columns from which the following information for boys can be obtained: the per cent of votes cast for each topic of the check list at the various grade levels, the per cent of votes cast for the degree of importance attached to each topic, and the number of jurors voting in each case. Table II gives the same information for girls. From these entires six new tables (III-VIII) were made which revealed expressions of opinion of the jury on several points. Table III shows the topics considered desirable or extremely desirable for boys by at least eighty per cent of the jurors voting on them and the grade placement of these topics. Table IV gives the same information for girls. Tables V and VI indicate the topics considered undesirable for boys and girls, respectively, by no less than fifteen per cent of the jurors voting on them. When the per cent used to group the extremely desirable topics (+2 on the check list) was applied to the undesirable ones (-2 and -1 on the check list) it was found that a lower per cent would have to be used as the highest per cent of votes cast designating a topic undesirable was thirty.
Table II

Characteristics of the Cultured.

I. How regard for the rights and feelings of others forms the basis of good behavior. ...... 14
   Number of Juries:
   GRADE LEVELS
   7  8  9  10  11  12
   % 67 67 43 43 50 50
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   10 10 10 10 10 10

II. How self-respect influences one's conduct toward others. ........................................ 14
   GRADE LEVELS
   7  8  9  10  11  12
   % 42 25 42 77 75 75
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   10 10 10 10 10 10

III. How simplicity and unconsciousness of self are qualities of a true lady or gentleman. ...... 14
   GRADE LEVELS
   7  8  9  10  11  12
   % 29 29 29 43 50 43
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   10 10 10 10 10 10

IV. Why thoroughbred men and women are as courteous to those less fortunate in worldly position as they are to those more fortunate. .................... 14
   GRADE LEVELS
   7  8  9  10  11  12
   % 29 29 29 29 21 21
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   10 10 10 10 10 10

Home.

I. Courtesy to one's family:

1. Why "Good Manners" in the home require habits of:
   a) Obedience. ........................................ 13
   b) Cheerfulness. .................................... 14
   c) Cordiality. ...................................... 14
   d) Loyalty. ......................................... 13
   e) Forbearance. .................................... 13
   f) Kindness. ........................................ 13
   g) Thoughtfulness. ................................ 13
   h) Respect for the privacy of others' mail. ........................................ 14
   i) Respect for the desire for privacy of a member of one's family indicated by a closed door. ........................................ 13
   GRADE LEVELS
   7  8  9  10  11  12
   % 85 38 23 8 8 8 17
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   8 8 8 8 8 8

2. When members of a household should refrain from noise. ........................................
   a) During the illness at home of one of its members. ........................................ 14
   b) When closing doors. ................................14
   c) When one of its members is so occupied that noise would disturb him. .............. 13
   GRADE LEVELS
   7  8  9  10  11  12
   % 88 88 88 88 88 88
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   10 10 10 10 10 10

3. When and how to use the radio. ........................................ 14
   GRADE LEVELS
   7  8  9  10  11  12
   % 64 40 31 20 13
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   13 13 13 13 13 13

4. When one may harbor pets in the home. ........................................ 15
   GRADE LEVELS
   7  8  9  10  11  12
   % 67 40 7 7 7 7
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   13 13 13 13 13 13

5. How pets should be managed when guests are present. ........................................ 14
   GRADE LEVELS
   7  8  9  10  11  12
   % 67 40 7 7 7 7
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   13 13 13 13 13 13

6. How to treat guests of all members of one's family. ........................................ 14
   GRADE LEVELS
   7  8  9  10  11  12
   % 53 40 13 13 7 7
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   13 13 13 13 13 13

7. How discourtesy may be shown:
   a) When one visits without being invited. 14
   b) When one enters rooms in a friend's home other than those to which one has been taken. ........................................ 15
   c) When a visitor remains at a friend's house though guests were present on his unexpected arrival. ........................................ 14
   GRADE LEVELS
   7  8  9  10  11  12
   % 43 21 21 11 11 11
   DEGREE OF IMPORTANCE
   (SP Desirable, DP Desirable, T Desirable, NT Desirable)
   7 7 7 7 7 7

8. How the family should behave at table
9. How refined people treat:
   a) The telephone operator.
      \[ \frac{13}{14} \]
   b) Telephone subscribers sharing one's party wire.
      \[ \frac{13}{14} \]
   c) Anonymous telephone messages.
      \[ \frac{13}{14} \]

10. Why family affairs are not discussed outside the family circle.
    \[ \frac{13}{14} \]

11. Why exhibitions of lack of self-control are bad form at any time and in any place.
    \[ \frac{13}{14} \]

12. Why cultured persons do not have "company manners."
    \[ \frac{14}{15} \]

13. How to avoid embarrassment by refraining from:
   a) Chewing gum.
      \[ \frac{14}{15} \]
   b) Coughing and sneezing without covering one's mouth.
      \[ \frac{14}{15} \]
   c) Breathing in another's face.
      \[ \frac{14}{15} \]
   d) Eating foods that taint the breath.
      \[ \frac{15}{16} \]
   e) Rude curiosity.
      \[ \frac{13}{14} \]
   f) Fingering another's property.
      \[ \frac{13}{14} \]

II. Table manners:
1. How to appear at table.
   \[ \frac{13}{14} \]

2. What common table courtesy includes.
   \[ \frac{14}{15} \]

3. How to sit at table.
   \[ \frac{15}{16} \]

4. How a gentleman assists a lady to be seated at table.
   \[ \frac{14}{15} \]

5. How ladies seat themselves at table when unaccompanied by gentlemen.
   \[ \frac{14}{15} \]

6. How a lady and gentleman proceed to a table in a restaurant when an usher is not present.
   \[ \frac{15}{16} \]

7. How a lady and gentleman proceed to a table in a restaurant when an usher is present.
   \[ \frac{15}{16} \]

8. How to treat visitors at one's table in a restaurant or public dining-room.
   \[ \frac{15}{16} \]

9. When a gentleman should pay the bill if in the company of a lady in a restaurant.
   \[ \frac{13}{14} \]

10. When a lady in a restaurant will not permit a gentleman acquaintance to pay her meal.
    \[ \frac{14}{15} \]

11. How to leave the table.
    \[ \frac{14}{15} \]

12. How to set a table.
    \[ \frac{14}{15} \]
14. How to hold one's silver. ...........................+4

15. When to use each piece of silver. ............+4

16. How to use a bread and butter plate. .......+3

17. How to hold a cup. .................................+2

18. How to hold a glass. ...............................+1

19. When the fingers may be used in eating. ..+3

20. How to use a finger bowl. .......................+2

21. When to use a finger bowl. .....................+1

22. How one should place his silver at the conclusion of the meat course. ..........+4

23. How one's place at table should look at the conclusion of a meal. .................+1

24. How to present dishes. ............................+2

25. What to do when accidents occur at the table. .....................................................+5

26. What to do when articles are dropped. ....+4

27. How to clear the cloth for dessert. ............+3

28. How guests should be seated. ....................+2

29. How to act in the school cafeteria. ..........+5

---

C. Conversation.

I. How the voice should be controlled. .................+4

II. How a display of interest improves conversation. +4

III. How responsiveness improves conversation. ....+4

IV. What the better speakers and writers think of slang. .............................................+4

V. How exaggeration weakens conversation. ...........+4

VI. How affectation weakens conversation. ..........+4

VII. Why one should refrain from monopolizing conversation. .................................+5

VIII. Why one should never interrupt a conversation without a justifiable cause. ...........+5

IX. How one with justifiable reason for so doing may interrupt a conversation. .............+5

X. Why those who contradict others are branded unmanly.

---

**GRADE LEVELS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP</td>
<td>+1</td>
<td>+2</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
</tr>
<tr>
<td>SP</td>
<td>+2</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
</tr>
<tr>
<td>SP</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
<td>+3</td>
</tr>
<tr>
<td>SP</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
<td>+4</td>
</tr>
<tr>
<td>SP</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
<td>+5</td>
</tr>
</tbody>
</table>

**DEGREE OF IMPORTANCE**

(-2, Extremely Undesirable; -1, Undesirable; 0, Doubtful; +1, Desirable; +2, Extremely Desirable; SP, Desirable in Special Cases.)
(continued)

XI. Then the rules of correct behavior permit one to contradict, and how it is done. .......... 15

XII. When argumentation is permitted. .................. 15

XIII. Why dogmatism is barred from the conversation of the cultured. ............................ 14

XIV. Why humor in conversation is valuable. ........ 12

XV. When humor is not humor. .................. 13

XVI. Why cultured persons of wealth do not make their riches a topic of conversation. ........ 14

XVII. Why money, except in business transactions, is not on the list of approved subjects for conversation. .................................................. 15

XVIII. Why the following are not approved topics for conversation;
1. One's self. ........................................ 15

2. One's ills. ........................................ 15

3. Unpleasantnesses. ............................... 14

4. Unkind mimicry. ................................ 14

5. Destructive criticism. ............................ 14

6. Preaching. ........................................ 13

7. Topics understood by just a few in a group. ........................................... 14

8. Money, except in business. .................. 14

IX. Why the truly cultured do not proclaim their acquaintance with persons of wealth or distinction. ........................................... 14

Personal Appearance.
I. How personal cleanliness aids appearance. ........................................... 15

II. When and how cosmetics should be used. ........................................... 14

III. How clothing should be cared for:
1. When in use. ........................................ 13

2. When not in use. .................................... 13

IV. How one should dress for:
1. Meals at home. ........................................ 14

2. Meals at a restaurant. .................................. 15

3. School. ........................................ 14

4. Business. ........................................ 15

5. ..........................
6. The street. .............................. 15
7. Afternoon Parties. ....................... 15
8. Teas. .................................... 13
9. Formal dinners. .......................... 12
10. Informal "company" dinners. .......... 14
12. Dances. ................................. 12
13. Weddings. ............................... 12
14. Travel at home. .......................... 10
15. Travel abroad. ........................... 16
16. Week-end gatherings. ................... 14

V. Then one's dress is designated "chic." ........... 14
VI. When one's appearance is termed vulgar. ....... 15
VII. How much one should spend on clothing. ...... 13
VIII. How one should sit, stand, and walk. ........ 15

E. Courtesy at School,
   I. That school spirit means. ............... 15
   II. What courtesy to instructors includes. ... 14
   III. How to eat:
      1. In corridors. .......................... 14
      2. In classrooms. ......................... 13
      3. In the assembly hall. ................. 15
      4. In the library. ......................... 15
      5. In the cafeteria. ...................... 15
      6. At recreation. .......................... 15

F. Correspondence,
   I. What the correct in writing materials may include. ... 15
   II. How a letter is folded. ................ 16
   III. How a letter is placed in an envelope. ... 14
   IV. What forms of address one should use in letter-writing. ... 15
   V. When a post-script is written: ........... 14
   VI. When a super-scription is written. ..... 13
VII. What letters contain that everyone loves to receive. .................................................... 14
VIII. How the form of the business letter is written. ........................................................... 14
IX. How the complimentary close of a business letter is worded. .................................... 15
X. How one signs a business letter. ......................................................................................... 15
XI. How the content of business letters differ from that of social and friendly letters. ....... 15
XII. How one signs a business letter ....................................................................................... 15
XIII. What sequence of pages is followed in a friendly letter. ............................................ 15
XIV. How the complimentary close of a friendly letter is worded. ..................................... 15
XV. How the complimentary close of a letter to an acquaintance is worded. ..................... 15
XVI. How to write a letter of introduction. ............................................................................ 15
XVII. How to write a letter of recommendation .................................................................... 15
XVIII. When letters of recommendation may be requested. .............................................. 15
XIX. How to write a letter of condolence. .............................................................................. 15
XX. How letters of condolence are acknowledged ............................................................... 15
XXI. How to write a letter of congratulation. ......................................................................... 15
XXII. How letters of congratulation are acknowledged ........................................................ 15
XXIII. When letters of condolence and congratulation are acknowledged ....................... 15
XXIV. How to write letters of thanks. ..................................................................................... 15
XXV. When printed cards of thanks may be used. ................................................................. 15
XXVI. When the receipt of a gift should be acknowledged. ................................................ 15

Social Life in General.
I. Introductions:
1. How young boys are introduced to young girls. .............................................................. 14
2. How boys of high school age are introduced to girls of the same age. ......................... 14
3. How a young person is introduced to one's parents. ....................................................... 15

GRADE LEVELS

<table>
<thead>
<tr>
<th>GRADE LEVELS</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>+2</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>G</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
</tbody>
</table>

DEGREE OF IMPORTANCE

-2, Extremely Undesirable; -1, Undesirable; 0, Doubtful; +1, Desirable; +2, Extremely Desirable; SP, Desirable in Special Cases.
4. How a gentleman is introduced to a lady. ........................................ 16
5. How a lady is presented to a churchman. 14
6. How a lady is presented to the President of the United States. ............... 11
7. How to introduce one's self at social gatherings. .................................. 14
8. How to introduce one's self in the business world. .............................. 13
9. How to introduce an individual to a large group. ............................... 14
10. How to introduce a guest to a small group. ....................................... 14
11. How to acknowledge introductions. .................................................. 14
12. How a letter of introduction is presented. ......................................... 14
13. How a letter of introduction should be treated by the person to whom it is written. ......................................................... 13
14. What to say when taking leave of a person to whom one has just been introduced. ... 15
15. When to shake hands on being introduced. ................................. 15
16. How to shake hands. ............................................................... 15
17. When introductions are necessary:
   a) At a social gathering all guests must be presented to the guest of honor. ... 10
   b) At a dinner all gentlemen must be presented to the ladies whom they are to "take in" to dinner. ................................. 11
   c) At a social gathering members of a small group who are to sit together must meet each other. ................................. 12
   d) All guests at a house party must be introduced to each other. ................ 16
   e) At a dance or other social affair one who has requested an invitation for a friend must present this friend to the hostess. ................................. 16
18. When introductions are not necessary:
   a) When the introduction may not be agreeable to both parties. .................. 11
   b) When a visitor is leaving a drawing-room he is not presented to one just arriving. ................................. 11
   c) When two ladies who are out walking meet a third known to but one of them the lady not acquainted with the third person walks on slowly. ... 11

DEGREE OF IMPORTANCE
(-2, Extremely Undesirable; -1, Undesirable; 0, Doubtful; +1, Desirable; +2, Extremely Desirable; RP, Desirable in Special Cases.)

GRADE LEVELS

<table>
<thead>
<tr>
<th>Grade</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>C</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>D</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>E</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>F</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
</tbody>
</table>
19. How to reply to the greeting of a person whom one has known but, for the moment, has forgotten. ................... 13

20. Why business visits such as personal calls for donations to charity are not introductions. .................... 12

II. Visiting:

1. Country-house Party:
   a) How a host and hostess greet their guests. .................... 12
   b) When a guest may be invited though a private room for him will not be available. .................... 11
   c) That the hostess of a large country house provides in the guest room. .................... 11
   d) How the guest card aids the hostess of a house party of many guests in providing for the individual preferences of her guests. .................... 10
   e) Who are invited to a party at a country house. .................... 10
   f) What the popular country house provides. .................... 10
   g) What the sought-after guest does. .................... 11
   h) What the courteous host does. .................... 8
   i) That the knowing hostess does. .................... 11
   j) What guest-room service in a small country house includes. .................... 10
   k) How breakfast in a small country house differs from that in a large one. .................... 10
   l) How and whom one tips in a small country house. .................... 11
   m) How tipping in the large country house differs from that in the small one. .................... 11

2. Calls:
   a) How to make first visits. .................... 13
   b) How to enter a drawing-room when making a call. .................... 13
   c) How long a call may last. .................... 13
   d) What to do when a caller arrives. .................... 11
   e) What to do when a caller leaves. .................... 12
   f) How a servant dismisses a caller whom her mistress does not wish to see. .................... 14

3. Visiting Cards:
   a) What Etiquette rules concerning the size, material, and engraving of a visiting card. .................... 14
   b) How men's cards differ from women's. .................... 7
   c) How names and titles should appear on visiting cards. .................... 11
   d) When and how visiting cards are used for:
      (1) Invitations. .................... 12
      (2) Messages of congratulation. .................... 12
      (3) Messages of condolence. .................... 12
      (4) Messages of regrets. .................... 12
      (5) Announcements. .................... 10

GRADES OF IMPORTANCE
(1) Extremely Desirable; (2) Very Desirable; (3) Desirable; (4) Doubtful; (5) Undesirable; (6) Extremely Undesirable.

DEGREE OF IMPORTANCE
1 = Extremely Desirable; 2 = Very Desirable; 3 = Desirable; 4 = Doubtful; 5 = Undesirable; 6 = Extremely Undesirable. (For special cases.)
(6) Acceptances:
   (a) Formal. ...........................................
   (b) Informal. ........................................
   e) When visiting cards are left upon making calls, .................. 10
   f) When more than one visiting card is left upon making calls. ....... 10

III. Entertainment:
1. Formal dinners in a Great House:
   a) How to select the guests. ...................................
   b) When a guest list may be borrowed. ....................
   c) When a dinner engagement may be broken. ..............
   d) How the hostess fills in a last-minute broken dinner engagement. ... 9
   e) Why the table service should be in keeping with the dining-room furniture?
   f) What courses the menu includes. ........................
   g) What the dinner hour may be. ..........................
   h) What the duties of butler and waitresses are. ............
   i) What the ever-present plate may be. .................
   j) How the correct order of serving the guests may vary. .......
   k) When a double-service is necessary. ..................
   l) How the double-service is managed. ....................
   m) How glasses are filled. .................................
   n) When glasses are filled and refilled. ...................
   o) How a gentleman learns who his dinner partner is to be. ...........
   p) How the sidewalk, hall, and dressing rooms are made ready for the guests.
   q) How the drawing-room is used before and after the dinner. .......
   r) How the guests are announced. ........................
   s) How dinner is announced. .............................
   t) What the host's duties are. ............................
   u) What the hostesses' duties are. .......................
   v) What the characteristics of a skilful hostess are. ......
   w) How the guests enter the dining-room. .................
   x) What the tardy guest does. ...........................
   y) Where the ladies put their gloves and napkin. ..........
   z) What "turning the conversation" means, and how the hostess manages it. ...

a') How enemies conduct themselves at table. ...........................

b') How complicated dishes are attacked. ...................

c') How the guests leave the dining room. ...................

r') Where the gentlemen smoke. ..........................

e') What forms after-dinner entertainment may take. ..........

f') How and when the guests leave. ........................
CHECK LIST OF TOPICS

2. Formal Dinners in a Small House:
   a) How a formal dinner in a small house is similar to a formal dinner in a great house. .......... I

3. Little Dinners:
   a) What a "little dinner" is, .................. 18
   b) Why the "little dinner" is regarded as the pleasantest of all dinners. ....... 17

4. Teas and Afternoon Parties:
   a) How the tea table is set. .................. 43
   b) What a tea menu may include. .................. 43
   c) How tea is served, .................. 43
   d) How a guest manages the refreshments offered at tea. .................. 43
   e) How a garden party is conducted. .................. 43

5. Luncheons:
   a) How a formal luncheon differs from a formal dinner. .................. 41
   b) How a formal luncheon differs from an informal one, .................. 41
   c) What "stand up" luncheons are. .................. 41

6. Suppers:
   a) What a supper is, .................. 41
   b) Who the guests may be. .................. 41
   c) How a supper table is set. .................. 41
   d) What a supper menu may include, .................. 41
   e) What the service entails, .................. 41

7. Breakfasts:
   a) How a formal breakfast differs from an informal one. .................. 41
   b) What the formal breakfast hour may be. .................. 41

8. Stags or Bachelor Dinners:
   a) Why they are given. .................. 41
   b) When they are given. .................. 41
   c) Where they are given. .................. 41
   d) How they are given. .................. 41

9. The Dance:
   a) What preparations a dance in a private house requires, .................. 41
   b) What preparations a dance in a hotel or public ballroom requires, .................. 41
   c) How to word the invitations. .................. 41
   d) How to acknowledge an invitation. .................. 41
   e) How and when an invitation may be requested. .................. 41
   f) When a dance list may be borrowed. .................. 41
   g) What the correct dancing position is. .................. 41
   h) When a gentleman offers his arm to a lady on the dance floor. .................. 41
   i) What the duties of a hostess at a dance are. .................. 41
10. The Opera and Theater:

a) What correct behavior demands of:
   (1) The occupants of a box at the opera. .................. 10
      10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
   (2) Those in the foyer of the opera house. ............... 10
      10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
b) Where the world of fashion is seated at the opera. ........ 10
      10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
c) What an opera-goer may do after the performance. ......... 10
      10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
d) How a couple goes down the aisle of a theater or church:
   (1) When an usher is present. .................. 13
      15 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
   (2) Then an usher is not present. .................. 13
      15 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
e) Why a gentleman takes the aisle seat in a theater or church rather than the lady. .................. 12
      25 17 17 17 17 17 17 17 17 17 17 17 17 17 17 17
f) What one should do if late for a theatrical performance. ....... 14
      29 29 29 29 29 29 29 29 29 29 29 29 29 29 29 29
g) Why one should refrain from talking during a church service or theatrical performance. .............. 15
      20 33 33 33 33 33 33 33 33 33 33 33 33 33 33 33
h) Who the occupants of the boxes in a theater usually are. .......... 10
      10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
i) How to entertain before the play. .................. 10
      10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10
j) How members of a small theater party may meet. .............. 10
      20 20 20 20 20 20 20 20 20 20 20 20 20 20 20 20
k) How a hostess arranges for the seating of her guests in the theater. .............. 11
      18 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18
l) What good behavior demands of a bored audience. .............. 12
      25 36 17 9 17 17 17 17 17 17 17 17 17 17 17 17
m) How consideration may be shown to those sitting behind one at the movies. .............. 14
      40 53 41 21 20 27 47 47 47 47 47 47 47 47 47 47
n) How to pass in front of those already seated at the movies. .............. 14
      40 53 53 23 27 27 33 33 33 33 33 33 33 33 33 33
o) Why one should never explain a picture at the movies. .............. 14
      27 46 41 41 27 20 33 40 40 40 40 40 40 40 40 40
p) Why those of refined manners never eat in a theater, movie house, or auditorium of any kind. .............. 15
      33 53 41 27 27 27 33 46 46 46 46 46 46 46 46 46
q) How a bachelor gives a small theater party. .............. 16
      17 17 17 17 17 17 17 17 17 17 17 17 17 17 17 17
r) How a married couple may entertain at a small theater party. .............. 18
11. Games:
a) What good sportsmanship at public games means. 1
b) Why hissing and booing are never practised by the truly cultured. 1

c) How to conduct one's self at public games or contests. 1

d) What one should do who cannot control his temper during public or private games or contests. 1

e) How public grounds should be left after having been used for pleasure. 1

f) How one should conduct himself at:
(1) The card table. 1
(2) The golf course. 1
(3) The tennis court. 1

12. The House-party in Camp:
a) How one should dress. 1
b) What "roughing it" means. 1

c) How the rules of Etiquette are relaxed in the camp dining-room. 1

13. Invitations:
a) How to write an invitation for:
   (1) A large theater party. 1
   (2) A small theater party. 1
   (3) A wedding. 1
   (4) A ball. 1
   (5) A reception. 1
   (6) A country-house party. 1

b) How a formal invitation differs from an informal one. 1

c) When one may issue an invitation by telephone. 1

d) How replies to the various forms of invitations are written. 1

e) When a lady or gentleman should not accept invitations to social gatherings. 1

IV. Good manners on the street:

1. How a gentleman raises his hat:
a) When he meets a woman acquaintance. 1
b) When he meets a gentleman acquaintance. 1
c) When he meets a gentleman of distinction. 1
d) When he is in the company of a lady and she speaks to another lady or gentleman. 1
e) When he is in the company of a gentleman who greets another lady or gentleman. 1
f) When taking leave of a lady. 1
g) When he is in the company of a lady, and a gentleman known or unknown performs a courtesy for her. 1
3. When a gentleman uncovers his head:
   a) When the flag is passing by. ..........4
   b) When he enters a house. ..........2
   c) When he enters an elevator. ..........2
   d) When he walks in corridors. ..........5
   e) When he stops to talk to a lady on the street. ..........5
4. When a gentleman does not remove his hat in corridors and elevators. ..........4
5. When gentlemen perform courtesies for women:
   a) When passing through the same doorway he opens the door and permits her to enter first, whether he knows her or not. ..........4
   b) When a woman drops an article he picks it up for her whether he knows her or not. ..........5
   c) When in the company of a woman he carries her coat or package she may be holding. ..........4
6. How a lady acknowledges courtesies performed for her. ..........13
7. How a gentleman addresses a lady when he meets her in public or private. ..........4
8. Why staring at others is considered ill mannered. ..........15
9. How the considerate motorist:
   a) Obey traffic rules. ..........15
   b) Cooperates with others on the road. ..........14
   c) Lets others know the car is ready. ..........14
   d) Treats those he has invited to ride with him. ..........13
10. How the guest of a motorist responds to the generosity of his host. ..........14
11. How the thoughtful motorist considers the rights of others when he parks his car. ..........14
12. How the considerate pedestrian regards:
   a) The rights of the motorist. ..........15
   b) The rights of other pedestrians. ..........15
13. Why people of refinement do not push, nudge, or slap others on the back. ..........15
14. How the well-bred person:
   a) Boards public conveyances. ..........14
   b) Conducts himself in public conveyances. ..........14
15. How youths behave toward elders in crowded public conveyances. ..........15
16. How a gentleman behaves toward a lady, young or old, in a crowded public conveyance. ..........15
17. How a lady or gentleman should treat a tired workman in a crowded public conveyance. ......................... 15
18. Where a gentleman walks when in the company of a lady or ladies on the street. ............... 8
19. When a gentleman offers his arm to a lady on the street. ......................... 7

V. Good manners while traveling:
1. How one should deport oneself on a railway train. .......................... 13
2. How traveling restrictions are relaxed on a transoceanic voyage. ......................... 11
3. How the etiquette of the dining saloon of the steamer differs from that of the diner on a railway train. ......................... 11
4. Why the amusement of young children should be provided for on a lengthy trip by land or water. ......................... 11
5. How a young woman traveling alone conducts herself. ......................... 11
6. How to register at a hotel. ......................... 11
7. Whom one should tip when traveling. ......................... 12
8. How much one should tip. ......................... 12

VI. Occasional ceremonies:
1. Weddings:
   a) How engagements are announced. ......................... 10
   b) How the engaged couple behave in public. ......................... 10
   c) How the wedding list is made up. ......................... 10
   d) How an elaborate wedding is managed. ......................... 10
   e) How the average fashionable wedding is managed. ......................... 10
   f) How a small wedding is managed. ......................... 10
   g) What the hour for a morning wedding may be. ......................... 10
   h) What the hour for an evening wedding may be. ......................... 10
   i) What Etiquette says about:
      (1) The time wedding presents are sent. ......................... 10
      (2) How wedding presents are sent. ......................... 10
      (3) To whom wedding presents are sent. ......................... 10
      (4) How wedding presents are displayed. ......................... 10
      (5) When wedding presents are displayed. ......................... 10
      (6) What may be done with duplicate wedding presents. ......................... 10
      (7) How the bride says "Thank you" for wedding gifts. ......................... 10
j) What house linens the elaborate trousseau calls for, .......................... 11
k) What the moderate trousseau includes, .......................... 11
l) What the bride-elect provides for her attendants, .......................... 11
m) What expenses the bridesmaids assume, .......................... 11
n) What expenses the groom assumes, .......................... 8
o) What expenses the bride's parents assume, .......................... 10
p) What expenses the groom's parents assume, .......................... 9
q) What the best man's and usher's duties are, .......................... 8
r) What the groom's and best man's wardrobe include at:
   (1) A morning wedding. .......................... 7
   (2) An evening wedding. .......................... 7
s) How the bridesmaids' luncheon is managed, .......................... 11
t) How the bridesmaids' and ushers dinner is managed, .......................... 10
u) How the groom's dinner is managed, .......................... 7
v) How the groom recognizes the service of his ushers, .......................... 6
w) What Etiquette says about gifts that members of the bridal party receive from:
   (1) The bride, .......................... 11
   (2) The groom, .......................... 11
   (3) The bridesmaids, .......................... 11
   (4) The best man, .......................... 11
   (5) The ushers, .......................... 11
x) Why the rehearsal of the wedding procession is important, .......................... 11
y) How the drawing-room is made ready for the home-wedding, .......................... 11
z) How the wedding feast is prepared when it is served at the bride's home, .......................... 10
a') When the members of the bridal party arrive at the church, .......................... 10
b') How the wedding guests are shown to their places in the church, .......................... 7
c') How the bridal party enters the church, .......................... 10
d') How the bridal party leaves the church, .......................... 10
e') What consideration the bride shows the groom's parents at the reception following the wedding ceremony, .......................... 10
f') What Etiquette says about:
   (1) Who sit at the bride's table, .......................... 10
   (2) Who sit at the parent's table, .......................... 10
   (3) How the wedding cake is cut, .......................... 10
g') What the guests do when the bride and groom leave, .......................... 10
h') How wedding anniversaries are recognized, .......................... 10

2. Christenings:
   a) When the godparents are asked, .......................... 10
   b) How the guests are entertained, .......................... 7
   c) What expense a christening entails, .......................... 9
   d) What expense the parents assume, .......................... 7
   e) What expenses the godparents assume, .......................... 7
3. Funerals:
   a) What consideration the bereaved should be shown.
   b) What correct mourning attire includes.
   c) When flowers are sent.
   d) Who should attend a funeral.
   e) Who may attend a funeral.

The Business World.

I. What the relations between employer and employee should be.
   a) .................
   b) .................
   c) .................
   d) .................
   e) .................

II. What the relations between employee and employee should be.
   a) .................
   b) .................
   c) .................
   d) .................
   e) .................

III. How salespeople should be treated.
   a) .................
   b) .................
   c) .................
   d) .................
   e) .................

IV. Why one should willingly wait one's turn.
    a) .................
    b) .................
    c) .................
    d) .................
    e) .................

V. Why one should refrain from haggling over money transactions.
   a) .................
   b) .................
   c) .................
   d) .................
   e) .................

VI. How the honest person buys.
    a) .................
    b) .................
    c) .................
    d) .................
    e) .................

VII. How the honest person sells.
    a) .................
    b) .................
    c) .................
    d) .................
    e) .................

VIII. How the honest person pays his debts.
     a) .................
     b) .................
     c) .................
     d) .................
     e) .................

IX. Why one should be very reticent about requesting privileges.
    a) .................
    b) .................
    c) .................
    d) .................
    e) .................

X. What Etiquette says of borrowing.
    a) .................
    b) .................
    c) .................
    d) .................
    e) .................

XI. Why a gentlemannever borrows froma woman.
     a) .................
     b) .................
     c) .................
     d) .................
     e) .................

XII. When and where one may smoke during business hours.
     a) .................
     b) .................
     c) .................
     d) .................
     e) .................

XIII. What advantage polish gives to its possessor.
      a) .................
      b) .................
      c) .................
      d) .................
      e) .................

XIV. What polish means.
     a) .................
     b) .................
     c) .................
     d) .................
     e) .................

XV. What advantage "good mixers" are in the world of business.
    a) .................
    b) .................
    c) .................
    d) .................
    e) .................

XVI. How to make telephone calls during business hours.
    a) .................
    b) .................
    c) .................
    d) .................
    e) .................

XVII. When telephone calls may be made to the employed during business hours.
      a) .................
      b) .................
      c) .................
      d) .................
      e) .................

XVIII. What Etiquette says about those who take advantage of women, of the poor, or of the helpless in business transactions.
I. Consideration of the Aged.

I. Why dress, sex or rank should make no difference in our treatment of the aged. ............ 1.3

II. How to address the aged. .................. 1.3

III. When to visit the aged. .................... 1.2

IV. How to visit the aged. ..................... 1.2

V. Why the aged should be included in invitations to members of a household. .................... 1.2

I. Respect for the Flag.

I. How men salute the flag. .................... 4

II. How women salute the flag. ................ 1.5

III. How to display the flag. ................... 1.5

IV. When to display the flag. ................... 1.5

V. What ceremonials are used in honoring the flag. 1.4
The table is to be read as follows: One hundred per cent of the jurors considered that the topic, "How the rights and feelings of others forms the basis of good behavior," is desirable or extremely desirable. Eighty-five percent thought it should be taught before seventh grade, forty-nine per cent thought that it should be taught in junior high school, and twenty-six per cent thought that it should be taught in senior high school.
### TABLE III

**Topics Considered Desirable for Boys and the Recommended Grade Placement of the Same***

<table>
<thead>
<tr>
<th>Topic</th>
<th>%</th>
<th>7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Characteristics of the Cultured</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. How regard for the rights and feelings of others forms the basis of good behavior</td>
<td>100</td>
<td>85</td>
<td>49</td>
<td>43</td>
</tr>
<tr>
<td>II. How self-respect influences one's conduct toward others</td>
<td>100</td>
<td>33</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>III. How simplicity and unconsciousness of self are qualities of a true lady or gentleman</td>
<td>100</td>
<td>27</td>
<td>36</td>
<td>52</td>
</tr>
<tr>
<td>IV. Why thoroughbred men and women are as courteous to those less fortunate in worldly position as they are to those more fortunate</td>
<td>100</td>
<td>25</td>
<td>22</td>
<td>28</td>
</tr>
</tbody>
</table>

**B. Home.**

1. Courtesy to one's family:
   1. Why "Good Manners" in the home require habits of:
      a) Obedience                   | 91 | 85 | 18   | 10   |
      b) Cheerfulness               | 92 | 69 | 20   | 18   |
      c) Cordiality                 | 93 | 46 | 18   | 5    |
      d) Loyalty                    | 92 | 50 | 28   | 25   |
      e) Forbearance                | 92 | 50 | 17   | 25   |
      f) Kindness                   | 92 | 75 | 17   | 13   |
      g) Thoughtfulness             | 92 | 67 | 19   | 13   |
      h) Respect for the privacy of others' mail | 93 | 77 | 10   | 3    |
1) Respect for the desire for privacy of a member of one's family indicated by a closed door

2. When members of a household should refrain from noise:
   a) During the illness at home of one of its members
      100 86 10 0
   b) When closing doors
      100 78 7 0
   c) When one of its members is so occupied that noise would disturb him
      100 92 5 0

3. When and how to use the radio
   100 57 29 2

4. When one may harbor pets in the home
   84 85 15 0

5. How pets should be managed when guests are present
   85 78 13 0

6. How to treat guests of one's family
   91 50 24 5

7. How discourtesy may be shown:
   a) When one visits without being invited
      84 50 16 12
   b) When one enters rooms in a friend's home other than those to which one has been taken
      86 57 17 12
   c) When a visitor remains at a friend's house though guests were present on his unexpected arrival
      84 29 26 19
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. How the family behaves at table when alone</td>
<td>100</td>
<td>92</td>
<td>15</td>
</tr>
<tr>
<td>9. How refined people treat:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) the telephone operator</td>
<td>100</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>b) Telephone subscribers sharing one's party wire</td>
<td>100</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>c) Anonymous telephone messages</td>
<td>100</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>10. Why family affairs are not discussed outside the family circle</td>
<td>100</td>
<td>38</td>
<td>23</td>
</tr>
<tr>
<td>11. Why exhibitions of lack of self-control are bad form at any time and in any place</td>
<td>100</td>
<td>50</td>
<td>22</td>
</tr>
<tr>
<td>12. Why cultured persons do not have &quot;Company manners.&quot;</td>
<td>100</td>
<td>43</td>
<td>12</td>
</tr>
<tr>
<td>13. How to avoid embarrassment by refraining from:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Chewing gum</td>
<td>100</td>
<td>100</td>
<td>13</td>
</tr>
<tr>
<td>b) Coughing and sneezing without covering one's mouth</td>
<td>100</td>
<td>100</td>
<td>12</td>
</tr>
<tr>
<td>c) Breathing in another's face</td>
<td>100</td>
<td>86</td>
<td>21</td>
</tr>
<tr>
<td>d) Eating foods that taint the breath</td>
<td>100</td>
<td>69</td>
<td>18</td>
</tr>
<tr>
<td>e) Rude curiosity</td>
<td>100</td>
<td>69</td>
<td>25</td>
</tr>
<tr>
<td>f) Fingering another's property</td>
<td>100</td>
<td>78</td>
<td>19</td>
</tr>
</tbody>
</table>

II. Table manners:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to appear at table</td>
<td>100</td>
<td>78</td>
<td>13</td>
</tr>
<tr>
<td>2. What common table courtesy includes</td>
<td>100</td>
<td>86</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3. How to sit at table</td>
<td>100</td>
<td>86</td>
<td>21</td>
</tr>
<tr>
<td>4. How a gentleman assists a lady to be seated at table</td>
<td>93</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>5. How ladies seat themselves when unaccompanied by gentlemen</td>
<td>100</td>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>6. How a lady and gentleman proceed to a table in a restaurant when an usher is not present</td>
<td>100</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>7. How a lady and gentleman proceed to a table in a restaurant when an usher is present</td>
<td>100</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>8. How to treat visitors at one's table in a restaurant or public dining room</td>
<td>85</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>9. When a gentleman should pay the bill if in the company of a lady in a restaurant</td>
<td>85</td>
<td>81</td>
<td>13</td>
</tr>
<tr>
<td>10. When a lady in a restaurant will not permit a gentleman acquaintance to pay for her meal</td>
<td>83</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>11. How to leave the table</td>
<td>100</td>
<td>57</td>
<td>12</td>
</tr>
<tr>
<td>12. How to set a table</td>
<td>100</td>
<td>44</td>
<td>18</td>
</tr>
<tr>
<td>13. What the details of a &quot;place&quot; at the table include</td>
<td>100</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td>14. How to hold one's silver</td>
<td>100</td>
<td>85</td>
<td>48</td>
</tr>
<tr>
<td>15. When to use each piece</td>
<td>100</td>
<td>64</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>-7</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>16. How to use a bread and butter plate</td>
<td>100</td>
<td>71</td>
<td>29</td>
</tr>
<tr>
<td>17. How to hold a cup</td>
<td>100</td>
<td>92</td>
<td>23</td>
</tr>
<tr>
<td>18. How to hold a glass</td>
<td>100</td>
<td>92</td>
<td>23</td>
</tr>
<tr>
<td>19. When the fingers may be used in eating</td>
<td>100</td>
<td>77</td>
<td>36</td>
</tr>
<tr>
<td>20. How to use a finger bowl</td>
<td>92</td>
<td>50</td>
<td>22</td>
</tr>
<tr>
<td>21. When to use a finger bowl</td>
<td>100</td>
<td>38</td>
<td>15</td>
</tr>
<tr>
<td>22. How one should place his silver at the conclusion of the meat course</td>
<td>100</td>
<td>77</td>
<td>33</td>
</tr>
<tr>
<td>23. How one's place at table should look at the conclusion of a meal</td>
<td>100</td>
<td>69</td>
<td>33</td>
</tr>
<tr>
<td>24. How to present dishes</td>
<td>92</td>
<td>55</td>
<td>33</td>
</tr>
<tr>
<td>25. What to do when accidents occur at the table</td>
<td>100</td>
<td>62</td>
<td>23</td>
</tr>
<tr>
<td>26. What to do when articles are dropped</td>
<td>100</td>
<td>58</td>
<td>20</td>
</tr>
<tr>
<td>27. How to clear the cloth for dessert</td>
<td>100</td>
<td>50</td>
<td>29</td>
</tr>
<tr>
<td>28. How guests should be seated</td>
<td>100</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>29. How to act in the school cafeteria</td>
<td>100</td>
<td>57</td>
<td>33</td>
</tr>
</tbody>
</table>

C. Conversation.

I. How the voice should be controlled | 100 | 58 | 22 | 28 |

II. How a display of interest improves conversation | 93 | 14 | 16 | 29 |
III. How responsiveness improves conversation

IV. What the better speakers and writers think of slang

V. How exaggeration weakens conversation

VI. How affectation weakens conversation

VII. Why one should refrain from monopolizing conversation

VIII. Why one should never interrupt a conversation without a justifiable cause

IX. How one with a justifiable reason for so doing may interrupt a conversation

X. Why those who contradict others are branded unmannerly

XI. When the rules of correct behavior permit one to contradict, and how it is done

XII. When argumentation is permitted

XIII. Why dogmatism is barred from the conversation of the cultured

XIV. Why humor in conversation is valuable

XV. When humor is not humor

XVI. Why cultured persons of wealth do not make their riches a topic of conversation

XVII. Why money, except in business transactions, is not on the list of approved topics for conversation
<table>
<thead>
<tr>
<th>XVIII. Why the following are not approved topics for conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One's self</td>
</tr>
<tr>
<td>2. One's ills</td>
</tr>
<tr>
<td>3. Unpleasantnesses</td>
</tr>
<tr>
<td>4. Unkind mimicry</td>
</tr>
<tr>
<td>5. Destructive criticism</td>
</tr>
<tr>
<td>6. Preaching</td>
</tr>
<tr>
<td>7. Topics understood by just a few in the group</td>
</tr>
<tr>
<td>8. Money, except in business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. Why the truly cultured do not proclaim their acquaintanceship with persons of wealth or distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 23 5 36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Personal Appearance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. How personal cleanliness aids appearance</td>
</tr>
<tr>
<td>92 93 29 12</td>
</tr>
<tr>
<td>II. When and how cosmetics should be used</td>
</tr>
<tr>
<td>100 17 33 17</td>
</tr>
<tr>
<td>III. How clothing should be cared for:</td>
</tr>
<tr>
<td>1. When in use</td>
</tr>
<tr>
<td>92 54 26 10</td>
</tr>
<tr>
<td>2. When not in use</td>
</tr>
<tr>
<td>92 58 25 11</td>
</tr>
<tr>
<td>IV. How one should dress for:</td>
</tr>
<tr>
<td>1. Meals at home</td>
</tr>
<tr>
<td>85 54 18 23</td>
</tr>
<tr>
<td>2. Meals at a restaurant</td>
</tr>
<tr>
<td>83 25 26 39</td>
</tr>
<tr>
<td>3. School</td>
</tr>
<tr>
<td>85 62 26 15</td>
</tr>
<tr>
<td>4. Business</td>
</tr>
<tr>
<td>100 15 13 44</td>
</tr>
<tr>
<td>5. Sports</td>
</tr>
<tr>
<td>100 31 16 25</td>
</tr>
<tr>
<td>Event</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>6. The street</td>
</tr>
<tr>
<td>7. Afternoon Parties</td>
</tr>
<tr>
<td>8. Teas</td>
</tr>
<tr>
<td>9. Formal dinners</td>
</tr>
<tr>
<td>10. Informal &quot;company&quot; dinners</td>
</tr>
<tr>
<td>11. &quot;Company&quot; luncheons</td>
</tr>
<tr>
<td>12. Dances</td>
</tr>
<tr>
<td>13. Weddings</td>
</tr>
<tr>
<td>14. Travel at home</td>
</tr>
<tr>
<td>15. Travel abroad</td>
</tr>
<tr>
<td>16. Week-end gatherings</td>
</tr>
<tr>
<td>V. When one's dress is designated &quot;chic.&quot;</td>
</tr>
<tr>
<td>VI. When one's appearance is termed vulgar</td>
</tr>
<tr>
<td>VII. How much one should spend on clothing</td>
</tr>
<tr>
<td>VIII. How one should sit, stand, and walk</td>
</tr>
<tr>
<td>E. Courtesy at School.</td>
</tr>
<tr>
<td>1. What school spirit means</td>
</tr>
<tr>
<td>2. What courtesy to instructors includes</td>
</tr>
<tr>
<td>3. How to act:</td>
</tr>
<tr>
<td>1. In corridors</td>
</tr>
<tr>
<td>2. In classrooms</td>
</tr>
<tr>
<td>3. In the assembly hall</td>
</tr>
</tbody>
</table>
4. In the library
5. In the cafeteria
6. At recreation

F. Correspondence.

I. What the correct in writing materials may include
   83  25  31  22

II. How a letter is folded

III. How a letter is placed in the envelope

IV. What forms of address one should use in letter-writing
   93  29  31  2

V. When a post-script is written
   85  0   26  21

VI. When a super-scription is written
    91  0   39  3

VII. What letters contain that everyone loves to receive
    92  15  26  23

VIII. How the form of the business letter is written
    100  7  26  31

IX. How the complimentary close of a business letter is worded
    100  7  26  29

X. How one signs a business letter
   100  7  28  29

XI. How the content of business letters differ from that of social and friendly letters
    100  7  24  24

XII. How to write a friendly letter
     100  36  31  7

XIII. What sequence of pages is followed in a friendly letter
     100  36  31  9
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>%</th>
<th>-7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>XIV. How the complimentary close of a friendly letter is worded</td>
<td>100</td>
<td>29</td>
<td>26</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>XV. How the complimentary close of a letter to an acquaintance is worded</td>
<td>93</td>
<td>21</td>
<td>24</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>XVI. How to write a letter of introduction</td>
<td>92</td>
<td>0</td>
<td>22</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>XVII. How to write a letter of recommendation</td>
<td>92</td>
<td>0</td>
<td>5</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>XVIII. When letters of recommendation may be requested</td>
<td>100</td>
<td>0</td>
<td>15</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>XIX. How to write a letter of condolence</td>
<td>100</td>
<td>0</td>
<td>17</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>XX. How letters of condolence are acknowledged</td>
<td>100</td>
<td>0</td>
<td>17</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>XXI. How to write a letter of congratulation</td>
<td>92</td>
<td>8</td>
<td>15</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>XXII. How letters of congratulation are acknowledged</td>
<td>92</td>
<td>8</td>
<td>15</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>XXIII. When letters of condolence and congratulation are acknowledged</td>
<td>92</td>
<td>8</td>
<td>15</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>XXIV. How to write letters of thanks</td>
<td>100</td>
<td>23</td>
<td>18</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>XXV. When printed cards of thanks may be used</td>
<td>100</td>
<td>0</td>
<td>9</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>XXVI. When the receipt of a gift should be acknowledged</td>
<td>100</td>
<td>29</td>
<td>21</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

G. Social Life in General.

1. Introductions:
   1. How young boys are introduced to young girls | 100 | 36 | 26 | 14 |
   2. How boys of high school age are introduced to girls of the same age | 100 | 14 | 18 | 12 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>-7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How a young person is introduced to one's parent</td>
<td>100</td>
<td>43</td>
<td>34</td>
<td>14</td>
</tr>
<tr>
<td>4. How a gentleman is introduced to a lady</td>
<td>100</td>
<td>7</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>5. How a lady is presented to a churchman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How a lady is presented to the President of the United States.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How to introduce one's self at social gatherings</td>
<td>100</td>
<td>8</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>8. How to introduce one's self in the business world</td>
<td>100</td>
<td>0</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>9. How to introduce an individual to a large group</td>
<td>100</td>
<td>0</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>10. How to introduce a guest to a small group</td>
<td>100</td>
<td>8</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td>11. How to acknowledge introductions</td>
<td>100</td>
<td>21</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>12. How a letter of introduction is presented</td>
<td>91</td>
<td>0</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>13. How a letter of introduction should be treated by the person to whom it is written</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. What to say when taking leave of a person to whom one has just been introduced</td>
<td>100</td>
<td>7</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>15. When to shake hands on being introduced</td>
<td>100</td>
<td>14</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>16. How to shake hands</td>
<td>100</td>
<td>21</td>
<td>38</td>
<td>9</td>
</tr>
</tbody>
</table>
17. When introductions are necessary:
   a) At a social gathering all guests must be presented to the guest of honor 89 0 10 40
   b) At a dinner all gentlemen must be presented to the ladies whom they are to "take in" to dinner 80 0 7 47
   c) At a social gathering members of a small group who are to sit together must meet each other 91 0 10 50

II. Visiting:
   1. Country-house Party:
      d) How the guest card aids the hostess of a house party of many guests in providing for the individual preferences of her guests 86 0 5 28

III. Entertainment:
   e) Why the table service should be in keeping with the dining-room furniture 85 0 5 28

2. Formal Dinners in a Small House:
   a) How a formal dinner in a small house is similar to a formal dinner in a great house 86 0 0 38

3. Little Dinners:
   a) What a little dinner is 88 0 8 25
   b) Why the little dinner is regarded as the pleasantest of all dinners 88 0 13 29

4. Teas and Afternoon Parties:
   a) How the tea table is set 100 0 13 33
   b) What a tea menu may include 100 0 13 33
   c) How tea is served 100 0 13 33
<table>
<thead>
<tr>
<th>Percentage</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>83</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>90</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>86</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>83</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>83</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>83</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>n) How a gentleman asks a lady for a dance</td>
<td>86</td>
<td>0</td>
</tr>
<tr>
<td>o) How a gentleman thanks a lady for a dance</td>
<td>86</td>
<td>0</td>
</tr>
<tr>
<td>p) How the rules of propriety govern the young girl at a dance</td>
<td>83</td>
<td>0</td>
</tr>
</tbody>
</table>

10. The Opera and Theater:

d) How a couple goes down the aisle of a theater or church:

(2) When an usher is not present

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e) Why a gentleman takes the aisle seat in a theater or church rather than the lady</td>
<td>89</td>
<td>0</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>g) Why one should refrain from talking during a church service or theatrical performance</td>
<td>86</td>
<td>21</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>k) How a hostess arranges for the seating of her guests in the theater</td>
<td>86</td>
<td>0</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>l) What good behavior demands of a bored audience</td>
<td>91</td>
<td>0</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>m) How consideration may be shown to those sitting behind one at the movies</td>
<td>92</td>
<td>43</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>n) How to pass those already seated at the movies</td>
<td>92</td>
<td>43</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>o) Why one should never explain a picture at the movies</td>
<td>92</td>
<td>31</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>p) Why those of refined manners never eat in a theater, movie house, or auditorium of any kind</td>
<td>92</td>
<td>31</td>
<td>38</td>
<td>33</td>
</tr>
</tbody>
</table>

11. Games:

a) What good sportsmanship at public games means

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>21</td>
<td>43</td>
</tr>
</tbody>
</table>

b) Why hissing and booing are never practised by the truly cultured

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>21</td>
<td>45</td>
</tr>
</tbody>
</table>
c) How to conduct One's self at public games or contests 100 21 45 31

d) What one should do who cannot control his temper during public or private games or contests 92 21 41 31

e) How public grounds should be left after having been used for pleasure 100 29 43 34

f) How one should conduct himself at:
   (1) the card table 93 7 14 42
   (2) The golf course 93 7 5 36
   (3) The tennis court 93 7 14 38

12. The House-party in Camp:
   a) How one should dress 88 0 26 30
   b) What "roughing it" means 88 0 22 41
   c) How the rules of etiquette are relaxed in the camp dining-room 88 0 33 41
   e) How camp guests should deport themselves 88 0 33 41

13. Invitations:
   a) How to write an invitation for:
      (1) A large theater party 88 0 7 26
      (2) A small theater party 88 0 11 41
      (3) A wedding 88 0 11 41
      (4) A ball 88 0 4 33
      (5) A reception 88 0 8 28
      (6) A country-house party
   b) How a formal invitation differs from an informal one 92 8 8 25
   c) When one may issue an invitation by telephone 100 0 14 31
   d) How replies to the various forms of invitations are written 100 8 15 36
   e) When a lady or gentleman should not accept invitations to social gatherings 92 8 5 30
IV. Good manners on the street:

1. How one should behave in a crowd
   a) When he meets a woman acquaintance
   b) When he meets a gentleman acquaintance
   c) When he meets a gentleman of distinction
   d) When he is in the company of a lady and she speaks to another lady or gentleman
   e) When he is in the company of a gentleman who greets another lady or gentleman
   f) When taking leave of a lady
   g) When he is in the company of a lady, and a gentleman known or unknown performs a courtesy for her

2. When a gentleman raises his hat:
   a) When he meets a woman acquaintance
   b) When he meets a gentleman acquaintance
   c) When he meets a gentleman of distinction
   d) When he is in the company of a lady and she speaks to another lady or gentleman
   e) When he is in the company of a gentleman who greets another lady or gentleman
   f) When taking leave of a lady
   g) When he is in the company of a lady, and a gentleman known or unknown performs a courtesy for her

3. When a gentleman uncovers his head:
   a) When the flag is passing
   b) When he enters a house
   c) When he enters an elevator
   d) When he walks in corridors
   e) When he stops to talk to a lady on the street

4. When a gentleman does not remove his hat in corridors and elevators

5. When gentlemen perform courtesies for women:
   a) When passing through the same doorway he opens the door and permits her to enter first
   b) When a woman drops an article he picks it up for her
<table>
<thead>
<tr>
<th></th>
<th>-7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) When in the company of a woman he carries her coat or package she may be holding</td>
<td>100</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>6. How a lady acknowledges courtesies performed for her</td>
<td>100</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>7. How a gentleman addresses a lady when he meets her in public or private</td>
<td>100</td>
<td>45</td>
<td>36</td>
</tr>
<tr>
<td>8. Why staring at others is considered ill mannered</td>
<td>100</td>
<td>100</td>
<td>47</td>
</tr>
<tr>
<td>9. How the considerate motorist:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Obeys traffic rules</td>
<td>100</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>b) Cooperates with others on the road</td>
<td>100</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>c) Lets others know the car is ready</td>
<td>100</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>d) Treats those he has invited to ride with him</td>
<td>100</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>10. How the guest of a motorist responds to the generosity of his host</td>
<td>92</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>11. How the thoughtful motorist considers the rights of others when he parks his car</td>
<td>100</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>12. How the considerate pedestrian regards:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) The rights of the motorist</td>
<td>100</td>
<td>36</td>
<td>23</td>
</tr>
<tr>
<td>b) The rights of other pedestrians</td>
<td>100</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>13. Why people of refinement do not push, nudge, or slap others on the back</td>
<td>100</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>14. How the well-bred person:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Boards public conveyances</td>
<td>100</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>-7</td>
<td>J.H.</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>b) Conducts himself in public conveyances</td>
<td>100</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>15. How youths behave toward elders in crowded public conveyances</td>
<td>100</td>
<td>43</td>
<td>41</td>
</tr>
<tr>
<td>16. How a gentleman behaves toward a lady, young or old, in a crowded public conveyance</td>
<td>100</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>17. How a lady or gentleman should treat a tired workman in a crowded public conveyance</td>
<td>100</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>18. Where a gentleman walks in the company of a lady or ladies on the street</td>
<td>100</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>19. When a gentleman offers his arm to a lady on the street</td>
<td>100</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>V. Good manners while traveling:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. How one should deport one's self on a railway train</td>
<td>100</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>6. How to register at a hotel</td>
<td>1.86</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7. Whom one should tip when traveling</td>
<td>82</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>8. How much one should tip</td>
<td>80</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>VI. Occasional ceremonies:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Weddings:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o) How the wedding list is made up</td>
<td>89</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>o) What expenses the bride's parents assume</td>
<td>83</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Funerals:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) What consideration the bereaved should be shown</td>
<td>80</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-7</td>
<td>J.H.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>b) What correct mourning attire includes</td>
<td>80</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>c) When flowers are sent</td>
<td>80</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>d) Who should attend a funeral</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e) Who may attend a funeral</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**H. The Business World.**

I. What the relations between employer and employee should be | 100 | 0 | 25 | 55 |

II. What the relations between employee and employee should be | 100 | 0 | 25 | 55 |

III. How salespeople should be treated | 100 | 8 | 25 | 47 |

IV. Why one should willingly wait one's turn | 100 | 21 | 29 | 38 |

V. Why one should refrain from haggling over money transactions | 86 | 8 | 15 | 36 |

VI. How the honest person buys | 100 | 17 | 16 | 42 |

VII. How the honest person sells | 100 | 8 | 21 | 42 |

VIII. How the honest person pays his debts | 100 | 17 | 18 | 46 |

IX. Why one should be very prudent about requesting privileges | 100 | 0 | 28 | 50 |

X. What etiquette says of borrowing | 100 | 8 | 28 | 50 |

XI. Why a gentleman never borrows from a woman | 100 | 8 | 28 | 50 |

XII. When and where one may smoke during business hours | 92 | 0 | 8 | 36 |

XIII. What advantage polish gives to its possessor | 92 | 8 | 36 | 88 |

XIV. What polish means | 92 | 8 | 14 | 39 |
| XV. What advantage "good mixers" are in the world of business | 84 | 8 | 11 | 39 |
| XVI. How to make telephone calls during business hours | 100 | 0 | 15 | 41 |
| XVII. When telephone calls may be made to employed during business hours | 100 | 0 | 16 | 41 |
| XVIII. What etiquette says about those who take advantage of women, of the poor, or of the helpless in business transactions | 83 | 0 | 11 | 44 |

I. Consideration of the Aged.

| I. Why dress, sex or rank should make no difference in our treatment of the aged | 100 | 42 | 30 | 20 |
| II. How to address the aged | 99 | 50 | 30 | 11 |
| III. When to visit the aged | 100 | 17 | 28 | 14 |
| IV. How to visit the aged | 100 | 17 | 28 | 14 |

| V. Why the aged should be included in invitations to members of a household | 100 | 8 | 14 | 22 |

J. Respect for the Flag.

| I. How men salute the flag | 100 | 43 | 36 | 21 |
| II. How women salute the flag | 100 | 50 | 33 | 33 |
| III. How to display the flag | 100 | 36 | 31 | 26 |
| IV. When to display the flag | 100 | 36 | 31 | 26 |

| V. What ceremonials are used in honoring the flag | 100 | 23 | 28 | 23 |
TABLE IV

Topics Considered Important for Girls and
the Recommended Grade Placement of
the Same

<table>
<thead>
<tr>
<th>A. Characteristics of the Cultured.</th>
<th>%</th>
<th>-7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. How regard for the rights and feelings of others forms the basis of good behavior</td>
<td>100</td>
<td>78</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>II. How self-respect influences one's conduct toward others</td>
<td>100</td>
<td>42</td>
<td>42</td>
<td>69</td>
</tr>
<tr>
<td>III. How simplicity and unconsciousness of self are qualities of a true lady or gentleman</td>
<td>100</td>
<td>21</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>IV. Why thoroughbred men and women are as courteous to those less fortunate in worldly position as they are to those more fortunate</td>
<td>100</td>
<td>29</td>
<td>26</td>
<td>24</td>
</tr>
</tbody>
</table>

B. Home.

I. Courtesy to one's family:

1. Why "Good Manners" in the home require habits of:

| a) Obedience | 93  | 85  | 23   | 11   |
| b) Cheerfulness | 92  | 64  | 21   | 21   |
| c) Cordiality  | 92  | 46  | 18   | 10   |
| d) Loyalty     | 92  | 46  | 31   | 26   |
| e) Forbearance | 85  | 46  | 16   | 26   |
| f) Kindness    | 91  | 69  | 10   | 5    |
| g) Thoughtfulness | 92  | 54  | 21   | 15   |
| h) Respect for the privacy of others' mail | 92  | 78  | 14   | 7    |
| i) Respect for the desire for privacy indicated by a closed door | 91  | 60  | 7    | 9    |
2. When members of a household should refrain from noise:
   a) During the illness at home of one of its members 100 80 9 0
   b) When closing doors 100 86 7 0
   c) When one of its members is so occupied that noise would disturb him 100 85 5 3

3. When and how to use a radio 100 60 30 4

4. When one may harbor pets in the home 87 67 13 2

5. How pets should be managed when guests are present 86 67 13 2

6. How to treat guests of all members of one's family 93 53 22 5

7. How discourtesy may be shown:
   a) When one visits with being invited 86 43 19 12
   b) When one enters rooms in a friend's home other than those to which one has been taken 86 47 17 13
   c) When a visitor remains at a friend's house though guests were present on his unexpected arrival 86 21 24 24

8. How the family should behave at table when alone 100 93 21 7

9. How refined people treat:
   a) The telephone operator 100 40 29 7
   b) Telephone subscribers sharing one's party wire 100 26 24 15
   c) Anonymous telephone messages 100 29 24 12

10. Why family affairs are not discussed outside the family circle 100 29 24 12
11. Why exhibitions of lack of self-control are bad form at any time and in any place 100 54 15 15

12. Why cultured persons do not have "company manners" 100 47 17 11

13. How to avoid embarrassment by refraining from:
   a) Chewing gum 100 100 14 9
   b) Coughing and sneezing without covering mouth 100 100 9 7
   c) Breathing in another's face 100 88 16 0
   d) Eating foods that taint the breath 100 75 17 8
   e) Rude curiosity 100 77 37 0
   f) Finger another's property 100 75 18 0

II. Table manners:

1. How to appear at table 100 93 18 2

2. What common table courtesy includes 100 93 12 2

3. How to sit at table 100 87 11 0

4. How a gentleman assists a lady to be seated at table 90 40 17 10

5. How ladies seat themselves at table when unaccompanied by gentlemen 100 20 20 22

6. How a lady and gentleman proceed to a table in a restaurant when an usher is not present 100 20 15 27

7. How a lady and gentleman proceed to a table in a restaurant when an usher is present 100 20 15 27
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>How to treat visitors at one's table in a restaurant or public dining-room</td>
<td>87</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>9.</td>
<td>When a gentleman should pay the bill if in the company of a lady in a restaurant</td>
<td>85</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>10.</td>
<td>When a lady in a restaurant will not permit a gentleman acquaintance to pay for her meal</td>
<td>85</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>How to leave the table</td>
<td>100</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>12.</td>
<td>How to set a table</td>
<td>92</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>14.</td>
<td>How to hold one's silver</td>
<td>100</td>
<td>78</td>
<td>29</td>
</tr>
<tr>
<td>15.</td>
<td>When to use each piece of silver</td>
<td>100</td>
<td>57</td>
<td>25</td>
</tr>
<tr>
<td>16.</td>
<td>How to use a bread and butter plate</td>
<td>100</td>
<td>69</td>
<td>26</td>
</tr>
<tr>
<td>17.</td>
<td>How to hold a cup</td>
<td>100</td>
<td>92</td>
<td>20</td>
</tr>
<tr>
<td>18.</td>
<td>How to hold a glass</td>
<td>100</td>
<td>86</td>
<td>19</td>
</tr>
<tr>
<td>19.</td>
<td>When the fingers may be used in eating</td>
<td>100</td>
<td>64</td>
<td>34</td>
</tr>
<tr>
<td>20.</td>
<td>How to use a finger bowl</td>
<td>92</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>21.</td>
<td>When to use a finger bowl</td>
<td>100</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>22.</td>
<td>How one should place his silver at the conclusion of the meat course</td>
<td>100</td>
<td>77</td>
<td>33</td>
</tr>
<tr>
<td>23.</td>
<td>How one's place at table should look at the conclusion of a meal</td>
<td>100</td>
<td>71</td>
<td>34</td>
</tr>
<tr>
<td>24.</td>
<td>How to present dishes</td>
<td>93</td>
<td>43</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>-7</td>
<td>J.H.</td>
<td>S.H.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>25. What to do when accidents occur at the table</td>
<td>100</td>
<td>47</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>26. What to do when articles are dropped</td>
<td>100</td>
<td>57</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>27. How to clear the cloth for dessert</td>
<td>92</td>
<td>28</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>28. How guests should be seated</td>
<td>100</td>
<td>15</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>29. How to act in the school cafeteria</td>
<td>100</td>
<td>66</td>
<td>31</td>
<td>15</td>
</tr>
</tbody>
</table>

C. Conversation.

1. How the voice should be controlled | 100 | 54 | 26 | 28 |

II. How a display of interest improves conversation | 93 | 14 | 19 | 24 |

III. How responsiveness improves conversation | 93 | 14 | 19 | 31 |

IV. What the better speakers and writers think of slang | 93 | 21 | 26 | 26 |

V. How exaggeration weakens conversation | 93 | 20 | 26 | 24 |

VI. How affectation weakens conversation | 93 | 20 | 20 | 26 |

VII. Why one should refrain from monopolizing conversation | 100 | 33 | 20 | 20 |

VIII. Why one should never interrupt a conversation without a justifiable cause | 100 | 47 | 27 | 11 |

IX. How one with a justifiable reason for so doing may interrupt a conversation | 94 | 40 | 26 | 9 |
<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>-7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X. Why those who contradict others are branded unmannerly</strong></td>
<td>94</td>
<td>40</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td><strong>XIV. Why humor in conversation is valuable</strong></td>
<td>84</td>
<td>8</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td><strong>XV. When humor is not humor</strong></td>
<td>85</td>
<td>15</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td><strong>XVII. Why money, except in business transactions, is not on the list of approved topics for conversation</strong></td>
<td>87</td>
<td>20</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td><strong>XVIII. Why the following are not approved topics for conversation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. One's self</td>
<td>86</td>
<td>33</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>2. One's ills</td>
<td>93</td>
<td>26</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>3. Unpleasantnesses</td>
<td>93</td>
<td>29</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>4. Unkind mimicry</td>
<td>93</td>
<td>33</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>5. Destructive criticism</td>
<td>93</td>
<td>14</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>6. Preaching</td>
<td>84</td>
<td>15</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>7. Topics understood by just a few in a group</td>
<td>80</td>
<td>20</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>8. Money, except in business</td>
<td>85</td>
<td>14</td>
<td>9</td>
<td>41</td>
</tr>
</tbody>
</table>

**D. Personal Appearance.**

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>-7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How personal cleanliness aids appearance</td>
<td>92</td>
<td>87</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td><strong>II. When and how cosmetics should be used</strong></td>
<td>93</td>
<td>7</td>
<td>33</td>
<td>43</td>
</tr>
<tr>
<td><strong>III. How clothing should be cared for:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. When in use</td>
<td>93</td>
<td>46</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td><strong>IV. How one should dress for:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Meals at home</td>
<td>85</td>
<td>43</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>2. Meals at a restaurant</td>
<td>85</td>
<td>26</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>-7</td>
<td>J.H.</td>
<td>S.H.</td>
</tr>
<tr>
<td>----------------</td>
<td>----</td>
<td>----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>3. School</td>
<td>85</td>
<td>64</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>4. Business</td>
<td>92</td>
<td>13</td>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>5. Sports</td>
<td>100</td>
<td>26</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td>6. The street</td>
<td>100</td>
<td>26</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td>7. Afternoon Parties</td>
<td>100</td>
<td>13</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>8. Teas</td>
<td>100</td>
<td>0</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>12. Dances</td>
<td>100</td>
<td>0</td>
<td>10</td>
<td>46</td>
</tr>
<tr>
<td>14. Travel at home</td>
<td>90</td>
<td>10</td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td>V. When one's dress is designated &quot;chic&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>84</td>
<td>0</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>VI. When one's appearance is termed vulgar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>7</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>VII. How much one should spend on clothing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>15</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>VIII. How one should sit, stand, walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>99</td>
<td>33</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>E. Courtesy at School.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What school spirit means</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>26</td>
<td>53</td>
<td>22</td>
</tr>
<tr>
<td>II. What courtesy to instructors includes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>57</td>
<td>43</td>
<td>12</td>
</tr>
<tr>
<td>III. How to act:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. in corridors</td>
<td>100</td>
<td>57</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>2. in classrooms</td>
<td>100</td>
<td>62</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>3. in the assembly hall</td>
<td>100</td>
<td>53</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>4. in the library</td>
<td>94</td>
<td>47</td>
<td>44</td>
<td>14</td>
</tr>
<tr>
<td>5. in the cafeteria</td>
<td>100</td>
<td>33</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>6. At recreation</td>
<td>100</td>
<td>33</td>
<td>49</td>
<td>11</td>
</tr>
<tr>
<td>Topic</td>
<td>%</td>
<td>-7</td>
<td>J.H.</td>
<td>S.H.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>F. Correspondence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. What the correct in writing materials may include</td>
<td>87</td>
<td>26</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>II. How a letter is folded</td>
<td>80</td>
<td>26</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>IV. What forms of address one should use in letter-writing</td>
<td>93</td>
<td>26</td>
<td>35</td>
<td>2</td>
</tr>
<tr>
<td>V. When a post-script is written</td>
<td>86</td>
<td>0</td>
<td>43</td>
<td>2</td>
</tr>
<tr>
<td>VI. When a super-scription is written</td>
<td>93</td>
<td>0</td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td>VII. What letters contain that everyone loves to receive</td>
<td>93</td>
<td>14</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>VIII. How the form of the business letter is written</td>
<td>100</td>
<td>7</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>IX. How the complimentary close of a business letter is worded</td>
<td>100</td>
<td>7</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>X. How one signs a business letter</td>
<td>100</td>
<td>7</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>XI. How the content of business letters differ from that of social and friendly letters</td>
<td>100</td>
<td>7</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>XII. How to write a friendly letter</td>
<td>100</td>
<td>40</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>XIII. What sequence of pages if followed in a friendly letter</td>
<td>100</td>
<td>26</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td>XIV. How the complimentary close of a friendly letter is worded</td>
<td>100</td>
<td>26</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>XV. How the complimentary close of a letter to an acquaintance is worded</td>
<td>93</td>
<td>26</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>XVI. How to write a letter as introduction</td>
<td>93</td>
<td>0</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td>XVII. How to write a letter of recommendation</td>
<td>91</td>
<td>0</td>
<td>5</td>
<td>49</td>
</tr>
</tbody>
</table>
G. Social Life in General.

I. Introductions:
1. How young boys are introduced to young girls
2. How boys of high school age are introduced to girls of the same age
3. How a young person is introduced to one's parents
4. How a gentleman is introduced to a lady
7. How to introduce one's self in social gatherings
8. How to introduce one's self in the business world 100 0 10 49
9. How to introduce an individual to a large group 100 0 31 31
10. How to introduce a guest to a small group 100 0 34 29
11. How to acknowledge introductions 100 14 41 29
12. How a letter of introduction is presented 91 0 11 39
13. How a letter of introduction should be treated by the person to whom it is written 83 0 13 36
14. What to say when taking leave of a person to whom one has just been introduced 100 0 33 20
15. When to shake hands on being introduced 100 13 38 14
16. How to shake hands 100 20 40 11
17. When introductions are necessary:
   a) At a social gathering all guests must be presented to the guest of honor 90 0 10 40
   c) At a social gathering members of a small group who are to sit together must meet each other 100 0 8 46
18. When introductions are not necessary:
   c) When two ladies out walking meet a third known to but one of them the lady not acquainted with the third walks on slowly 82 0 3 33
## II. Visiting:

1. Country-house Party:
   h) What the courteous host does

## III. Entertainment:

2. Formal Dinners in a Small House:
   a) How a formal dinner in a small house is similar to a formal dinner in a great house

3. Little Dinners:
   a) What a "little dinner" is
   b) Why the "little dinner" is regarded as the pleasantest of all dinners

4. Teas and Afternoon Parties:
   a) How the tea table is set
   b) What a tea menu may include
   c) How tea is served
   d) How a guest manages the refreshments offered at tea

5. Luncheons:
   a) How a formal luncheon differs from a formal dinner
   b) How a formal luncheon differs from an informal one
   c) What "stand up" luncheons are

6. Suppers:
   a) What a supper is
   b) Who the guests may be
   c) How a supper table is set
   d) What a supper menu may include
   e) What the service entails
### 7. Breakfasts:

a) How a formal breakfast differs from an informal one
   - J.H. S.H.
   - 80 0 6 36

b) What the formal breakfast hour may be
   - J.H. S.H.
   - 80 0 7 37

### 9. The Dance:

- d) How to acknowledge an invitation
  - J.H. S.H.
  - 83 0 14 42

- g) What the correct dancing position is
  - J.H. S.H.
  - 93 7 12 31

- h) When a gentleman offers his arm to a lady on the dance floor
  - J.H. S.H.
  - 91 8 14 31

- j) How dance programs may be filled
  - J.H. S.H.
  - 90 0 15 36

- m) What etiquette says about "Sitting out" dances
  - J.H. S.H.
  - 84 0 16 47

- n) How a gentleman asks a lady for a dance
  - J.H. S.H.
  - 87 0 10 33

- o) How a gentleman thanks a lady for a dance
  - J.H. S.H.
  - 87 0 10 33

- p) How the rules of propriety govern the young girl at a dance
  - J.H. S.H.
  - 91 0 9 36

- q) How a young couple go to and return from a dance
  - J.H. S.H.
  - 83 0 8 33

### 10. The Opera and Theater:

- e) Why a gentleman takes the aisle seat in a theater or church rather than a lady
  - J.H. S.H.
  - 83 0 20 45

- g) Why one should refrain from talking during a church service or theatrical performance
  - J.H. S.H.
  - 87 20 33 33

- l) What good behavior demands of a bored audience
  - J.H. S.H.
  - 91 0 26 28

- m) How consideration may be shown those sitting behind one at the movies
  - J.H. S.H.
  - 93 40 36 31

- n) How to pass in front of those already seated at the movies
  - J.H. S.H.
  - 93 40 40 29

- o) Why one should never explain a picture at the movies
  - J.H. S.H.
  - 93 27 38 31
### 11. Games:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>What good sportsmanship means at public games</td>
<td>100</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>b)</td>
<td>Why hissing and booing are never practised by the truly cultured</td>
<td>100</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>c)</td>
<td>How to conduct one's self at public games</td>
<td>100</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>d)</td>
<td>What one should do who cannot control his temper during public or private games</td>
<td>94</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>e)</td>
<td>How public grounds should be left after having been used for pleasure</td>
<td>100</td>
<td>27</td>
<td>46</td>
</tr>
<tr>
<td>f)</td>
<td>How one should conduct himself at:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>The card table</td>
<td>100</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>(2)</td>
<td>The golf course</td>
<td>93</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>(3)</td>
<td>The tennis court</td>
<td>100</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

### 12. The House-party in camp:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>How one should dress</td>
<td>80</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>b)</td>
<td>What &quot;roughing it&quot; means</td>
<td>80</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>c)</td>
<td>How the rules of etiquette are relaxed in the camp dining-room</td>
<td>80</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>e)</td>
<td>How camp guests should deport themselves</td>
<td>89</td>
<td>0</td>
<td>33</td>
</tr>
</tbody>
</table>

### 13. Invitations:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>How a formal invitation differs from an informal one</td>
<td>84</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>c)</td>
<td>When one may issue an invitation by telephone</td>
<td>100</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>d)</td>
<td>How replies to the various forms of invitations are written</td>
<td>100</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

### IV. Good manners on the street:

1. How one should behave in a crowd

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86</td>
<td>47</td>
<td>47</td>
<td>31</td>
</tr>
</tbody>
</table>

2. When a gentleman raises his hat:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>When he meets a woman acquaintance</td>
<td>100</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>-7</td>
<td>J.H.</td>
<td>S.H.</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>b) When he meets a gentleman acquaintance</td>
<td>100</td>
<td>0</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>c) When he meets a gentleman of distinction</td>
<td>100</td>
<td>0</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>d) When he is in the company of a lady and she speaks to another lady or gentleman</td>
<td>100</td>
<td>0</td>
<td>34</td>
<td>14</td>
</tr>
<tr>
<td>e) When he is in the company of a gentleman who greets another lady or gentleman</td>
<td>100</td>
<td>0</td>
<td>34</td>
<td>14</td>
</tr>
<tr>
<td>f) When taking leave of a lady</td>
<td>100</td>
<td>0</td>
<td>34</td>
<td>14</td>
</tr>
<tr>
<td>g) When he is in the company of a lady, and a gentleman known or unknown performs a courtesy for her</td>
<td>100</td>
<td>0</td>
<td>34</td>
<td>14</td>
</tr>
</tbody>
</table>

3. When a gentleman uncovers his head:
   a) When the flag is passing | 100 | 75 | 17 | 0   |
   b) When he enters a house | 100 | 60 | 13 | 0   |
   c) When he enters an elevator | 100 | 30 | 33 | 0   |
   d) When he walks in corridors | 100 | 0  | 53 | 20  |
   e) When he stops to talk to a lady on the street | 100 | 0  | 53 | 20  |

4. When a gentleman does not remove his hat in corridors and elevators | 100 | 0  | 67 | 25  |

5. When gentlemen perform courtesies for women:
   a) When passing through the same doorway he opens the door and permits her to enter first, whether he knows her or not | 100 | 25 | 67 | 25  |
   b) When a woman drops an article he picks it up for her whether he knows her or not | 100 | 20 | 53 | 20  |
   c) When in the company of a woman he carries her coat or package she may be holding | 100 | 20 | 53 | 20  |
6. How a lady acknowledges courtesies performed for her 100 23 36 28

7. How a gentleman addresses a lady when he meets her in public or private 100 23 36 28

8. Why staring at others is considered ill mannered 94 47 33 13

9. How the considerate motorist:
   a) Obeyes traffic rules 93 7 15 27
   b) Cooperates with others on the road 93 0 17 29
   c) Lets others know the car is ready 92 0 17 29
   d) Treats those he has invited to ride with him 92 0 18 28

10. How the guest of a motorist responds to the generosity of his host 100 21 12 26

11. How the thoughtful motorist considers the rights of others when he parks his car 93 7 17 26

12. How the considerate pedestrian regards:
   a) The rights of the motorist 100 33 20 18
   b) The rights of other pedestrians 100 27 25 18

13. Why people of refinement do not push, nudge, or slap others on the back 100 20 35 18

14. How the well-bred person:
   a) Boards public conveyances 100 21 38 21
   b) Conducts himself in public conveyances 100 21 38 21

15. How youths behave toward elders in crowded conveyances 100 31 38 15
<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>%</th>
<th>-7</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>How a gentleman behaves toward a lady, young or old, in a crowded conveyance</td>
<td>100</td>
<td>0</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>17.</td>
<td>How a lady or gentleman should treat a tired workman in a crowded public conveyance</td>
<td>100</td>
<td>26</td>
<td>51</td>
<td>20</td>
</tr>
<tr>
<td>18.</td>
<td>Where a gentleman walks when in the company of a lady or ladies on the street</td>
<td>100</td>
<td>0</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>19.</td>
<td>When a gentleman offers his arm to a lady on the street</td>
<td>100</td>
<td>0</td>
<td>34</td>
<td>33</td>
</tr>
</tbody>
</table>

V. Good manners while traveling:
1. How one should deport one’s self on a railway train | 92  | 0  | 25   | 45   |
5. How a young woman traveling alone conducts herself | 100 | 0  | 6    | 52   |
7. Whom one should tip when traveling | 85  | 0  | 10   | 46   |
8. How much one should tip | 100 | 0  | 3    | 48   |

VI. Occasional ceremonies
1. Weddings:
   n) What expenses the groom assumes | 88  | 0  | 0    | 33   |

3. Funerals:

H. The Business World.
1. What the relations between employer and employee should be | 93  | 0  | 21   | 50   |
1II. What the relations between employee and employee should be | 92  | 0  | 21   | 52   |
1III. How salespeople should be treated | 100 | 7  | 26   | 53   |
1IV. Why one should willingly wait one’s turn | 100 | 20 | 31   | 36   |
V. Why one should refrain from haggling over money transactions 100 7 16 36
VI. How the honest person buys 100 15 23 36
VII. How the honest person sells 100 8 25 45
VIII. How the honest person pays his debts 100 17 25 45
IX. Why one should be very reticent about requesting privileges 100 0 28 53
X. What etiquette says of borrowing 100 0 33 50
XI. Why a gentleman never borrows from a woman 100 0 29 45
XII. When and where one may smoke during business hours 88 0 9 33
XIII. What advantage polish gives to its possessor 93 8 12 38
XIV. What polish means 92 8 14 39
XV. What advantage "good mixers" are in the world of business 92 8 13 38
XVI. How to make telephone calls during business hours 86 7 12 37
XVII. When telephone calls may be made to the employed during business hours 100 0 0 38
XVIII. What etiquette says about those who take advantage of women, of the poor, or of the helpless in business transactions 83 0 0 35

I. Consideration of the Aged.

1. Why dress, sex or rank should make no difference in our treatment of the aged 100 54 33 23
<table>
<thead>
<tr>
<th>Section</th>
<th>%</th>
<th>-?</th>
<th>J.H.</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. How to address the aged</td>
<td>100</td>
<td>54</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>III. When to visit the aged</td>
<td>100</td>
<td>17</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>IV. How to visit the aged</td>
<td>100</td>
<td>17</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>V. Why the aged should be included in invitations to members of a household</td>
<td>100</td>
<td>8</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>J. Respect for the Flag.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. How men salute the flag</td>
<td>100</td>
<td>50</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>II. How women salute the flag</td>
<td>100</td>
<td>47</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>III. How to display the flag</td>
<td>100</td>
<td>27</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>IV. When to display the flag</td>
<td>100</td>
<td>27</td>
<td>31</td>
<td>22</td>
</tr>
<tr>
<td>V. What ceremonials are used in honoring the flag</td>
<td>100</td>
<td>29</td>
<td>32</td>
<td>21</td>
</tr>
</tbody>
</table>
### TABLE V
Topics Considered Undesirable for Boys

<table>
<thead>
<tr>
<th>Topics</th>
<th>% Considered Undesirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When the members of a bridal party arrive at the church.</td>
<td>22</td>
</tr>
<tr>
<td>2. How the wedding guests are shown to their places in the church.</td>
<td>22</td>
</tr>
<tr>
<td>3. How the bridal party enters the church.</td>
<td>22</td>
</tr>
<tr>
<td>4. How the bridal party leaves the church.</td>
<td>22</td>
</tr>
<tr>
<td>5. When the godparents are asked for a christening.</td>
<td>22</td>
</tr>
<tr>
<td>6. What expense a christening entails.</td>
<td>26</td>
</tr>
<tr>
<td>7. What expense the parents assume at a christening.</td>
<td>26</td>
</tr>
<tr>
<td>8. What expenses the godparents assume at a christening.</td>
<td>26</td>
</tr>
</tbody>
</table>
### TABLE VI

**Topics Considered Undesirable for Girls**

<table>
<thead>
<tr>
<th>Topic</th>
<th>% Considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How a bachelor gives a small theater party.</td>
<td>17</td>
</tr>
<tr>
<td>2. Why the rehearsal of the wedding procession is important.</td>
<td>22</td>
</tr>
<tr>
<td>3. How the wedding feats is prepared when it is served at the bride's home.</td>
<td>20</td>
</tr>
<tr>
<td>4. When the members of a bridal party arrive at the church.</td>
<td>20</td>
</tr>
<tr>
<td>5. How the wedding guests are shown to their places in the church.</td>
<td>22</td>
</tr>
<tr>
<td>6. How the bridal party enters the church.</td>
<td>20</td>
</tr>
<tr>
<td>7. What consideration the bride shows the groom's parents at the reception following the wedding ceremony.</td>
<td>20</td>
</tr>
<tr>
<td>8. What <em>etiquette</em> says about:</td>
<td></td>
</tr>
<tr>
<td>a. Who sit at the bride's table.</td>
<td>20</td>
</tr>
<tr>
<td>b. Who sit at the parents table.</td>
<td>20</td>
</tr>
<tr>
<td>c. How the wedding cake is cut.</td>
<td>20</td>
</tr>
<tr>
<td>9. What the guests do when the bride and groom leave.</td>
<td>18</td>
</tr>
<tr>
<td>10. How wedding anniversaries are recognized.</td>
<td>30</td>
</tr>
<tr>
<td>11. When the godparents are asked for a christening.</td>
<td>20</td>
</tr>
</tbody>
</table>
Because so many of the jurors disregarded some of the topics, it was judged informational to draw up tables - for both boys and girls - listing them. Tables VII and VIII give these topics which were disregarded by two-thirds of the jury.
### Table VII

**Topics Disregarded for Boys by Two-thirds of the Jury**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What the ever-present plate may be at a formal dinner.</td>
<td></td>
</tr>
<tr>
<td>2. When a double-service is necessary at a formal dinner.</td>
<td></td>
</tr>
<tr>
<td>3. How the double-service is managed at a formal dinner.</td>
<td></td>
</tr>
<tr>
<td>4. How glasses are filled at a formal dinner.</td>
<td></td>
</tr>
<tr>
<td>5. When glasses are filled and refilled at a formal dinner.</td>
<td></td>
</tr>
<tr>
<td>6. What the hostess' duties are at a formal dinner.</td>
<td></td>
</tr>
<tr>
<td>7. How a lady acknowledges courtesies performed for her.</td>
<td></td>
</tr>
<tr>
<td>8. What house linens the elaborate trousseau calls for.</td>
<td></td>
</tr>
<tr>
<td>9. What the moderate trousseau includes.</td>
<td></td>
</tr>
<tr>
<td>10. What the bride-elect provides for her attendants.</td>
<td></td>
</tr>
<tr>
<td>11. What expenses the bridesmaids assume.</td>
<td></td>
</tr>
</tbody>
</table>
TABLE VIII

Topics Disregarded for Girls by Two-thirds of the Jury

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What the host's duties are at a formal dinner.</td>
</tr>
<tr>
<td>2. Why stags or bachelor dinners are given.</td>
</tr>
<tr>
<td>3. When stags or bachelor dinners are given.</td>
</tr>
<tr>
<td>4. Where stags or bachelor dinners are given.</td>
</tr>
<tr>
<td>5. How stags or bachelor dinners are given.</td>
</tr>
<tr>
<td>6. When a gentleman uncovers his head:</td>
</tr>
<tr>
<td>a. When the flag is passing.</td>
</tr>
<tr>
<td>b. When he enters a house.</td>
</tr>
<tr>
<td>7. When a gentleman does not remove his hat in corridors and elevators.</td>
</tr>
<tr>
<td>8. When gentlemen perform courtesies for women:</td>
</tr>
<tr>
<td>a. When passing through the same doorway he opens the door and permits her to enter first, whether he knows her or not.</td>
</tr>
<tr>
<td>b. When a woman drops an article he picks it up for her whether he knows her or not.</td>
</tr>
<tr>
<td>9. How a gentleman addresses a lady when he meets her in public or private.</td>
</tr>
</tbody>
</table>
CHAPTER V

CONCLUSIONS

The scattered opinions of the jurors having been reduced to single expressions of opinion by means of the table-forms used, it has been possible to examine these judgments and to make definite statements concerning them. Such a study has revealed the following facts:

1. There has been universal approval of most of the topics submitted to the jurors. When the impression, received from a casual perusal of the jurors' individual opinions, that many of the topics had been disregarded by a large number of the jurors, was put to the test as shown in Tables VII and VIII it was found that of the 451 topics just 22 had not been voted upon by two-thirds of the jury.

2. The topics showing the greatest similarity of opinion were:

   a. The characteristics mentioned which form the basis of culture. Not only were they voted extremely important for both boys and girls, but they were consistently stressed in all grades. From this it may be understood that the jurors believed these topics to have intrinsic worth.
b. The qualities pertaining to character education were allocated to the grades before seventh. 83 per cent of the jurors voted "Obedience" as extremely desirable for the boys, and 85 per cent for the girls; while the topic was placed in the before-seventh grade column by 85 per cent of the jurors and for both boys and girls. This lends credence to the general belief that character education should be part of any training in social relationships. However, one of the jurors stated as her reason for disregarding such topics that they were out of place because they belonged to a course in character education.

c. The rudiments of table etiquette (appearance, courtesy, and position at the table) have been assigned to instruction in grades before seventh; all the other table etiquette skills were voted, almost without exception, as highly desirable and were stressed in every grade.

d. Introductions received but few votes until tenth grade.

e. The topics having to do with assemblies at school, with movies and motorists, and with good manners on the street were heavily voted in all grades and considered highly desirable by most of the
f. In topics treating of one's relations with one's family voting was consistently heavy in grades before seventh, light in seventh, with almost no mention at all in any other grade. The probable reason for this voting was that the school cannot follow the child into the home; it provides the necessary information, but the home must set it in practice. The topic having to do with correct behavior during the illness at home of one of the family members was voted highly desirable and was assigned to grades before seventh to boys by 86 per cent of the jurors and to the same grade to girls by 80 per cent of the voters. After a light vote in the seventh grade it was mentioned no more.

3. Topics specifically designated for twelfth grade were those on Visiting and Entertainment; on the writing of the various types of invitations; and occasional ceremonies. Weddings and christenings were voted exclusively for this grade.

4. Those topics relating to the business world were stressed in ninth grade and all grades following it. This was perhaps because ninth grade being the closing one of the junior high school is the last school year for many students. The number of "leaving" pupils gradually increases thereby increasing the need for training in business etiquette.
5. Topics assigned especially to girls are those pertaining to the duties of a hostess and to trousseau content.

6. The topics receiving a heavy vote in the Special Cases column were those relating to dress for week-end gatherings and travel abroad; certain introductions; the etiquettes of country-house parties, calls, visiting cards, formal entertainments, the opera box, and a few pertaining to weddings, christenings, and funerals.

7. Tables III and IV show the topics that were assigned to the various grade levels.

Since the jury's verdict places so many of the topics in the grades before seventh, and since the etiquette topics that are taught are included principally in the home economics courses which do not regularly begin until seventh grade it may be concluded that a course of study in social training would be advisable for these grades.

And, from the large number of topics not mentioned in the courses of study embracing etiquette instruction, but voted desirable for presentation in the grades beyond the elementary school level it may also be concluded that a separate course of study in education for social relationships should be formed for these grades, or, that the courses which now contain the incomplete outlines should be enlarged to include those topics omitted. This latter alternative, however, except in school systems where home economics instruction is provided for them,
would make no provision for teaching the subject of etiquette to boys.

Viewing the problem from all sides, then, the course of study in social regimen seems to be a necessary branch of the school curriculum.
BIBLIOGRAPHY


   Junior and Senior High Schools. Tentative Course.

25. Chicago Public Schools. Course of Study in Household Arts
   for Grades VI, VII, and VIII. Chicago, Illinois: Board


27. Cleveland Public Schools. Illustrated Course of Study.
   An Outline of the Curriculum of the Various Types of
   Cleveland's Senior High Schools. Cleveland, Ohio: Board
   of Education, 1924.

28. Cleveland Public Schools. Personal Regimen. Cleveland,

29. Cubberly, Ellwood P. Changing Conceptions of Education.

30. Deans of Girls in Chicago High Schools. Manners and
    Conduct in School and Out. Boston: Allyn and Bacon, 1921.
    28p.

31. Dennis, Muriel W. Training School of Popularity.

32. Detroit Public Schools. Handbook on Home Economics and
    Vocational Education for Girls. Detroit, Michigan: Board
    of Education, 1930.

33. Denver Public Schools. Monograph - Home Economics - Junior
    High School. Course of Study, No. 12. Denver, Colorado:
    Board of Education, 1925. 135p.

34. Dewey, Julia M. How to Teach Manners to School Children.
    New York: Lloyd Adams Noble, 1921, 0+116p.

35. Earle, Alice Morse. Child Life in Colonial Days. New
    York: Macmillan Company, 1924. xxi+418p. Chapter 3,
    "Schools and School Life," p. 63-89; Chapter 4, "Women
    Teachers and Girl Scholars," p. 90-116; Chapter 6, "School
    163-75; Chapter 11, "Manners and Courtesy, p. 211-226.


42. Georgia Public Schools. *Home Economics in Georgia High Schools, No. 16.* Atlanta, Georgia: Georgia State Board of Vocational Education, 1927. 54p.


50. Idaho Public Schools. *Biennial Report of the Superintendent of Public Instruction of the State of Idaho for the*
Two Years Ending August, 1894. Idaho: Board of Education, 1894.


59. Lansing Public Schools. Courses of Study in Home Economics for the Public Schools of Lansing, Michigan, Grades VI to XII, inclusive. Lansing, Michigan: Board of Education.

60. Long Beach Public Schools. Character Education. Course of Study. For Grades I to VI. Long Beach, California: Board of Education, 1929.


62. Long Beach Public Schools. Home-Making Course of Study


64. Los Angeles Public Schools. High School - Character and Conduct - Course of Study. Los Angeles, California: Board of Education, 1926.


70. Massachusetts Public Schools. Outline of Plans of Massachusetts for the Five-Year Period, July 1, 1922 to June 30, 1927. Division of Vocational Education. Massachusetts: Board of Education, 1927.


74. New York City Public Schools. First Annual Report of the


100. Texas Public Schools. *Supplement to the State Course of Study for the Public Schools of Texas.* Texas: Board of Education, 1914-1915.


105. Young Women's Christian Association Schools. *Y.W.C.A. Classes In and Near the Loop.* Chicago, Illinois:
INSTRUCTIONS FOR MEMBERS OF THE JURY

Before beginning to record your judgments on the check list, read all the topics and then proceed as follows:

(1) If you believe a topic ought to be learned by boys in seventh grade, place a check mark in the "B" column; if you think it ought to be learned by girls, place a check mark in the "G" column. (Assume that boys and girls can be segregated for purposes of instruction.) In this way indicate the grades in which attention should be given to each topic for both boys and girls. Note that some important or difficult topics may be checked as deserving attention in more than one grade.

(2) Indicate the content of desirability or undesirability of the topic by placing a check mark under the proper column extremely desirable, desirable, doubtful, undesirable, or extremely undesirable. A topic is to be considered "Desirable" if it ought to be presented to the ordinary, average child. If you state that a topic is desirable you will be understood as meaning that it is desirable for the sex or sexes and at the grade levels or levels that you have already checked. If a topic need not be presented to the ordinary child, but it is desirable in special cases (for example, for the very underprivileged, for the wealthy), place a check mark in the column headed "Desirable in Special Cases."

(3) For the benefit of jurors who prefer to think in terms of ages rather than in terms of grades, the following table is presented:
The average age of children in Grade 7 is 12 years;

<table>
<thead>
<tr>
<th>Age</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
</tr>
</tbody>
</table>

You may retain one copy of the Check List of Topics for your own files. A summary of the Jury's decisions will be sent to you later.

Kindly designate all titles, honors, and degrees you possess that they may be listed after your name on the page giving the personnel of the jury.
APPENDIX B

PERSONNEL OF THE JURY OF EXPERTS

Andrews, Mrs. Rosa Biery,
Executive Secretary and Treasurer, Illinois Home Economics Association.

Badt, Miss Ernestine Louise,
Author: "Everyday Good Manners for Boys and Girls."

Boughan, Miss Amy, A. M.
Principal, Agassiz School, Chicago, Illinois.
Councilor, Girls' Camp, Tegawitha, New York.

Garvey, Miss Ella, A. M.
Instructor of History, Loyola University, Chicago.
Instructor of English, Waller High School, Chicago.

Greer, Miss Carlotta,
President, Home Economics Division of the Department of Superintendence, National Education Association.
Principal, John Hay High School, Cleveland, Ohio.

Huppeler, Miss Valeria, A. M.
Lecturer, Loyola University, Chicago, Illinois;
Department of Psychology.

Johnson, W. H. A. M., Ph. D.,
Author: "Chicago;" "Fundamentals of Visual Instruction"
Principal, Volta School, Chicago, Illinois.
Lecturer, Loyola University, Chicago, Illinois,
Department of Education.

Seaton, Mrs. Elsie, Ph. B.,
Dean of Girls, Goreman Junior High School, Chicago, Illinois.

Shultz, Miss Hazel,
University of Chicago, Chicago, Illinois.

Sister Mary Agnes Clare, C. S. S., A. B.,
Instructor at St. Mary's, Notre Dame, Normal School Department.
Sister Mary Consiline, B. V. M., Ph. D.,
Head of Department of Education, Clarke College, Dubuque, Iowa.

Sister Mary St. Helen, B. V. M., A. M.,
Instructor of Physics, Clarke College, Dubuque, Iowa.

Theilgaard, Miss Sophie A., A. M.,
Principal, Lucy Flower Senior High School, Chicago.
Author: "Junior High School in Theory and Practice."
Director of Children's Work, International Council of Religious Education.

Van Duzer, Miss Adelaide Laura,
Supervisor of Home Economics, Cleveland, Ohio.

Watts, Mrs. Ethel Curtis, A. M.,
Assistant Principal and Dean of Boys, Foreman Junior High School.
The Thesis "Grade Levels and Relative Importance of Etiquette Topics for Presentation in Junior and Senior High Schools," written by Isabelle Agnes Donahue, has been accepted by the Graduate School of Loyola University, with reference to form, and by the readers whose names appear below, with reference to content. It is, therefore, accepted as a partial fulfillment of the requirements of the degree conferred.

Austin C. Schmidt, S.J.                        July 18, 1933

William H. Johnson, Ph.D.                     July 19, 1933