
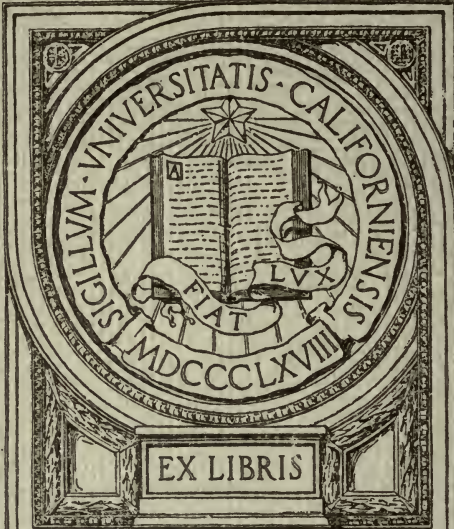


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Course of Study
MINNEAPOLIS PUBLIC SCHOOLS
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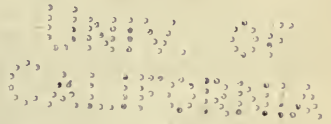


COURSE OF STUDY

MINNEAPOLIS PUBLIC SCHOOLS

CHARLES M. JORDAN

SUPERINTENDENT



1913

PUBLISHED BY THE AUTHORITY OF THE
BOARD OF EDUCATION

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FOREWORD

In the spring of 1911, a committee of twenty principals was appointed by the Superintendent to make suggestions as to a new course of study and the organization and administration of the city schools. After a year's work, courses in the various subjects were agreed upon and recommended to the Superintendent with suggested changes in text-books. These courses were referred by the Superintendent to his assistant and the supervisor of primary work for editing. With such correlation as the courses permitted and such modifications as were necessary and desirable and agreed to by the sub-committees of the Committee of Twenty, this Course of Study was reported by the Superintendent to the Board and adopted June 11, 1912.

The aim constantly in mind in the preparation of this course has been to recognize the new social values of the subject matter and the psychological development of the child.

In June, 1913, teachers and principals were asked to make written comments based upon the year's trial of the course. These criticisms and suggestions were discussed at conferences with various groups of teachers. As a result such substitutions, eliminations and rearrangements were made as to better adapt the course to the needs of the pupils.

GENERAL ORGANIZATION

I. Classification.

The Kindergarten course is one year's work preparatory to the Elementary course.

The Elementary course is divided into eight years or grades, running from the First to the Eighth. Each year or grade, except the first, that being considered a unit, is divided into semesters or classes, the lower being the "B" and the upper the "A"; hence "5B" means Fifth Grade, first semester's class.

The High School course is divided into four years or grades, known as First year, Second year, Junior, and Senior, which are the ninth, tenth, eleventh, and twelfth years or grades of the whole public school course.

II. School Year.

School begins the first week in September and continues for forty weeks, with two weeks vacation at Christmas and one at Easter.

III. Daily Session.

ELEMENTARY SCHOOLS: -

	Morning Session	Afternoon Session
1st grade	9:00 to 11:45	1:15 to 2:45 or 1:30 to 3:00
2nd and 3rd grade	9:00 to 12:00	1:15 to 3:15 or 1:30 to 3:30
4th to 8th grade	9:00 to 12:00	1:15 to 3:45 or 1:30 to 4:00

Elementary grades shall have a fifteen minute *recess* both morning and afternoon.

The above schedule shall not apply to the *Special Schools*.

The hours of the *one session schools* shall be as follows:

	Morning Class	Afternoon Class
Kindergarten	9:00 to 11:00	1:15 to 3:15 or 1:30 to 3:30
First Grade	9:00 to 12:00	1:00 to 3:30
Other Grades	8:30 to 12:00	1:00 to 4:00

Seventh and Eighth grade rooms may have one session as arranged by the Superintendent.

Each teacher of a one session elementary school is responsible for one hour of work outside of the class room in the half day when her school is not in session.

HIGH SCHOOL (*single session*).

8:30 A. M. to 2:00 P. M. with 25 minutes lunch period.

IV. Rest and Physical Training Periods.**1. Buildings without gymnasiums.****FIRST GRADE.**

- 1 minute at 9:30 A. M. daily.
- 10 minutes at 10:00 A. M. daily.
- 2 minutes at 2:00 P. M. daily.
- 2 minutes at 3:05 P. M. daily.

SECOND TO EIGHTH GRADES.

- 1 minute at 9:30 A. M. daily.
- 2 minutes at 10:00 A. M. daily.
- 10 minutes at 11:20 A. M. daily.
- 2 minutes at 2:00 P. M. daily.

2. Buildings with gymnasiums.**FIRST TO FOURTH GRADES.**

As in buildings without gymnasiums.

FIFTH TO EIGHTH GRADES.

- 1 minute at 9:30 A. M. daily.
 - 1 minute at 10:00 A. M. daily.
 - 1 minute at 11:30 A. M. daily.
 - 1 minute at 2:00 P. M. daily.
- and

2 thirty-minute periods per week.

At all recesses, rest and physical training periods, except at 3:05 P. M., the windows should be opened, both top and bottom, in order thoroughly to ventilate the class room.

All recess periods, weather permitting, should be spent in the open air. In inclement weather, even if the outdoor recess is deemed inadvisable, all pupils should leave the class room, so that the room may be thoroughly aired.

Every effort should be made at recess periods to teach the children to play games as vigorously as possible. The ordinary recess where the children stand about doing nothing is of slight value only. Vigorous play which forces deep breathing is what is needed.

V. Industrial Periods in Elementary Grades.

FIRST TO FIFTH GRADES—Work for both boys and girls in connection with the work in drawing, *one hour and a half per week.*

	<i>Boys.</i>	<i>Girls.</i>
SIXTH GRADE.	Industrial drawing and shop work, <i>one hour per week.</i>	Sewing, <i>one hour per week.</i>
SEVENTH GRADE.	1. Industrial drawing, <i>one hour per week.</i> 2. Shop work, <i>two hours per week.</i>	1. Sewing, <i>one hour per week.</i> 2. Cooking, <i>two hours per week.</i>
EIGHTH GRADE.	1. Industrial drawing, <i>one hour per week.</i> 2. Shop work, <i>two hours per week.</i>	1. Sewing, <i>one hour per week.</i> 2. Cooking, <i>two hours per week.</i>

SUGGESTIVE TIME SCHEDULE

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Opening Exercises.....	5 periods 30 min.	5 periods 50 min.	5 periods 50 min.	5 periods 25 min.	5 periods 25 min.	5 periods 25 min.	5 periods 25 min.	5 periods 25 min.
Recesses	10	10	10	10	10	10	10	10
Physical Training.....	5	5	5	5	5	5	5	5
Hygiene	1	1	1	1	1	1	1	1
Phonics and Word Study	10	10	10	5	3	2	2	2
Spelling.....	5	5	5	5	5	5	5	5
Reading	25	20	15	5	5	5	4	4
Oral Language.....	5	5	5	5	3	3	1	1
Written Language	5	3	3	4	4	3	2	2
Grammar							3	3
Arithmetic.....		5	5	5	5	5	3	3
Geography & Nature Study	2	3	3	4	4	4	2	2
History and Civics.....				3	3	3	3	3
Penmanship.....	5	5	5	5	5	5	3	3
Music	5	5	5	5	5	5	5	5
Drawing and Construction work.....	4	3	3	3	3	2	3	2
Manual Training or Domestic Art & Science						1	1	1
*Supervised Study.....				150	150	150	150	150
Totals.....	1275	1500	1500	1650	1650	1650	1650	1650

1. The small figure in the upper left hand corner of each space indicates the number of periods to be given to the subject each week.
2. The large figures in center of space indicate the number of minutes to be given to a subject each week. This includes the time given to recitations and independent study in school.
3. The * indicates the study in which home study may be required. The table below is suggestive as to amount of time given each week to home study in starred subjects.

GRADES VII AND VIII:	
Reading and Spelling	1 $\frac{1}{4}$ hours
Geography	$\frac{3}{4}$ "
History and Civics.....	$\frac{3}{4}$ "
Total	2 $\frac{1}{4}$ hours
GRADE V AND VI:	
Spelling	1 hour
Total	1 hour

*Supervised study periods will make home study unnecessary in the majority of cases.

KINDERGARTEN COURSE

The aim of the kindergarten is the fullest possible development of the "whole child"; conditioned and determined by his growing powers and social conditions.

"First the blade, then the ear, then the full corn in the ear."

1. To secure:

- (a) Physical control: growth and self-direction.
- (b) Mental development: proper reaction to selected stimuli.
- (c) Ethical training: correct relationship of the child with his associates.

2. Through

- (a) Establishment of good physical habits.
- (b) Sense-training and the proper association of ideas and activities.
- (c) Practice of ethical principles in social intercourse.

I. Physical Education.

Spontaneous play and activity, the gaining of general control rather than exercise in any special direction, should be the purpose of the work. Activities should be those which require large bodily movements in the form of rhythmic play. Good physical habits should be established as proper position of body in standing and sitting, cleanliness, neatness, order, etc.

1. Marching, skipping, running and other rhythmic movements, accompanied by instrumental music.
2. Gymnastic exercises, imitating (a) familiar movements seen in the home and in the street; (b) movements of animals; (c) movements of workmen.
3. Finger plays.
4. Ball games, rolling, bounding, throwing and catching.
5. Games for training the senses.
6. Games in a ring; (a) trade games, (b) nature games, (c) social games, (d) impromptu plays suggested by stories and songs.
7. Free play at recess, introducing a few common toys, as balls, tops, jumping ropes, bean bags, reins, dolls.

II. Language.

As a result of sense training, the child perceives rapidly and accurately and should be encouraged to make comparisons and to express relations. Clear imaging leads to correct statement and should be a definite aim in language work in the Kindergarten.

The experiences and ideas gathered by the children, learning of nursery rhymes and songs, picture making and drawing as a means of expression, and conversations with the teacher form a basis for their later work in English.

1. Stories and conversations relating to life in the home, the doings of children, cleanliness and health, the life of animals and plants, the weather, the seasons, holidays, etc.
2. Memorizing choice songs, also rhymes and jingles.
3. Attempts at reproducing simple stories.
4. Practice in distinct enunciation; a few phonic elements compared with the sounds made by animals.
5. Special effort to enlarge the vocabulary by learning the names of things seen and handled in Kindergarten.

III. Form and Number.

The sense of quantity and relation will develop in connection with their activities, their plays, games and the use of material. Through handwork they are gaining motor and visual perception of form.

1. Counting children, blocks, shells, acorns, edges, corners, etc.
2. Measuring sticks from one to five inches; measuring edges of squares and cubes.
3. Naming and combining halves and quarters in building and paper folding.
4. Suggestion of twos, threes, fours in weaving.
5. Sense games to give experiences in judging form, size, weight and dimension of objects.
6. Handling, combining and arranging materials to give experiences in variety of form and to develop originality. *All work in number and form is merely incidental.*

IV. Art: Drawing and Hand Work.

Drawing for children of kindergarten age is picture writing, not artistic expression. The teacher should draw with and for the children and encourage conversation about the pictures. Drawings should be large, made with long, free movements.

Design: with peg tiles, simple arrangements of units, sorting of different materials and arrangements of leaves and other nature materials.

Color work: experiment with colored crayons, require recognition of six standard colors, give color experiences in the use of gifts and occupation materials.

Through handwork the child gives expression to his thought; learns to use many kinds of material and very simple artistic processes; gets control of a few fundamental tools, the scissors, crayon and needle.

1. Building with blocks.
2. Modeling in sand and clay.
3. Designing and outlining with tablets, sticks, rings and seeds (limited).
4. Drawing: illustrative and object. Daily practice on blackboard.
5. Painting with colored crayons natural objects having bright colors.
6. Weaving with colored splints in heavy manila paper mats and fringes (not less than one-half inch in width). Free weaving with grass or raffia.

7. Sewing, with or without a needle (limited).
8. Paper folding. Simple forms and objects developed from squares, oblongs and circles.
9. Paper cutting and mounting, (a) free and illustrative; (b) cutting to crease and line. Construction of simple objects of interest to children as toys.

V. Music.

Musical experience through rote-songs; the establishing of a feeling for rhythm, and tone relationship; special attention given to individuals; pleasant, musical voice taught through imitation.

1. *Listening* to instrumental music.
2. Singing *to* children.
3. Memorizing *simple* songs.
4. Marching to music, also recognizing and responding in movements to various rhythms.
5. Practice in sense games in recognizing notes that are alike and unlike, high and low.

VI. Nature Interests.

The aim in nature study is to develop a sense of delight in nature and kinship with living things through interesting play with nature material.

1. Observation of the sun, the moon, the stars, the sky, the clouds, rain, snow, the sunset, the rainbow, shadows indoors and out, long and short days, the seasons, etc.
2. Care of living animals, as a cat, a kitten, a rabbit. Picture books of animals used daily. Sounds of animals imitated. Observing life in the aquarium.
3. Care of the caterpillar, its cocoon, the butterfly or moth, ants, flies, spiders, bees.
4. Planting flowers and vegetable seeds in the springtime; fall planting; watering plants.
5. Naming plants, flowers, fruits, grains, autumn leaves, dried grasses and grains used in decoration, pictures, etc.
6. Sorting and arranging seeds, shells and pebbles.
7. Observing nests and other homes of animals. Learning names of natural objects, as acorns, cones, chestnut burrs, milkweed pods, mosses, etc. (See Language.)

NOTE: The children handle and play with these natural objects, learning their names, colors and uses; there is no formal study of them.

8. Walks and excursions *if possible*.

VII. Ethical Training.

The child prepares for social life by engaging in the social activities of the Kindergarten which reproduces within itself typical conditions

of social life. He is influenced by the conduct of his companions and the personality of the teacher in forming ideals of conduct. Right feelings should have occasion for their exercise if they are to grow into right habits. Books and nature supply material, work and play afford proper activities but the most potent factor in ethical training in the Kindergarten is the personality of the teacher.

1. Appropriate conversations, pictures, stories and songs.
2. Punctuality and cleanliness enforced; care of room.
3. Acts of politeness and kindness encouraged and frequently suggested.
4. Instrumental music used to arouse and to quiet.
5. Care of animals and plants.
6. Observation of holidays and birthdays (particularly children's and parents').
7. Interest in the school, the flag on the school and in the Kindergarten room, the streets, parks, and monuments of the city, leading to simple thoughts and songs of our country.
8. Sympathy, pleasant tones of voice.

ENGLISH

The object of the work in English in the elementary schools is to train pupils to speak, read, and write the mother tongue, and to enjoy and profit by its literature. The dominant purpose of this course is to *unify* the work in English throughout the grades. The accomplishment of this purpose involves much detailed work in specific subjects, such as word-study, phonics, penmanship, spelling, composition, grammar, etc. These subjects are too often treated as ends in themselves rather than as means to an end. In the general scheme the purpose of the various phases of English work are indicated so that with the objective points constantly in mind, the details of the work will be properly subordinated and yet will suffer no loss of dignity. It will be noted that an exercise in a specific subject may contribute to several ends, each of which, however, the teacher must have clearly in mind even though working for a single definite result; further that the various means indicated have not all an equal educational value, hence equal time and emphasis should not be given to all.

The relation between the English work and the other subjects provided for in the course of study is sometimes misunderstood. The reading and reproduction of history, geography, etc., should not occupy the time devoted to English, but should have a definite time assigned in connection with those subjects.

READING AND LITERATURE.

The aim of the work in elementary reading is to train pupils so that they may be able to find independently the thought expressed in written or printed form and to turn to books for knowledge, pleasure and inspiration. This aim involves (a) the study of the form, sound and meaning of words; (b) the making of the thought and sentiment alive for the pupils; and (c) the choice of reading matter that appeals to the child's interests, that is of good literary quality, that is ethically sound, that will create ideals, and that is characterized by scope and variety. To accomplish this aim, various kinds or forms of reading must be used, as oral reading, silent reading, dramatic reading, and home or outside reading.

Oral reading occupies a large part of the recitation period and always presupposes an audience. It must be thinking both for the reader and the audience. Here the power of interpretation is cultivated and tested.

Silent reading in reality must precede oral reading and is necessary to it. Dr. Balliet states the relation between oral and silent reading

as follows: "The association between the printed word and the thought should be made first, as it is in the case of all children who have never had the sense of hearing. After this association has been made, that between the oral vocabulary and the printed vocabulary should be made. Silent reading is the agency which enables the child to look *through* the words to the thought in the same way that one looks through a clean window glass to the objects beyond." Skill in silent reading is never acquired through oral reading, as some think; in fact, oral reading trains ear-mindedness while silent reading eye-mindedness. The expert silent reader does not have "to hear" his own voice or experience the muscular tension of speech. He reduces to a minimum time and energy by making direct associations between the page and the thought.

Dramatic reading, like oral reading, presupposes an audience. It gives freer rein to the imagination and the power of interpretation. "Dramatizing is a potent factor in teaching oral reading and oral language because it makes the child understand literature, because it makes him self-reliant, and because it makes him see the vital relation between a story and the life he is living today."

Home reading is such a valuable adjunct to the regular work of the school that the wise teacher cannot neglect fostering the home reading habit. The list given is only suggestive. The teacher must find out first what lines the child's interests follow, then what books will satisfy or direct that interest. She may then influence the child to choose the good instead of the bad in literature.

In the course definite literary units for study and reading are given, as these are more important than a mere list of reading books, if the course is to have a plan and purpose running through it. A generous amount of literature dealing with the preternatural (myths, folk tales, fables, legends, etc.) is given. Children have a natural craving for it and literature for children deals largely with it; and such literature, if wisely chosen, has a distinct ethical value.

OUTLINE OF WORK.

I. Oral Reading.

1. Purposes:

- (a) To get the thoughts from the printed page: thinking.
- (b) To hold the thought: feeling.
- (c) To give the thought: expressing.

2. Means:

1. Association of ideas with words and groups of words.
2. Drill in phonics to make the pupil independent in word-getting.
3. Material appealing to the pupil's interest.
4. The class an audience, stimulating the reader in giving and the listeners in getting the thought.

II. Silent Reading.

1. Purposes:

- (a) To get the thoughts from the printed page: thinking through visual images.
- (b) To stimulate the imagination.
- (c) To awaken thoughts and ideals in the mind of the reader
- (d) To assimilate literature as a means of growth.

2. Means:

1. Association of thoughts and printed forms.
2. Independent word-getting.
3. Material satisfying the craving for information and the hunger to know the meaning of life. "Books reveal us to ourselves."

III. Dramatic Reading.

1. Purposes:

- (a) To arouse a greater interest in oral reading.
- (b) To develop an expressive voice.
- (c) To give freedom and grace in the bodily attitudes and movements which are involved in reading and speaking.
- (d) To image and to realize situations.
- (e) To stimulate and develop the emotional imagination.
- (f) To furnish proper ideals of conduct.

2. Means:

- (a) Representation of thoughts by voice and action.
- (b) Material containing dramatic situations: old folk tales, myths, legends, fables, history, adventures.
- (c) Material arranged in dialogue form.
- (d) Plays worked out by children.

IV. Home Reading.

1. Purposes:

- (a) To fix the reading habit.
- (b) To create a taste for the best in literature.
- (c) To open to the pupil the "treasures of the race stored away in books."
- (d) To give companionship and recreation.

2. Means to encourage:

- (a) Stimulus of the teacher's enthusiasm for literature.
- (b) Accessibility and ownership of books.
- (c) Free and frank discussion in school of books read at home.

FIRST GRADE.

1. Class Reading.

(a) METHOD READER. (Required.)

Progressive Road to Reading, Books I and II.

(b) LITERARY UNITS FOR STUDY.

1. *Required.*

Nursery Rhymes, Modern Fairy Tales, Old Folk Tales,

Fables:

Mother Goose Rhymes.

The Old Woman and Her Pig.

The Little Red Hen.

Chicken Little.

The Gingerbread Boy.

The Country Mouse and the City Mouse.

The Three Pigs.

2. *Supplementary.*

The House that Jack Built.

Little Red Riding Hood.

The Three Bears.

Little Tuppens.

Little Half Chick.

The Lion and the Mouse,

and

Stories dealing with human life and the outdoor world—
as found in the books used.

(c) BOOKS USED.

Progressive Road to Reading, Books I and II.

Baldwin and Bender's First Reader.

Wheeler's First Reader.

Riverside First Reader.

Summer's First Reader.

Elson Primary School Reader, Book One.

Edson-Laing Reader, Book One.

The Wide Awake First Reader.

Gordon Readers, Second Book.

Reading-Literature, Primer—Free and Treadwell.

Reading-Literature, First Reader—Free and Treadwell.

Cherry Tree Children—Blaisdell.

Folk Lore Stories and Proverbs—Wiltse.

Folk Lore Readers, Book I—Grover.

Jingle Primer—Brown and Bailey.

Sunbonnet Babies' Primer—Grover.

Circus Reader—Jones.

Art-Literature Reader, Book I—Grover and Chutter.

Boy Blue and His Friends—Blaisdell.

Congdon Pamphlet Series.

(d) DRAMATIC READING.

For the type of story best made *real* through dramatization, see the stories in italics in the list under Spoken English. With this type in mind, selection should be made from the books used.

2. Poetry and Prose to be Read or Told to Pupils.

Suggested List of Books.

In the Child's World—Poulsson.
 How to Tell Stories to Children—Bryant.
 Kindergarten Stories—Wiltse.
 Mother Stories—Lindsay.
 In Storyland—Harrison.
 For the Children's Hour—Poulsson.
 Boston Collection of Kindergarten Stories.
 The Story Hour—Wiggin.
 The Oak Tree Fairy Book—Johnson.
 Uncle Remus—Harris.
 Peter Rabbit—Potter.
 Fairy Tales Every Child Should Know—Martin.
 Poems Every Child Should Know—Martin.
 Child Life in Poetry—Whittier.
 Three Years With the Poets—Hazard.
 The Posy Ring—Wiggin and Smith.
 Fairy Tales—Grimm.
 Through the Year—Clyde.
 Nature Myths—Cook.
 The Golden Windows—Richards.
 Æsop's Fables.

3. Selections to be Memorized by Pupils.

List of Selections.

Mother Goose Rhymes:*

Blow, Wind, Blow.
 Ding, Dong Bell.
 Hi, Diddle, Diddle.
 Humpty, Dumpty.
 Hush-a-Bye, Baby.
 Little Bo-Peep.
 Little Boy Blue.
 Little Cock Sparrow.
 Little Jack Horner.
 Little Miss Muffet.
 Little Robin Red-Breast.
 Mistress Mary.
 The North Wind Doth Blow.
 Old Mother Hubbard.
 Sing a Song of Sixpence.

Bed in Summer—Stevenson.

The Cow—Stevenson.

Who Likes the Rain?—Bates.

Twinkle, Twinkle, Little Star—Taylor.

The Wind and the Leaves—Cooper.

Sleep, Baby, Sleep (two stanzas)—From the German.*

Over in the Meadow—Wadsworth.

What Does Little Birdie Say?—Tennyson.

My Bed is Like a Little Boat—Stevenson.*

4. Reading for Information.

The required reading books and the supplementary books recommended contain so much material dealing with the outdoor world and stories of past achievements that no books have been specified for this grade.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature.

Selections to be made from the list of books used and the room library.

SECOND GRADE.

2B.

1. Class Reading.

(a) BASAL READER. (Required.)

Reading-Literature, Second Reader—Free and Treadwell.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Modern Fairy Tales, Old Folk Tales, Legends, Myths, and Fables:

The Three Goats.

The Hare and the Tortoise.

The Fox and the Stork.

The Elves and the Shoemaker.

The Discontented Pine Tree.

The Boy Who Cried, "Wolf!"

Why the Sea is Salt.

(2) *Supplementary.*

Hansel and Gretel.

The Brave Tin Soldier.

The Pig Brother.

The Fir Tree.

Philemon and Baucis.

Thumbling.

and

Stories dealing with human life and the outdoor world as found in the books used.

(c) BOOKS USED.

Reading-Literature, Second Reader—Free and Treadwell.
 Baldwin and Bender's Second Reader.
 Wheeler's Second Reader.
 Aldine Second Reader.
 Summer's Second Reader.
 In Mythland—Beckwith.
 Hiawatha Primer—Holbrook.
 Graded Poetry, First and Second Years.
 Twilight Stories—Foulke.
 Children's Classics in Dramatic Form, Book I—Stevenson.
 Rhymes and Stories—Lansing.
 Tommy Tinker's Book—Blaisdell.
 Eugene Field Reader.
 Robert Louis Stevenson Reader.
 That's Why Stories—Bryce.
 Congdon Pamphlet Series.

(d) DRAMATIC READING.

For the type of story best made *real* through dramatization, see stories in italics in the list under Spoken English and in Children's Classics in Dramatic Form, Book I. With this type in mind selections should be made from the books

2. Poetry and Prose to be Read or Told to Pupils.

Suggested List of Books.

Fables and Folk Stories—Scudder.
 Heroes Every Child Should Know—Martin.
 The Young Folks' Library—Aldrich.
 Stories to Tell to Children—Bryant.
 Half a Hundred Stories—Milton Bradley Collection.
 Book of Nature Myths—Holbrook.
 Cat Tails and Other Tales—Howliston.
 Christmas in Other Lands—Plan Book.
 Verse and Prose for Beginners—Scudder.
 The Fairy Book—Mace.
 Piccola's Christmas—Wiggin.
 The Little Hero of Haarlem and others—"In the Child's World."

3. Selections to be Memorized by Pupils.

List of Selections.

Who Has Seen the Wind?—Rossetti.*
 Where Go the Boats?—Stevenson.
 All Things—Alexander.
 Lady Moon—Rossetti.*
 My Shadow—Stevenson.
 The Swing—Stevenson.*

The Wind—Stevenson.
 Why do Bells of Christmas Ring?—Field.*
 The Child's World—Matthew Browne.
 The Daisies—Sherman.

4. Reading for Information.

HISTORY AND CIVICS.

The Tree-Dwellers—Dopp.
 Stories of past events and achievements.

GEOGRAPHY AND NATURE STUDY.

Little Folks of Many Lands—Chance.
 Fishing and Hunting—Dutton.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature.

Selections to be made from the list of books used and the room library.

SECOND GRADE.

2A.

1. Class Reading.

(a) BASAL READER. (Required.)

Progressive Road to Reading, Book III (first half).

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Modern Fairy Tales, Old Folk Tales, Legends, Myths,
 and Fables:

Androclus and the Lion.

King Midas.

Why the Evergreen Trees Keep Their Leaves.

The Foolish Weathercock.

Stories of Hercules.

Apple Seed John.

The Honest Woodman.

(2) *Supplementary.*

The Four Friends.

The Lantern and the Fan.

The Jackal and the Alligator.

Peter Rabbit.

Clytie.

Epaminondas and His Auntie.

The Dog in the Manger.

and

Stories dealing with human life and the outdoor world
 as found in the books used.

(c) BOOKS USED.

Progressive Road to Reading, Book III.
 Elson Primary School Reader, Book Two.
 Riverside Second Reader.
 Edson-Laing Reader, Book Two.
 Gordon Readers, Third Book.
 Baker and Carpenter's Second Year Language Reader.
 Merry Animal Tales—Bigham.
 Reynard the Fox—Smythe.
 Eskimo Stories—Smith.
 Polly and Dolly—Blaisdell.
 Dick Whittington and Other Stories—Lang.
 Art-Literature Reader, Book II—Grover and Chutter.
 Fables From Afar—Bryce.
 Congdon Pamphlet Series.

(d) DRAMATIC READING.

For the type of story best made *real* through dramatization, see stories in italics in the list under Spoken English and in Children's Classics in Dramatic Form, Book I. With this type in mind, selections should be made from the books used.

2. Poetry and Prose to be Read or Told to Pupils.

Suggested List of Books.

Classic Myths—Judd.
 Fairy Book—Craig.
 Fables and Folk Stories—Scudder.
 Eugene Field's Poems.
 Little Folk's Lyrics—Sherman.
 Nature in Verse—Lovejoy.
 Poems from Sunshine Land—Thomas.
 Fifty Famous Stories—Baldwin.

3. Selections to be Memorized by Pupils.

List of Selections.

September—H. H. Jackson.
 Father in Heaven We Thank Thee—Emerson*
 The Brown Thrush—Larcom.
 The Owl and the Pussy Cat—Lear.
 Seven Times One—Ingelow.
 America—Smith.
 Thanksgiving Day—Child.*
 Good Night and Good Morning—Houghton.
 Wynken, Blynken and Nod—Field.*
 A Real Santa Claus—Sherman.
 The Wonderful World—Rands.

4. Reading for Information.

HISTORY AND CIVICS.

The Early Cave Men—Dopp.

Stories of past events and achievements in books used.

GEOGRAPHY AND NATURE STUDY.

Stories Mother Nature Told Her Children—Andrews.

Around the World, Book One—Carroll.

In Pasture and in Field—Dutton.

Seed-Babies—Morley.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature.

Selections to be made from the list of books used and the room library.

THIRD GRADE.

3B.

1. Class Reading.

(a) BASAL READER. (Required.)

Progressive Road to Reading, Book III. (complete).

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Modern Fairy Tales, Old Folk Tales, Legends, Myths,
and Fables:

The Pied Piper.

Ulysses and the Bag of Winds.

Cinderella.

Snow White and Rose Red.

Puss in Boots.

Benjy in Beastland.

The Blind Man and the Elephant.

(2) *Supplementary.*

The Frog Prince.

The Magic Apples.

The Pot of Gold.

The Two Brothers.

The Six Swans.

The Story of Arachne.

and

Stories dealing with human life and the outdoor world
as found in the books used.

(c) BOOKS USED.

Progressive Road to Reading, Book III.

Baldwin and Bender's Third Reader.

Wheeler's Third Reader.

Aldine Third Reader.
 Fables and Folk Stories—Scudder.
 Fairy Tales, Vol. I—Lansing.
 Book of Nature Myths—Holbrook.
 Braided Straws—Foulke.
 Children's Classics in Dramatic Form, Book II—Stevenson.
 Mother Goose Village—Bigham.
 Old Mother West Wind—Burgess.
 Classic Fables—Turpin.
 Fairy Tales—Grimm, Part I.
 Old Greek Stories—Baldwin.
 Congdon Pamphlet Series.

(d) DRAMATIC READING.

For the type of story best made *real* through dramatization, see the stories in italics in the list under Spoken English and in Children's Classics in Dramatic Form, Book II. With this type in mind, selections should be made from the books used.

2. Poetry and Prose to be Read or Told to Pupils.

Suggested List of Books.

Heroes of Myths—Price and Gilbert.
 Fairy Tales of the Far North—Asbjornsen.
 Fairy Tales—Grimm.
 Fables—Æsop.
 Stories of Brave Dogs—Carter (retold from St. Nicholas).
 Old Greek Stories—Howard.
 Three Years With the Poets—Hazard.
 Month by Month—Winter, Willis and Farmer.

3. Selections to be Memorized by Pupils.

List of Selections.

October—H. H. Jackson.*
 The Little Brown Hands—Krout.
 March—Larcom.
 A Child's Prayer—Edwards.
 He Prayeth Best—Coleridge.*
 Vacation Song—Sherman.
 The Twenty-third Psalm—Selected from Bible Readings.*
 One, Two, Three—Bunner.
 The Maryland Yellow Throat—Van Dyke.

4. Reading for Information.

HISTORY AND CIVICS.

The Later Cave-Men—Dopp.

GEOGRAPHY AND NATURE STUDY.

Big People and Little People of Other Lands—Shaw.
 Little Folks in Feathers and Fur—Miller.
 Little Flower Folks—Pratt.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature.

Selections to be made from the list of books used and the room library.

THIRD GRADE.

3A.

1. Class Reading.

(a) BASAL READER. (Required.)

Reading-Literature, Third Reader—Free and Treadwell.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Modern Fairy Tales, Old Folk Tales, Legends, Myths, and Fables:

Little Half Chick.

The Elves and the Shoemaker.

The Ugly Duckling.

Dick and His Cat.

The Sleeping Beauty.

Beauty and the Beast.

The Traveling Cloak.

The Talkative Tortoise.

(2) *Supplementary.*

Hans in Luck.

Hans Who Made the Princess Laugh.

The White Cat.

The Emperor's New Clothes.

A Visit from St. Nicholas.

Narcissus.

The Bear and the Troll.

The Spinner, Shutter and Needle.

and

Stories dealing with human life and the outdoor world as found in the books used.

(c) BOOKS USED.

Reading-Literature, Third Reader—Free and Treadwell.

Elson Primary School Reader, Book Three.

Riverside Third Reader.

Gordon Readers, Fourth Book.

Edson-Laing Readers, Book Three.

Fairy Tales, Vol. II—Lansing.

Fairy Tales—Grimm (Part II).

Fanciful Flower Tales—Bigham.

Art-Literature, Book III—Grover and Chutter.

Fifty Famous Stories—Baldwin.
 Thirty More Famous Stories—Baldwin.
 Tell It Again Stories—Dillingham and Emerson.
 In Those Days—Hallock.
 Congdon Pamphlet Series.

(d) DRAMATIC READING.

For the type of story best made *real* through dramatization, see the stories in italics in the list under Spoken English and Children's Classics in Dramatic Form, Book II. With this type in mind selections should be made from the books used.

2. Poetry and Prose to be Read or Told to Pupils.

Suggested List of Books.

Snow Image—Hawthorne.
 The Golden Touch—Hawthorne.
 Alice in Wonderland—Carroll.
 Birds' Christmas Carol—Wiggin.
 The Wandering Heroes—Price and Gilbert.
 The Dog of Flanders—Ouida.
 The First Jungle Book—Kipling.

3. Selections to be Memorized by Pupils.

List of Selections.

The Night Wind—Field.
 The Children's Hour—Longfellow.*
 The Bluebird—Miller.
 Marjorie's Almanac—Aldrich.
 Columbia, the Gem of the Ocean—Shaw.*
 The Violet—Larcom.
 A Boy's Song—Hogg.*
 The Twenty-fourth Psalm—Selected Bible Readings.

4. Reading for Information.

HISTORY AND CIVICS.

The Early Sea-People—Dopp.
 Great Americans for Little Americans—Eggleston.

GEOGRAPHY AND NATURE STUDY.

Home Geography—Fairbanks.
 Around the World, Book II—Carroll.
 Fairyland of Flowers—Pratt.
 Little Wanderers—Morley.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature.

Selections to be made from the list of books used and the room library.

FOURTH GRADE.

4B.

1. Class Reading.

(a) BASAL READER. (Required.)

Progressive Road to Reading, Book IV.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Docas, the Indian Boy—Snedden.

(2) *Supplementary.*

The Red Shoes, C. C. D. F. III.

The Story of Ali Cogia—C. C. D. F. III.

The Pig Brother—T. P. B.

The Golden Windows—T. P. B.

The Little Match Girl—H. A. F. T. First Series.

Both Sides of a Shield—Ald. 4th.

The Barefoot Boy—B. and B. 4th.

and

Stories dealing with human life and the outdoor world as found in the books used.

(c) BOOKS USED.

Progressive Road to Reading, Book IV.

Docas, the Indian Boy—Snedden.

Baldwin and Bender's Fourth Reader.

The Pig Brother and Other Stories—Richards.

Hans Andersen's Fairy Tales, First Series.

Reading-Literature, Book Four—Free and Treadwill.

Baker and Carpenter's Third Year Language Reader.

Children's Classics in Dramatic Form, Book III—Stevenson.

Aldine Fourth Reader.

Old Stories of the East—Baldwin.

Edson-Laing Readers, Book Four.

Congdon Pamphlet Series.

(d) DRAMATIC READING.

For the type of story best made *real* through dramatization see the stories in italics in the list under Spoken English and Children's Classics in Dramatic Form, Book III. With this type in mind, selections should be made from the books used.

2. Poetry and Prose to be Read or Told to Pupils.

Suggested List of Books.

Famous Legends—Cromelius.

Great Names and Nations (ancient)—Niver.

Lolami, the Cliff Dweller—Bayliss.

Jungle Books—Kipling.

Aunt Jo's Scrap Bag—Alcott.

The Wonder Book—Hawthorne.
 The Wonderful Book of Heroes—Baldwin.
 Legends—Scudder.
 When the World was Young—Brown.
 One Thousand Poems for Children—Ingpen.
 Three Years with the Poets—Hazard.
 Poems—Longfellow.

3. Selections to be Memorized by Pupils.

List of Selections.

The Sandpiper—Thaxter.
 Sweet and Low—Tennyson.
 The First Psalm—Selected Bible Readings.
 The Barefoot Boy—Whittier.*
 The Village Blacksmith—Longfellow.*
 Robert of Lincoln—Bryant.
 The Year's at the Spring—Browning.*
 The Tree—Bjornson.

4. Reading for Information.

HISTORY AND CIVICS.

American Life and Adventure—Eggleston.
 Stories of Pioneer Life—Bass.

GEOGRAPHY AND NATURE STUDY.

Home Geography—Tarr and McMurry.
 Birds and Their Nestlings—Walker.
 True Bird Stories—Miller.

GENERAL.

Firebrands—Martin and Davis.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school, should be considered a part of this list.

Alice in Wonderland—Carroll.
 The First Jungle Book—Kipling.
 Bear Stories—Carter (St. Nicholas).
 Five-Minute Stories—Richards.
 Story of Country Life—Bradish.
 Stories of Woods and Fields—Brown.
 A Boy on a Farm—Abbott.
 Glimpses of Pioneer Life—Livingston.
 Toto's Merry Winter—Richards.
 Admiral's Caravan—Carryl.
 Davy and the Goblin—Carryl.
 Little Girl of Long Ago—White.

FOURTH GRADE.

4A

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Longfellow's *Hiawatha*, R. L. S. 13-14.

(2) *Supplementary.*

At the Back of the North Wind—A.-L. 4th.

Alcott's *A Christmas Dream*—L. A. R.

Tom and the Lobster (Kingsley's *Water Babies*)—B and C 4th.
Spyri's *Heidi*.

and

Stories dealing with human life and the outdoor world
as found in the books used.

(c) BOOKS USED.

Riverside Literature Series, Number 13 and 14.

Elson Primary School Reader, Book Four.

Heidi—Spyri.

Art-Literature, Book IV—Grover and Chutter.

Louisa Alcott's *Reader*.

Baker and Carpenter, *Fourth Year Language Book*.

Congdon Pamphlet Series.

(d) DRAMATIC READING.

For type of story best made *real* through dramatization,
see the stories in italics in the list under Spoken English
and Children's Classics in Dramatic Form, Book III.

2. Poetry and Prose to be Read or Told to Pupils.

Suggested List of Books.

Famous Men of Rome—Haaron and Poland.

Water Babies—Kingsley.

Christmas Thoughts—Larkin.

Calendar Stories—Boyle.

Sarah Crewe—Burnett.

The Story of the Iliad—Church.

The Story of the Odyssey—Church.

Rab and His Friends—Brown.

The Bible—David and Jonathan.

Poems of Childhood—Eugene Field.

Poems—Tennyson.

Swiss Family Robinson—Wyss.

Poems—Helen Hunt Jackson.

The Prodigal Son—Selected Bible Readings.

Moni—Spyri.

Uncle Remus's Stories—Harris.

Japanese Fairy Tales—Williston.

3. Selections to be Memorized by Pupils.*List of Selections.*

The Mountain and the Squirrel—Emerson.*
 Fairy Folk—Allingham.*
 The Pilgrim Fathers—Hemans.*
 Gladness of Nature—Bryant.
 The One-Hundredth Psalm—Selected Bible Readings
 Down to Sleep—Jackson.
 Knee Deep in June—Riley.

4. Reading for Information.

HISTORY AND CIVICS.

Pilgrim Stories—Pumphrey.

GEOGRAPHY AND NATURE STUDY.

Home Geography—Tarr and McMurry.
 The Earth and Its People—Winslow.
 Seven Little Sisters—Andrews.
 How We Are Fed—Chamberlain.
 How We Travel—Chamberlain.
 First Book of Birds—Miller.
 Wilderness Babies—Schwartz.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school should be considered a part of this list.

Birds' Christmas Carol—Wiggin.
 The Dog of Flanders—Ouida.
 The Second Jungle Book—Kipling.
 Pilgrim's Progress—Bunyan.
 Under the Lilacs—Alcott.
 Aunt Jo's Scrap Bag—Alcott.
 Alice Through the Looking Glass—Carroll.
 Lives of the Hunted—Thompson-Seton.
 Five Little Peppers—Sidney.
 Nancy Rutledge—Pyle.

FIFTH GRADE.

5B

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Hall's Viking Tales.

(2) *Supplementary.*

Longfellow's Challenge of Thor—B. and C. 5th.

Longfellow's *Skeleton in Armor*—B. and C. 5th.
 Lagerlof's *The Captive*—B. and B. 5th.
 Aanrud's *Lisbeth Longfrock*.
 Keary's *Heroes of Asgard*, B. and C. 5th.
 and
 Selections in books used:

(c) BOOKS USED.

Viking Tales—Hall.
 Baldwin and Bender's *Fifth Reader*.
 Baker and Carpenter's *Fifth Year Language Reader*.
Lisbeth Longfrock—Aanrud.
 Congdon's *Pamphlet Series*.

(d) DRAMATIC READING.

The regular reading material and the history and geography lessons will furnish situations suitable for dramatization. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be someone else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

Just-So Stories—Kipling.
Culprit Fay—Drake.
Redruff—Seton-Thompson.
Black Beauty—Sewell.
An Incident of the French Camp—Browning.
Paul Revere's Ride—Longfellow.
Birds of Killingworth—Longfellow.

3. Selections to be Memorized by Pupils.

List of Selections.

To-day—Carlyle.*
The Voyage—Mason.
The Four-Leaf Clover—Higginson.
The Inland Sea—Van Dyke.
Our Native Land—Van Dyke.*
Woodman, Spare That Tree—Morris.*
To the Fringed Gentian—Bryant.
Columbus—Miller.

4. Reading for Information.

HISTORY AND CIVICS.

Richard of Jamestown—Otis.
Mary of Plymouth—Otis.
Ruth of Boston—Otis.

GEOGRAPHY AND NATURE STUDY.

North America—Carpenter.

Ways of Wood Folk—Long.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school should be considered a part of this list.

Lolami, The Little Cliff Dwellers—Bayliss.

Lolami in Tusayan—Bayliss.

Little Lame Prince—Mulock.

Jack Among the Indians—Grinnell.

Two Little Savages—Thompson-Seton.

Mr. Stubb's Brother—Otis.

Toby Tyler—Otis.

Cruise of the Canoe Club—Alden.

Nelly's Silver Mine—Jackson.

Swiss Family Robinson—Wyss.

Juan and Juanita—Baylor.

FIFTH GRADE.

5A

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

DeFoe's Robinson Crusoe.

(2) *Supplementary.*

Andrew's Ten Boys.

The Bear That Had a Bank Account—Boyesen—C. and B. 5th.

Eastman's Indian Boyhood—C. and B. 5th.

Indian Tale of Winter and Spring—Schoolcraft—Ald. 5th.

The Sword of Hildebrand—Ryse—Ald. 5th.

Hatto, the Hermit—Lagerlof—Ald. 5th.

and

Selections in books used.

(c) BOOKS USED.

Robinson Crusoe—De Foe—Lambert's Edition.

Ten Boys—Andrew.

Carroll and Brooks' Fifth Reader.

Aldine Fifth Reader.

Children's Classics in Dramatic Form—Book IV—Stevenson.

Congdon's Pamphlet Series.

(d) DRAMATIC READING.

The regular reading material, and the history and geography lessons will furnish situations suitable for dramatization. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be some one else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

Bob, Son of Battle—Oliphant.
 Jason's Quest—Lowell.
 Story of Ab—Waterloo.
 The Hoosier Schoolboy—Eggleston.
 The Dorchester Giant—Holmes.
 The Three Bells—Whittier.
 Captain January—Richards.

3. Selections to be Memorized by Pupils.

List of Selections.

Civic Creed—Approved Selections, Book VII.*
 Fairy Song—Midsummer Night's Dream—Shakespeare.
 Abou Ben Adhem—Hunt.
 The Arrow and the Song—Longfellow.*
 The Grasshopper and the Cricket—Keats.
 Hats Off, the Flag is Passing By—Bennett.
 The Old Clock on the Stairs—Longfellow.*
 Aladdin—Lowell.

4. Reading for Information.

HISTORY AND CIVICS.

Peter of New Amsterdam—Otis.
 Stephen of Philadelphia—Otis.
 Calvert of Maryland—Otis.
 Discovery of the Old Northwest—Baldwin.

GEOGRAPHY AND NATURE STUDY.

Europe—Carpenter.
 Asia—Carpenter.
 Little Brother to the Bear—Long.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school, should be considered a part of this list.

Little Lord Fauntleroy—Burnett.
 Dandelion Cottage—Rankin.

Jackanapes—Ewing.
 What Katy Did at School—Coolidge.
 Captain Sam—Eggleston.
 Otto of the Silver Hand—Pyle.
 At the Back of the North Wind—Macdonald.
 Talking Leaves—Stoddard.

SIXTH GRADE.

6B

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Pyle's Some Merry Adventures of Robin Hood.

(2) *Supplementary.*

Aladdin, Ali Baba, and Sindbad—E. G. S. R. I.

Hugo's Capture of the Wild Cannon—Ald. 6th.

Boult's Siegfried, The Volsung—B. and C. 5th.

Church's Beowulf and the Dragon—B. and C. 5th.

Lagerlof's The Story of Jarro—B. and B. 6th.

Dasent's The Gift of the White Bear—B. and B. 6th.

and

Selections in books used.

(c) BOOKS USED.

Some Merry Adventures of Robin Hood—Pyle.

Aldine Sixth Reader.

Baldwin and Bender's Sixth Reader.

Elson Grammar School Reader, Book I.

Baker and Carpenter's Fifth Year Language Reader.

Dramatic Reader for Grammar Grades—Knight.

Congdon's Pamphlet Series.

(d) DRAMATIC READING.

The regular reading material and the history and geography lessons will furnish situations suitable for dramatization. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be someone else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

Being a Boy—Warner.

Hans Brinker—Dodge.

Biography of a Grizzly—Thompson-Seton.

How They Brought the Good News—Browning.

Arnold Von Winkelreid—Montgomery.

The Story of Siegfried—Baldwin.

3. Selections to be Memorized by Pupils.

List of Selections.

- Flag of Our Country—Winthrop.
- Hark! Hark! The Lark—Shakespeare.*
- Santo Pilomena—Longfellow.
- The Last Leaf—Holmes.
- The Petrified Fern—Branch.*
- The Destruction of Sennacherib—Byron.
- Cleon and I—Mackay.
- Hail Columbia—Hopkinson.*

4. Reading for Information.

HISTORY AND CIVICS.

- Stories of Heroism—Mace.
- Hannah of Kentucky—Otis.

GEOGRAPHY AND NATURE STUDY.

- South America—Carpenter.
- Africa—Carpenter.
- Australia—Carpenter.
- Wilderness Ways—Long.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school, should be considered a part of this list.

- Daddy Darwin's Dovecote—Ewing.
- Cast Away in the Cold—Hayes.
- Picciola—Boniface.
- Boys of "76"—Coffin.
- Old Times in the Colonies—Coffin.
- Pelham and His Friend Tim—French.
- Story of Rolf—French.
- Campmates—Munroe.
- Lieutenant Under Washington—Tomlinson.
- Around the World in the Sloop Spray—Slocum.
- Donald and Dorothy—Dodge.
- Abbie Ann—Martin.
- Louisa May Alcott—Moses.

SIXTH GRADE.

6A

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

- Ruskin's King of the Golden River—E. G. S. R. II.

(2) *Supplementary.*

Irving's Rip Van Winkle—C. and B. 6th.
 Church's Story of Ulysses and Aeneas—E. G. S. R. II.
 Macaulay's Horatius—E. G. S. R. II.
 Lamb's The Tempest—C. and B. 6th.
 Seton-Thompson's Lobo, Rag and Vixen.
 and
 Selections in books used.

(c) BOOKS USED.

Elson Grammar School Reader—Book II.
 Lobo, Rag and Vixen—Seton-Thompson.
 Carroll and Brooks' Sixth Reader.
 Baker and Carpenter's Sixth Year Language Reader.

(d) DRAMATIC READING.

The regular reading material and the history and geography lessons will furnish situations suitable for dramatization. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be someone else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

The Boy's Plutarch (Selections).
 The Hoosier Schoolmaster—Eggleston.
 Little Women—Alcott.
 Skipper Ireson's Ride—Whittier.
 The Story of Roland—Baldwin.
 Pilgrim's Progress—Bunyan—Montgomery Edition.

3. Selections to be Memorized by Pupils.

List of Selections.

Home, Sweet Home—Payne.*
 The Blue and the Gray—Finch.
 Nobility—Cary.
 One by One—Proctor.
 Excelsior—Longfellow.
 Old Ironsides—Holmes.*
 The Bumble Bee—Emerson.
 The Builders—Longfellow.*

4. Reading for Information.

HISTORY AND CIVICS.

Stories of Minnesota—Forster.
 Men Who Have Made the Nation—Sparks.

GEOGRAPHY AND NATURE STUDY.

Story of Lumber—Basset.

Story of Wheat.
 Industrial Studies—United States—Allen.
 Secrets of the Woods—Long.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school, should be considered a part of this list.

Red Mustang—Stoddard.
 Junior Cup—French.
 The Boy and the Baron—Knapp.
 Making the Nine—Dudley.
 Dale and Fraser, Sheepmen—Hamp.
 Jack in the Rockies—Grinnell.
 Barnaby Lee—Bennett.
 Eight Cousins—Alcott.
 Felicia—Gould.
 Felicia's Friends—Gould.

SEVENTH GRADE.

7B

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Longfellow's Courtship of Miles Standish—E. G. S. R. III.

(2) *Supplementary.*

Dickens' Scrooge's Christmas—E. G. S. R. III.

Yonge's Little Duke—B. and B. 7th.

Seven Wise Men of Greece—B. and B. 7th.

Knowles' William Tell—B. and B. 7th.

Selections from Pickwick Papers—Ald. 7th, C. and B. 6th,
 B. and C 6th.

A Day at Dotheboy's Hall—Dickens—C. and B. 6th.
 and

Selections in books used.

(c) BOOKS USED.

Elson Grammar School Reader—Book III.

Baldwin and Bender's Seventh Reader.

Aldine Seventh Reader.

Carroll and Brooks' Sixth Reader.

Congdon's Pamphlet Series.

(d) DRAMATIC READING.

The regular reading material and the history and geography lessons will furnish situations suitable for dramatiza-

tion. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be someone else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

The Story of a Bad Boy—Aldrich.
 Tom Sawyer—Twain.
 Marjorie Fleming—Brown.
 Birds and Bees—Thoreau.
 Little Men—Alcott.
 The Wonderful One Hoss Shay—Holmes.

3. Selections to be Memorized by Pupils.

List of Selections.

The First Snowfall—Lowell.*
 The Song of Marion's Men—Bryant.
 The Heritage—Lowell.*
 - The Snow Storm—Emerson.
 Planting of the Apple Tree—Bryant.*
 Bannockburn—Scott.
 The Finding of the Lyre—Lowell.

4. Reading for Information.

HISTORY AND CIVICS.

Story of the Greeks—Guerber.
 Story of the Romans—Guerber.
 England's Story—Tappan.
 Heroes of European History—Creighton.
 European Beginnings of American History—Atkinson.

GEOGRAPHY AND NATURE STUDY.

A Reader in Physical Geography—Dodge.
 School of the Woods—Long.

GENERAL.

Warp and Woof—The Linen Industry—Very.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school, should be considered a part of this list.

Treasure Island—Stevenson.
 Standish of Standish—Austin.
 Betty Leicester's Christmas—Jewett.
 Boys Who Became Famous—Skinner.
 His One Fault—Trowbridge.

Betty Alden—Austin.
 With the Black Prince—Stoddard.
 Aztec Treasure House—Jauvier.
 Oliver Twist—Dickens.
 Old-fashioned Girl—Alcott.
 Just Patty—Webster.
 Merrylips—Dix.

SEVENTH GRADE.

7A

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Scott's *Lady of the Lake*.

(2) *Supplementary.*

Warner's *A Hunting of the Deer, and Other Essays*—
 R. L. S. 37.

Holmes' *Grandmother's Story of Bunker Hill*—R. L. S. 6.
 Selections from *Don Quixote*—Ald. 7th; C. and B. 7th.
 and

Selections in books used.

(c) BOOKS USED.

Lady of the Lake—Scott.
 Riverside Literature Series No. 37.
 Riverside Literature Series, No. 6.
 Aldine Seventh Reader.
 Carroll and Brooks' Seventh Reader.
 Congdon's Pamphlet Series.

(d) DRAMATIC READING.

The regular reading material and the history and geography lessons will furnish situations suitable for dramatization. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be someone else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

Rob Roy—Scott.
 Camping Out—Van Dyke.
 Kindred of the Wild—Roberts.
 Wild Animals I Have Known—Seton-Thompson.
 Tales from Shakespeare—Lamb.

3. Selections to be Memorized by Pupils.

List of Selections.

The Cloud—Shelley.
 Eternal Goodness—Whittier.

Old Glory—Riley.*
 All the World's a Stage—Shakespeare.
 To a Skylark—Shelley.*
 Star Spangled Banner—Key.
 For A' That and A' That—Burns.*
 Farewell to All My Greatness—Shakespeare.

4. Reading for Information.

HISTORY AND CIVICS.

Gordy's History of the United States.
 Fiske's History of the United States.

GEOGRAPHY AND NATURE STUDY.

Northern Trails—Long.

GENERAL.

Triumphs of Science—Lane.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school, should be considered a part of this list.

Kidnapped—Stevenson.
 A Boy's Town—Howells.
 Huckleberry Finn—Twain.
 Peasant and Prince—Martineau.
 Under Drake's Flag—Henty.
 Last of the Mohicans—Cooper.
 Two Years Before the Mast—Dana.
 Girls of Fairmount—Baker.
 The Deerslayer—Cooper.
 Three Colonial Boys—Tomlinson.
 Little Women—Alcott.
 At the Siege of Quebec—Kaler.
 Polly Oliver's Problem—Wiggin.

EIGHTH GRADE.

8B

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Shakespeare's Julius Caesar.

(2) *Supplementary.*

Hale's A Man Without a Country.

Orations and Patriotic Selections—E. G. S. R. IV.

Longfellow's The Building of the Ship—E. G. S. R. IV.

and

Selections in books used.

(c) BOOKS USED.

Julius Caesar—Shakespeare.
 A Man Without a Country—Hale.
 Elson Grammar School Reader—Book IV.

(d) DRAMATIC READING.

The regular reading material and the history and geography lessons will furnish situations suitable for dramatization. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be some one else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

Plutarch's Death of Caesar, North's Plutarch Lives (Heath's Reader, Book VIII).
 Irving's Stratford on Avon (Heath's Readers Book VIII).
 Sohrab and Rustum—Arnold.
 Prince and Pauper—Twain.
 Cranford—Gaskell.
 My Mind to Me a Kingdom Is—Dyer.

3. Selections to be Memorized by Pupils.

List of Selections.

What Constitutes a State—Jones.*
 American Flag—Drake.
 Marco Bozzaris—Hallack.
 This is My Own, My Native Land—Scott.*
 Antony's Address—Shakespeare.
 The Parting of the Ways—Gilder.
 Battle Hymn of the Republic—Howe.*
 Dixie—Pike.
 Chambered Nautilus—Holmes.*

4. Reading for Information.

HISTORY AND CIVICS.

Oregon Trail—Parkman.

GEOGRAPHY.

Geography of Commerce and Industry—Rocheleau.

GENERAL.

Boy's Book of Inventions—Baker.
 Famous Pictures—Barstow.
 Starland—Ball.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2"

above, not read in school, should be considered a part of this list.

Lives of Girls Who Became Famous—Bolton.
 The Spy—Cooper.
 Captains Courageous—Kipling.
 Rebecca of Sunnybrook Farm—Wiggin.
 Cudjo's Cave—Trowbridge.
 Ivanhoe—Scott.
 Flight of Pony Baker—Howells.
 The Call of the Wild—London.
 Behind the Line—Barbour.
 Wide Awake Girls—Ellis.
 Wide Awake Girls in Winsted—Ellis.
 The Boy Emigrants—Brooks.
 Master Skylark—Bennett.

EIGHTH GRADE.

8A

1. Class Reading.

(b) LITERARY UNITS FOR STUDY.

(1) *Required.*

Lowell's Vision of Sir Launfal—E. G. S. R., Book IV.
 Hubbard's A Message to Garcia—Ald. 7th.

(2) *Supplementary.*

Andrews' The Perfect Tribute.
 Shakespeare's Merchant of Venice.

(c) BOOKS USED.

Elson Grammar School Reader—Book IV.
 Aldine Seventh Reader.
 The Perfect Tribute—Andrews.
 Merchant of Venice—Shakespeare.

(d) DRAMATIC READING.

The regular reading material and the history and geography lessons will furnish situations suitable for dramatization. The dramatic readers listed give a pupil opportunity to lose himself in pretending to be someone else—to rid himself of self-consciousness and then to become spontaneous and natural.

2. Poetry and Prose to be Read to Pupils.

Suggested List.

Men of Iron—Pyle.
 The Other Wise Man—Van Dyke.
 He Knew Lincoln—Tarbell.
 Saul—Browning (Selections).
 The Character of a True Knight—Hawes.
 Sella—Bryant.

3. Selections to be Memorized by Pupils.

List of Selections.

Gettysburg Address—Lincoln.*
 The First American—Lowell.
 Lincoln, The Great Commoner—Markham.
 O Captain, My Captain—Whitman.*
 Commemoration Ode, VI—Lowell.
 True Knighthood (from *Guinevere*)—Tennyson.
 Opportunity—Sill.
 Recessional—Kipling.
 Quality of Mercy—Shakespeare.*
 Sir Galahad—Tennyson.*

4. Reading for Information.

HISTORY AND CIVICS.

Minneapolis—Parsons.
 Boy's Life of Abraham Lincoln—Nicolay.

GEOGRAPHY AND NATURE STUDY.

Dictionary of Minneapolis—Hudson.
 The Story of Cotton—Brooks.

GENERAL.

Fighting a Fire—Hill.
 Careers of Danger and Daring—Moffat.

5. Home Reading.

This reading is to be directed by the school, the object being to give pleasure and recreation to the pupil and to strengthen his desire for good literature. Books under "2" above, not read in school, should be considered a part of this list.

Connecticut Yankee at the Court of King Arthur—Twain.
 Mabinogion—Lanier.
 Tom Brown's School Days—Hughes.
 Quentin Durward (Yonge's Abridgment)—Scott.
 Country Doctor—Jewett.
 Sherlock Holmes—Doyle.
 The Halfback—Barbour.
 The Bar Sinister—Davis.
 The House of Seven Gables—Hawthorne.
 Boots and Saddles—Custer.
 Boys of "61"—Coffin.
 Daddy Long Legs—Webster.
 Master of the Strong Hearts—Brooks.
 When Patty Went to College—Webster.
 Uncle William—Lee.
 Annie of Avonlea—Montgomery.
 Rose in Bloom—Alcott.
 Prince and Pauper—Twain.
 May Iverson, her book—Jordan.
 Lorna Doone—Blackmore.

LANGUAGE AND GRAMMAR.

The ultimate purpose of all language work is expression. To this purpose the child's experience and all subjects of the school course contribute. To aid the growth in language culture, we must select definite and well-established means and embody the same in a definite course of study.

In all language work, there are two sides to be considered, the *mechanical* and the *art* side, though in reality the latter includes the former. The neglect of either side is the cause of such deplorable results as are often obtained. In spoken as well as written English, these two phases of the work must be kept distinctly in mind.

"For the reason that we make use of the mother tongue in speech far more than in writing, and because an individual's degree of education and culture is judged by his speech more than in any other way, it seems imperative that a definite, progressive, far-sighted effort should be made in the school to improve the speech of the pupils." Something more than grammatical accuracy constitutes good speech. Many a so-called language lesson is an artificial and fruitless effort because the *special needs* of the pupils do not determine the kind of work to be given and no definite purpose is in the mind of the teacher. *Practice* is the most effective means of getting the power to use language correctly, since speech is mainly a matter of habit.

While written work in English fixes habits of expression and familiarizes the pupil with forms, it should appeal to the pride of the pupil as being a tangible form of his thought and effort, as does the table he makes in the shop. His work needs encouraging and stimulating criticism rather than mere correction of error.

"The child learns English whenever he hears talk about things in which he is interested and whenever he reads."

OUTLINE OF WORK.

I. Spoken English.

1. Spontaneous self-expression.

(a) To promote—

- (1) Clear imaging.
- (2) Free play of thought and feeling.
- (3) Fluency of speech: The ready association of ideas and words.

(b) Through—

- (1) Conversation.
- (2) Oral composition: (a) Memory, (b) Imagination.
- (3) Dramatization.

2. Cultivation of the language sense.

(a) To secure—

- (1) Growth of vocabulary.
- (2) Grammatical accuracy.
- (3) Appreciation of the *quality* of language.

- (b) Through—
 - (1) Imitation.
 - (2) Memorization.
 - (3) Oral reading.
- 3. Training in correct habits of speech.
 - (a) To secure—
 - (1) Proper articulation, pronunciation and inflection.
 - (2) Use of correct forms in every-day speech.
 - (b) Through—
 - (1) Imitation.
 - (2) Repetition.

II. Written English.

- 1. Orderly and effective self-expression.
 - (a) To secure—
 - (1) Ability to select and organize material.
 - (2) Skill to choose expressions giving clearness, conciseness, force and grace to thought.
 - (3) Accuracy in language forms.
 - (b) Through—
 - (1) Composition.
 - (2) Dictation.
- 2. Cultivation of the language sense.
 - (a) To secure—
 - (1) The use of enlarged vocabulary.
 - (2) Grammatical accuracy.
 - (3) Appreciation of the limitations and possibilities of language.
 - (b) Through—
 - (1) Imitation of good models.
 - (2) Memorization.
- 3. Training in technicalities of written work.
 - (a) To secure—
 - (1) Mastery of the mechanical side of language.
 - (2) Knowledge of social and business forms.
 - (b) Through—
 - (1) Penmanship.
 - (2) Spelling.
 - (3) Arrangement.
 - (4) Capitalization.
 - (5) Punctuation.
 - (6) Abbreviation.

III. Word Study.

1. Building up a vocabulary.
 - (a) Purposes—
 - (1) For reading and oral expression.
 - (2) For written expression.
 - (b) Means—
 - (1) By enlarging the experience, interests and knowledge of the pupil.
 - (2) By supplying and using the terms called for in his natural progress.
2. Developing the pupil's power to acquire for himself new words through phonics and the use of the dictionary.
3. Memorizing written word-forms in spelling and dictation.

FIRST GRADE.

I. Spoken English.

1. Spontaneous self-expression to be secured through:
 - (a) Conversation about—
 - (1) The child's personal experiences; home, pets, games, gardens and natural phenomena.
 - (2) School and school activities.
 - (b) Oral composition. Sources: Stories, myths, poems read or told, pictures.

Suggested List of Stories.

Chicken Little
Little Red Hen.
The Three Bears.
The Three Pigs.
The Gingerbread Boy.

Little Red Riding Hood.
Little Half Chick.
 The Sleeping Apple.
 Tom Thumb.
 The Thrifty Squirrel.
 The House That Jack Built.

 - (1) Re-telling stories.
 - (2) Telling stories suggested by pictures or by stories read or told.
 - (c) Dramatization. (See stories in italics in list under (b) above.)
2. Cultivation of the language sense through—
 - (a) Imitation of correct speech and word study.
 - (b) Memorization of selections. (See list under Reading and Literature.)
 - (c) Oral reading *by teacher.*

3. Correct habits of speech established through—

(a) Imitation. (b) Repetition.

(1) Phonetic drills as indicated by method readers with special attention to the development of the articulatory organs.

(2) Games and drills for the correction of errors of speech.

List for Special Drill—

Good morning.

Good bye.

I thank you, not "thanks."

If you please.

Yes, Miss

Am, is, was, were—with all persons for subject;
especial emphasis on *you were*.

Am not, never "ain't."

It is I, he, she—not, it is me, him, her.

Parts of the following verbs—

See, saw, have seen.

Do, did, done.

Have, has, had.

Run, ran, run.

Fly, flew, flown.

Bring, brought, brought.

II. Written English.

1. Re-telling stories by building sentences with word cards and stories with sentence cards.

NOTE: No formal written composition or dictation in this grade.

2. Cultivation of the language sense through—

(a) Imitation of good models; limited to copying single sentences of good form.

3. Training in technicalities of written work through—

(a) Penmanship: Easily written words as wholes.

(b) Arrangement of words in sentences.

(c) Capitals: I, pupil's name, beginning of sentence.

(d) Punctuation: Period and interrogation point at end of sentence.

III. Word Study.1. *Imaging* name words.

2. Action play with verbs.

3. Visualizing exercises: Words, phrases and short sentences for quick recognition.

4. Building words from basal phonograms, oral and written.

5. Encouraging the use of new words in every-day speech.

6. Learning the alphabet in order.

7. Spelling: Visualization of words as wholes and their reproduction in writing.

SECOND GRADE.

The language work of this grade is the extension of First Grade work to meet the growing power of the child.

I. Spoken English.

1. Spontaneous self-expression to be secured through—

(a) Conversation about—

(1) The child's personal experiences; home, pets, games, gardens, and natural phenomena.

(2). School and school activities.

(b) Oral composition. Sources: Stories; myths; fables; poems, read or told; pictures.

Suggested List of Stories.

The Hare and the Tortoise.

The Crow and the Cheese.

The Boy Who Cried "Wolf."

The Three Goats.

Peter Rabbit.

The Discontented Pine Tree.

Snow White and Rose Red.

The Wind and the Sun.

The Ugly Duckling.

The Town Musicians.

The Elves and the Shoemaker.

The Pied Piper.

Why the Robin's Breast is Red.

Why the Sea is Salt.

Why the Evergreen Trees Keep their Leaves.

Raggylug.

(1) Re-telling stories.

(2) Telling stories suggested by observation; by pictures, and by stories, read or told.

(c) Dramatization. (See stories in italics in list under (b) above.)

2. Cultivation of the language sense through—

(a) *Conscious* imitation of correct speech and word study.

(b) Memorization of selections. (See list under Reading and Literature.)

(c) Oral reading; *natural* thought expression *by pupil*.

3. Correct habits of speech established through—

(a) Imitation. (b) Repetition.

(1) Phonetic drills as indicated in basal readers with especial attention to the development of the articulatory organs and voice quality.

(2) Games and drills for the correction of errors of speech.

List for Special Drill—

Pardon me. Excuse me.

You, never "youse."

Proper uses of *got*.

Can and may.

Parts of the following verbs—

Forget, forgot, forgotten.

Buy, bought, bought.

Speak, spoke, spoken.

Give, gave, given.

Go, went, gone.

Come, came, come.

Grow, grew, grown.

Blow, blew, blown.

Show, showed, shown.

Eat, ate, eaten.

Beat, beat, beaten.

Swin, swam, swum.

Ride, rode, ridden.

Catch, caught, caught.

Hurt, hurt, hurt.

II. Written English.

1. Orderly and effective self-expression to be secured through—
 - (a) Composition: Limited to a few simple sentences about a single subject.
 - (b) Dictation: Simple sentences embodying technicalities given under "3" below.
2. Cultivation of the language sense.
 - (a) Imitation of good models, limited to single sentences of good form.
 - (b) Memorization: (2A) Copy parts of selections learned. (See list under Reading and Literature.)
3. Training in technicalities of written work.
 - (a) Penmanship: Short, easily written sentences.
 - (b) Arrangement: Margin on left in writing sentences.
 - (c) Capitals: Names of persons; Minneapolis and other places; streets; months, days and holidays; Mr., Mrs., Miss, St., Ave.
 - (d) Punctuation: Period after abbreviations.
 - (e) Abbreviations: Mr., Mrs., St., Ave.

III. Word Study.

1. *Imaging* words, phrases and short sentences by the use of flash cards and other devices for giving power of quick recognition.
2. Reproducing in writing *visualized* words, phrases and short sentences for training the eye-memory.
3. Building words from basal phonograms, oral and written.
4. Testing the knowledge of new words by requiring their use in every-day speech.

5. Practicing and testing the knowledge of new words, both spelling and meaning, by requiring their use in written composition and dictation.
6. Building words with letter cards.
7. Spelling: Begin formal spelling, oral and written (see lists); plurals in "s."

THIRD GRADE.

In general the language work of this grade is an extension of the work of Second Grade, the emphasis being indicated by italics or additions.

I. Spoken English.

1. Spontaneous self-expression to be secured through—

(a) Conversation about—

(1) The child's personal experiences; home, pets, games, gardens, and natural phenomena.

(2) *School and school activities.*

(b) Oral composition. Sources: Stories; myths; fables; poems, read or told; pictures; observation and experiences.

Suggested List of Stories.

The Crow and the Fox.

Echo.

The Fisherman and His Wife.

Peter and the Magic Goose.

The Talkative Tortoise.

Piccola.

The Little Match Girl.

Appleseed John.

How the Camel Got His Hump.

The Red-headed Woodpecker.

The Red Shoes.

Hansel and Gretel.

Peter and the Magic Goose.

William Tell.

Dick Whittington and His Cat.

The Miraculous Pitcher.

How the Mole Became Blind.

The Golden Fleece.

The Bag of Winds.

Why the Bear Has a Short Tail.

Fables.

- (1) Re-telling stories, including stories from history and geography.
- (2) *Narration of daily experiences;* original story-telling, based on experience and imagination; descriptions of objects observed in connection with nature work

- (c) Dramatization worked out by the pupils themselves. (See stories in italics in list under (b) above.)
2. Cultivation of the language sense through—
- (a) *Conscious* imitation of correct speech and word study.
- (b) Memorization of selections. (See list under Reading and Literature.)
- (c) Oral reading: *Conscious* effort in expression to give the thought of the printed page to hearers.
3. Correct habits of speech established through—
- (a) Imitation. (b) Repetition.
- (1) Phonetic drills as indicated in basal readers with special attention to the quality and "carrying" power of the voice.
- (2) Games and drills for the correction of errors of speech.

List for Special Drill—

Their, there.

There is, there are, there was, there were.

There are, not "they are."

Personal pronouns (order and case-form),

e. g., "She told him and me."

It was he who saw me, etc.

To, too, two.

Learn and teach.

Between and among.

As soon as.

As far as.

Beside, not "side of."

At and to.

Parts of the following verbs—

Ring, rang, rung.

Sing, sang, sung.

Drown, drowned, drowned (pronunciation).

Break, broke, broken.

Know, knew, known.

Freeze, froze, frozen.

Write, wrote, written.

II. Written English.

1. Orderly and effective self-expression to be secured through—
- (a) Composition: Paragraph grouping of sentences.
- (b) Dictation: Sentences, paragraphs and stanzas embodying technicalities given under "3" below.
2. Cultivation of the language sense through—
- (a) *Conscious* imitation of model sentences and paragraphs.
- (b) Memorization: (3A) Write from memory short selections learned. (See list for memorization under Reading and Literature.)

3. Training in technicalities of written work through—
 - (a) Penmanship: Short sentences.
 - (b) Arrangement: Indentation to indicate paragraph.
 - (c) Capitals: Beginning line of poetry; titles; dates; initials; Minn., Supt., Prin., O.
 - (d) Punctuation: Exclamation point; comma in dates, and after names used in address; apostrophe; initials.
 - (e) Abbreviations: Minn., Supt., Prin., initials.

III. Word Study.

1. *Imaging* words, phrases and sentences by the use of flash cards and other devices for giving power of quick recognition.
2. Reproducing in writing *visualized* words, phrases, and short sentences for training the eye-memory.
3. Building words from phonic elements. (See Basal Readers.)
4. Testing the knowledge of new words by requiring their use in every-day speech and *original* sentences.
5. Practicing and testing the knowledge of new words, both spelling and meaning, by requiring their use in written composition and dictation.
6. Arranging in alphabetical order familiar words having different initial letters.
7. Arranging words containing the same root in groups, as work, working, worked, worker, workman, woodwork, workbench.
8. Spelling: Singular possessives; and contractions, I'll, I'm, isn't, aren't; and words misspelled in daily work.

Champion Spelling Book:

(3B) Section I, Lessons 1-80; large type words.

(3A) Section I, Lessons 1-80; small type words.

FOURTH GRADE.

I. Spoken English.

1. Spontaneous self-expression to be secured through—
 - (a) *Topical lessons*: Other subjects now afford opportunities for expression of opinion and contributions of information which should encourage the free and natural use of language.
 - (b) Oral Composition. Sources: Literature; biography; history; geography; nature; experience; and pictures.

Suggested List of Stories.

Fifty Famous Stories—Baldwin.

Wonder Book—Hawthorne.

Birds' Christmas Carol—Wiggin.

Jungle Book Vol. I—Kipling.

Sarah Crewe—Burnett.

Stories of Brave Dogs—Carter.

Little Lame Prince—Muloch.

Fairy Tales—Andersen.

Fanciful Tales—Stockton.

- (1) Re-telling stories from literature, history and geography following the outline of the original story.
Outline to be worked out by the class.
 - (2) *Narration of events*, original story-telling, and description of nature observations.
Pupil to be held to an orderly arrangement of subject matter.
 - (3) Letter writing: Study of the contents of model friendly letters, class making outline of the same.
 - (c) Dramatization: Worked out by groups of pupils. Select from list under (b) above.
2. Cultivation of the language sense through—
- (a) *Conscious* imitation of correct speech.
 - (b) Memorization of selections, noting and explaining *word-pictures* of the author to develop the power of literary interpretation. Care should be taken in choosing selections whose beauty would not be impaired by dissection. (See list under Reading and Literature.)
 - (c) Oral Reading: (1) Frequent opportunities should be given to the class to *choose* between the merits of two selections and to decide upon the portions of a selection most pleasing to them. (2) *Thought-giving* made a test of *thought-getting*.
3. Correct habits of speech established through—
- (a) Imitation. (b) Repetition.
 - (1) Drills to secure distinct articulation, correct pronunciation, and a pleasant "carrying" voice.
 - (2) Exercises giving practice in forms likely to be misused.
- List for Special Drill—*
- Who, whom, whose.
This and that.
We boys went, not "us boys went."
He gave it to us boys, not "we boys."
Well and good.
Rise and raise.
Like and love.
He is larger than I, not "than me," etc.
Bring, take, carry.
Lose and loose.
From him, not "off him."
My father did it, not "my father he did it."

Double negative.

Parts of the following verbs—

Wear, wore, worn.

Tear, tore, torn.

Sit, sat, sat.

Sit, set, set.

Lie, lay, lain.

Lay, laid, laid.

Begin, began, begun.

Throw, threw, thrown.

Take, took, taken.

Shake, shook, shaken.

II. Written English.

1. Orderly and effective self-expression to be secured through—

(a) Composition:

Paragraph grouping of sentences from outlines worked out by the class.

(b) *Letter Writing*: The writing of friendly letters, holding to orderly arrangement.

(c) Dictation: Sentences, paragraphs, and stanzas embodying technicalities given under "3" below.

2. Cultivation of the language sense through—

(a) Imitation of model sentences and paragraphs.

(b) Memorization: Writing from memory short selections learned. (See list under Reading and Literature.)

3. Training in technicalities of written work through—

(a) Penmanship. (See course in Penmanship.)

(b) Arrangement: Parts of a letter and addresses.

(c) Capitals:

(4B) Those required in the parts of a letter and addresses; names of the Deity; N. S. E. W.

(4A) Those required in quotations.

(d) Punctuation:

(4B) Hyphen in numbers written in words and in division of words at the end of a line.

(4A) Quotation marks—unbroken, direct quotation; comma after "yes" or "no" at the beginning of a sentence.

(e) Abbreviations:

(4B) Measures used in Arithmetic; N. S. E. W.; months and days of the week.

(4A) Dr., Rev., A. M., P. M.; review.

III. Word Study.

1. Uses of *syllabication*.

2. Use of *diacritical* and *accent marks* in pronouncing words.

3. (4B) Meaning of new words given by description, synonyms, antonyms or illustrations.
(4A) Meaning of new words given by definitions worked out by the class.
4. Testing the knowledge of new words by requiring their use in every-day speech and original composition.
5. Practicing and testing the knowledge of new words, both spelling and meaning, by requiring their use in written composition and dictation.
6. Arranging in alphabetical order words having initial letters only alike.
7. (4B) Compound words with familiar roots.
(4A) Compound words with and without the hyphen.
8. Spelling: Plurals in "es"; plural possessives; syllabication in oral spelling indicated by a slight pause; in written, by a hyphen when the division occurs at the end of a line; common contractions; and words misspelled in daily work.
Champion Spelling Book:
(4B) Section 1, Lessons 81-160.
(4A) Section 2, Lessons 1-80.

FIFTH GRADE.

I. Spoken English.

1. Spontaneous self-expression to be secured through—
 - (a) *Topical lessons*: All subjects now afford opportunities for expression of opinions and contributions of information which should encourage the free and natural use of language.
 - (b) Oral Composition. Sources: Literature; biography; history; geography; and experiences.
 - (1) Reproduction of stories; narrations and descriptions from outlines worked out by individual pupils.
 - (2) Narration of daily events; *original story-telling*, based upon experiences and imagination; and descriptions of objects observed in nature, the pupil using his own outlines; rhyming.
 - (3) *Letter Writing*:
 - (5B) Discussion of the contents of a friendly letter.
 - (5A) Discussion of *informal* invitations, acceptances and regrets.
 - (c) Dramatization to illustrate history and geography.
2. Cultivation of the language sense through—
 - (a) Varying form of expression to give the pupil opportunity for choice.
 - (b) Memorization of selections, noting and explaining *word-pictures* of the author to develop the power of literary

interpretation. Care should be taken in choosing selections whose beauty would not be impaired by dissection. (See list under Reading and Literature.)

- (c) Oral Reading: The pupil should be given frequent opportunities to choose between the merits of two selections and to decide upon the portions of a selection most pleasing to him, *giving reasons* for the choice.

3. Correct habits of speech established through—

- (a) Imitation. (b) Repetition.

(1) Drills to secure distinct articulation, correct pronunciation, and a pleasant voice.

(2) Exercises giving practice to forms likely to be misused.

List for Special Drill—

Either, or.

Neither, nor.

He is the taller of the two, not "tallest."

Under, over, in, into, on, beyond, above, beneath, etc.

Different from, not "different than."

Ought not, not "hadn't ought."

Well and good, e. g.:

He writes well, not "he writes good."

She looks beautiful, not "she looks beautifully."

Lady and gentleman; woman and man.

Which, animals.

Who, people.

If I were, if he were, if she were.

Could have, not "could of."

Rather, not "kind of."

Shall I? and shall we? never "will I?" "will we?"

Parts of the following verbs—

Draw, drew, drawn.

Drink, drank, drunk.

Choose, chose, chosen.

Hang, hanged, hanged.

Hang, hung, hung.

II. Written English.

1. Orderly and effective self-expression to be secured through—

- (a) Composition: From outlines prepared by individual pupils; original verse.

- (b) *Letter Writing*:

(5B) Continue friendly letters.

(5A) *Informal* invitations, acceptances and regrets.

- (c) Dictation: Sentences, paragraphs, and stanzas embodying technicalities given under "3" below.

2. Cultivation of the language sense through—
 - (a) Imitation of model sentences, paragraphs, and short selections.
 - (b) Memorization: Writing from memory selections learned. (See list under Reading and Literature.)
3. Training in technicalities of written work through—
 - (a) Penmanship. (See course in Penmanship.)
 - (b) Arrangement:
 - (5B) Review parts of letters and addresses; broken quotations.
 - (5A) Parts of *informal* invitations, etc.
 - (c) Capitals:
 - (5B) Continue practice on points previously taught; broken quotations.
 - (5A) In *informal* invitations, etc.
 - (d) Punctuation:
 - (5B) Continue practice on points previously taught; broken quotations; comma in a series of words.
 - (5A) Of *informal* invitations, etc.
 - (e) Abbreviations:
 - (5B) New ones used in Arithmetic.
 - (5A) Gov., Capt., Gen., Co., U. S.

III. Word Study.

1. Review of previous work.
2. Uses of signs and words necessary to the *interpretation of the dictionary*; (a) words at top of page; (b) diacritical key; (c) abbreviations used in defining words. Use *Webster's Academic Dictionary*.
3. Exercises in opening dictionary promptly to given letter or word.
4. Pronunciation and meaning of new words with help of the dictionary.
5. Use of new words required in every-day speech and in oral and written composition.
6. (5B) A few Anglo-Saxon roots, such as *wit* and *stead*.
(5A) Meaning and use of Anglo-Saxon prefixes, *un, mis*; suffixes, *ful, ness, less, ar, er*.
7. Compound words continued, as in fractions.
8. Spelling; plurals of words ending in "y"; common contractions; and words misspelled in daily work.
Champion Spelling Book:
(5B) Section 2, Lessons 81-160.
(5A) Section 3, Lessons 1-80.

SIXTH GRADE.

I. Spoken English.

1. Spontaneous self-expression to be secured through—
 - (a) *Topical lessons*: All subjects now afford opportunities for expression of opinion and contributions of information which should encourage the free and natural use of language.
 - (b) Oral Composition. Sources: Literature; biography; history; geography; and experiences.
 - (1) Reproduction of stories, descriptions and narrations, from outlines worked out by individual pupils.
 - (2) Narration of daily events; original story-telling, based upon experience and imagination, the pupil using his own outline; description of objects observed in nature; rhyming. (Through all this work practice should be given in the *choice of words* to secure *exactness* of statement.)
 - (3) Letter Writing: Continued consideration of friendly letters; *business letters and social forms*.
 - (c) Dramatization to illustrate history and geography.
2. Cultivation of the language sense through—
 - (a) *Variety of expression*.
 - (1) Expression of a thought in different ways by pupils.
 - (2) Study of selections to determine the fitness of expression to the subject and the author's interests.
 - (b) Memorization of selections, noting and judging the fitness of the author's expression to convey his thoughts. (See list under Reading and Literature.)
 - (c) Oral Reading: Class criticism and discussion of chosen selections.
 - (d) *Thought Construction*: To teach "sentence sense."
 - (6B) Study of words as symbols of ideas; subject and predicate taught; building sentences, amplifying these by the use of modifying words.
 - (6A) Building sentences, amplifying them by the use of modifying phrases and clauses.
3. Correct habits of speech established through—
 - (a) Imitation. (b) Repetition.
 - (1) Drills to secure distinct articulation, correct pronunciation, and a pleasant voice.
 - (2) Exercises giving practice in forms likely to be misused.
List for Special Drill—
Review previous lists.

Each, every, and either, are singular and demand that the sentence throughout be constructed in the singular, e. g.: Every boy has finished *his* letter file. Each one did *her* work; not, "each one did their work."

Mad and angry.

Stay and stop.

Think, guess and reckon.

Grand, swell and fierce.

Awful.

Next to the last, not "second last."

Those things, not "them things."

That (or this) kind, not "those (or them kind)".

Let and leave.

Funny, strange and odd.

Calculate and intend.

Nice and lovely—cute.

Expect and suspect.

II. Written English.

1. Orderly and effective self-expression to be secured through—
 - (a) Composition: From outlines prepared by individual pupils; original verse.
 - (b) *Letter Writing*: Friendly and business letters; formal invitations, acceptances and regrets.
 - (c) Dictation: Sentences, paragraphs and stanzas embodying technicalities given under "3" below.
2. Cultivation of the language sense through—
 - (a) (6B) Imitation of model sentences, paragraphs, and short selections.
 - (b) (6B) Memorization: Writing from memory selections learned. (See list under Reading and Literature.)
 - (c) (6A) Building sentences containing subject and predicate amplified (1) by word; (2) by phrase; (3) by clause.
3. Training in technicalities of written work through—
 - (a) Penmanship. (See course in Penmanship.)
 - (b) Arrangement: Lines in poetry; parts of business letter and formal invitations, etc.
 - (c) Capital: Names of particular bodies of people, office, position, and event.
 - (d) Punctuation: Continue practice on points previously taught; formal invitations, etc.; comma to set off words, phrases, and clauses out of their natural order.
 - (e) Abbreviations: Continue practice on points previously taught; formal invitations, etc.; M. D., P. S., Sec., etc.; names of states.

III. Word Study.

1. Review of previous work.
2. Pronunciation and meaning of new words obtained from the dictionary.
3. Use of new words required in every-day speech and in oral and written composition.
4. (6B) Compound words continued, as in decimals.
5. (6B) Anglo-Saxon roots: *beat, find, break, quick, friend, moon, tell.*
6. (6A) Meaning and use of Anglo-Saxon prefixes: *out, fore, n;* of suffixes: *ling, en, ship, dom.*
7. Spelling: Plurals of words ending in "f" or "fe"; common contractions; and words misspelled in daily work.
 Champion Spelling Book:
 (6B) Section 3, Lessons 81-160.
 (6A) Section 4, Lessons 1-80.

SEVENTH GRADE.

I. Spoken English.

1. Spontaneous self-expression to be secured through—
 - (a) *Topical lessons* in all school subjects.
 - (b) Oral Composition. Sources: Literature; biography; history; geography; and experiences.
 - (1) Occasional reproduction of stories.
 - (2) Narration of events; original story-telling, based upon experience and imagination, the pupil using his own outline; description of nature, situations, and persons; rhyming.
 - (c) Dramatization to illustrate history and geography.
2. Cultivation of the language sense through—
 - (a) *Variety of expression*:
 - (1) Expression of a thought in different ways by pupils.
 - (2) Study of selection to determine the fitness of expression to the subject and the author's interest.
 - (b) Memorization of selections, noting and judging the fitness of the author's expression to convey his thought. (See list under Reading and Literature.)
 - (c) Oral Reading: Class criticism and discussion of chosen selections.
 - (d) *Thought Analysis*:
 - (7B) (1) Elements of a sentence: Subject and predicate, the asserting part being seen in the copula or *felt* in the predicate.
 - (7B) (2) Subject: Principal part (substantive), simple and compound, and modifiers (adjective). Mod-

ifiers: Adjectives, possessives, appositives and other words (noun or pronoun) used adjectively.

- (7B) (3) Predicate: Principal part (verb or verb phrase) simple and compound; enlarged by words, modifiers and complements. Modifiers: Adverbs, words (nouns) used as adverbs. Complements: Attribute, object and objective.
- (7B) (4) Phrase modifiers of subject. Phrase modifiers of predicate.
- (7B) (5) Clause modifiers of subject. Clause modifiers of predicate.
- (7A) (6) Types of predicates.
- (7A) (7) Kinds of sentences.
- (7A) (8) Clauses as elements of a sentence.

(e) *Thought Construction*; sentences to be built from the elements considered above.

3. Correct habits of speech established through—

(a) Imitation. (b) Repetition.

- (1) Drills to secure distinct articulation, correct pronunciation and a pleasant voice.
- (2) Exercises giving practice in forms likely to be misused.

List for Special Drill—

Review previous lists.
 Scared and afraid.
 Center and middle.
 Balance and remainder.
 Both and each.
 Plenty and plentiful.
 Healthy and healthful.
 Apt, likely, liable.
 Less and fewer.
 Bring, carry and fetch.
 Well and good.
 I may have gone, not "I may of gone."
 Attack, attacked, attacked.
 Forms of English used in telephoning.

II. Written English.

1. Orderly and effective self-expression to be secured through—

- (a) Composition from outlines prepared by individual pupils, giving particular attention to the *building of sentences*; original verse.
- (b) *Letter Writing*: Much practice in the writing of friendly and *business* letters, applications for positions.

- (c) Dictation: Sentences, paragraphs and stanzas embodying technicalities given under "3" below; also friendly and business letters.
2. Cultivation of the language sense through—
- (a) Building sentences from the elements considered under Spoken English.
- (b) Memorization: Writing from memory selections learned. (See list under Reading and Literature.)
3. Training in technicalities of written work through—
- (a) Penmanship. (See course in Penmanship.)
- (b) Arrangement: Review points previously taught; special study of kinds of topical outlines.
- (c) Capitals: Review points previously taught; topical outlines.
- (d) Punctuation: (7B) Review points previously taught, formulating rules for uses already known of period, interrogation mark, exclamation point, comma, apostrophe, hyphen, and quotation marks; comma in setting off an appositive; topical outlines.
- (7A) Comma in setting off qualifying clauses; semicolon in compound sentences.
- (e) Abbreviations: Review abbreviations previously taught; A. D., B. C., Anon., Messrs., D. D., C. O. D.

III. Word Study.

1. Review of previous work.
2. Compound words continued.
3. (7B) Meaning and use of Anglo-Saxon suffixes, *ly, ish, th*.
4. (7B) Latin roots, such as: *mitto, missum; duco, ductum; scribo, scriptum; caput, capitis; manus*.
5. (7A) Roots and affixes: *graph, phone, auto, tele*, etc.
6. Spelling: Irregular plurals; and words misspelled in daily work.
 Champion Spelling Book:
 (7B) Section 4, Lessons 81-160.
 (7A) Section 5, Lessons 1-80.

EIGHTH GRADE.

I. Spoken English.

1. Spontaneous self-expression to be secured through—
 - (a) *Topical lessons* in all school subjects.
 - (b) Oral Composition. Sources: Literature, biography, history, geography and experiences.
 - (1) Occasional reproduction.
 - (2) Narration of events; description of nature, situations, and persons; rhyming.
 - (3) *Original, imaginative work* suggested by climax sentence, picture, or situation.
 - (4) Debate.

- (c) Dramatization, including formal and informal presentation of scenes from literature and history.
2. Cultivation of the language sense through—
- (a) Variety of expression.
- (1) Expression of a thought in different ways by pupils.
 - (2) Synonyms and antonyms.
 - (3) Study of selections to determine the fitness of expression to the subject and the author's interests.
- (b) Memorization of selections, noting and *judging* of the *fitness* of the author's expression to convey his thought and purpose. (See list under Reading and Literature.)
- (c) Oral Reading: Class *criticism* and *discussion* of chosen selections and of the *interpretation* as given by individuals.
- (d) *Thought analysis*.
- (8B) (1) Parts of Speech:
- (a) Nouns: Common and proper; number; possessive form.
 - (b) Pronouns: Personal; relative; interrogative; forms and uses.
 - (c) Verbs and verb phrases: Copulative and attributive; complete and incomplete; active and passive forms.
 - (d) Copula or asserting element denotes person, number, tense and completion of act, certainty and uncertainty.
 - (e) Verbals: Infinitives, gerunds, participles.
 - (f) Adjectives—comparison.
 - (g) Adverbs—comparison.
 - (h) Prepositions.
 - (i) Conjunctions.
 - (j) Independent expressions: Interjections, noun of address, exclamations, expletives.
- (8A) (2) Special study of clauses.
- (e) *Thought construction*.
- (8B) (1) Uses of the parts of speech.
 - (8A) (2) Building sentences from clause elements and paragraphs from sentences.
3. Correct habits of speech established through—
- (a) Imitation. (b) Repetition.
- (1) Drills for voice training.
 - (2) Exercises giving practice in forms likely to be misused.
- List for Special Drill—*
Review previous lists.
Shall and will.

- Should and would.
- Might and could.
- Agreement of verb and subject.
- Order and form of personal pronouns.
- Discrimination between adjectives and adverbs.
- Comparison of adjectives and adverbs.
- Uses of relative pronouns.
- Continue practice of forms in which pupils are not proficient.
- Forms of English used in telephoning.

II. Written English.

1. Orderly and effective self-expression to be secured through—
 - (a) Compositions from outlines, particular care to be given to structure of sentences and paragraphs.
 - (b) *Letter Writing*: Much practice in the writing of friendly and business letters, telegrams, business and social forms and *applications for positions*.
 - (c) Dictation: Business letters and business and social forms.
2. Cultivation of the language sense through—
 - (a) Building sentences from the elements considered under Spoken English.
 - (b) *Combination of related sentences*, selecting one or more as expressing central or basic thought and using others as complements and as word, phrase, and clause modifiers. This may include change of active to passive verb forms. Let variety of expression be sought, and choice determined by exact thought in pupil's mind, and relative importance of ideas. Clearness, unity, smoothness, and strength to be sought.
 - (c) Compositions on a *definite* subject in *different styles* to show the *dominant motive* of the writer.
 - (d) *Debate*.
 - (e) *Dialogue*: Changing description of scenes to dialogue form by dramatizing conversation.
3. Training in technicalities of written work through.
 - (a) Penmanship. (See course in Penmanship.)
 - (b) Arrangement: Business forms.
 - (c) Capitals: Business forms; rules for uses previously learned.
 - (d) Punctuation: Business forms; rules for uses previously learned.
 - (e) Abbreviations: Viz., i. e., e. g.; review abbreviations previously taught.

III. Word Study.

1. Review previous work.
2. Compound words continued.

3. Use of dictionary in grammatical analysis.
4. (8B) Meaning and use of Latin prefixes: *con, dis, re, sub, trans*; and suffixes: *ous, ant, ist, etc.*
(8A) Latin prefixes and suffixes: *ad, ante, bi, circum, de, ex, in, inter, pre, pro, able, ate, fy, ize.*
5. Latin roots:
(8B) *pello, pulsum; fero, latum; pono, positum; facio, factum; cedo, cessum.*
(8A) *sto, statum; rego, rectum; movéo, motum; dico, dictum.*
6. Practice in tracing out words not clearly defined and in finding derivation and history of words from *Webster's New International Dictionary*.
7. Spelling:
Champion Spelling Book:
(8B) Section 5, Lessons 81-160.
(8A) Review; lists of words commonly misspelled. Rules for spelling.

PENMANSHIP

It is impracticable to divide a course into lessons and state definitely the work to be done at a given time. Neither is it safe to say just how rapidly classes should progress as it depends upon the knowledge of the teacher and the amount of work done by the pupils. However, the following outline will give a general idea of the work to be done in each grade:

FIRST GRADE.

Blackboard work: Let all beginning work be done at the blackboard, giving special attention to the rhythm or swing with which exercises and words should be made. Use all movement exercises in the Writing Manual to page 19, except the compact push and pull exercise and the compact oval. Words and sentences based upon the reading material, as outlined in Written Language, should be written upon the blackboard (no unsupervised writing).

Seat work: Toward the latter part of the year, pupils may be taught writing position at their seats. Soft lead pencils should be used. All copies on page 15 in the Manual should be studied.

SECOND GRADE.

Blackboard work: All capital letters and the single, small letters found on pages 20, 21, 22 and 23, Manual.

Seat work: Teach muscular movement; review all large movement exercises and study to and including the small r, page 23, Manual.

THIRD GRADE.

Use pen and ink. Review all first and second grade work except drills 1 and 2 and study to and including capital Z.

FOURTH GRADE.

Use ovals, push-and-pull, capitals and small letter groups as movement exercises and study to words beginning with capitals.

FIFTH GRADE.

As all the capital letters, small letters and figures have been developed, the Fifth Grade should review, doing work in capitals, words, and figures. Words beginning with a capital may be used during the second semester.

SIXTH GRADE.

Continue page work of capital letters and words beginning with a capital. Sentences may be used during the second semester.

SEVENTH GRADE.

Use capital letters as movement drills. Study sentences, one word at a time and as a whole. Give much attention to the application of movement and form as used in the writing class, to all other written work.

EIGHTH GRADE.

Pupils of this grade should have a strong muscular movement and good control. Page work in sentence and body writing should occupy the greater part of the writing period. A teacher having charge of the writing in any grade must be governed by the needs of her pupils rather than by any outline.

ARITHMETIC

"The aim in teaching arithmetic should be to develop the pupil's power to solve accurately and readily the arithmetical problems that arise in ordinary business transactions, and to secure such training in reasoning and in making correct and concise statements of arithmetical conditions, relations and operations as may be properly associated with the work necessary for the development of this power."

With this aim in mind, this course of study has been prepared. It reverts to the old topical method of presentation, except in a modified form in the primary grades, but aims to present the essentials and to give constant drill and application of those essentials. However, to make the course broad and practical certain informational matter in which there is an arithmetical element has been included.

The teacher must be guided by the outline in the selection of material from the text-book used. Much drill in accurate and rapid calculation involving the use of small numbers is the *watch-word* of the course.

The text references in Fourth Grade are to Hamilton's Primary Arithmetic, in Fifth and Sixth Grades to Hamilton's Intermediate Arithmetic, and in Seventh and Eighth Grades to Hamilton's School Arithmetic. In addition to these references, selections from practical problems and reviews should be made by the teacher. The stars (*) indicate the subjects upon which the emphasis for that grade should be placed.

FIRST GRADE.

Preliminary informal number work. (Sense training, Size and Comparison, Measurement, Counting, Number Games, etc.)

The object of this work should be:

1. To make the teacher familiar with the knowledge of number which each child already possesses.
2. To arouse the child's interest in the subject of number.
3. To prepare the way for the formal study of number.

For suggestions as to the ground to be covered in such work and the methods to be pursued, teachers are referred to "Suggestions for Arithmetic Teaching in the Grades."

SECOND GRADE.

2B.

I. Reading and Writing Numbers through 12.

II. Counting.

1. By 1's from 1 to 50; from 50 to 1.
2. By 2's, 3's, 4's from 0 to 12; from 12 to 0.

***III. Addition, Subtraction, Multiplication and Division; Numbers 1-12.**

1. Addition of single columns, sum not to exceed 12.
2. Signs for processes.

IV. Measures.

Pint, quart, gallon; inch, foot, yard; cent, nickel, dime, quarter, half-dollar, dollar; dozen.

V. Problems.

Oral; abstract and concrete.

NOTES:

1. Objective presentation of new processes should be followed by drill until facts and tables are memorized.
2. See "Suggestions" for Facts to be Taught, Seat Work, Number Games, and Drills.

SECOND GRADE.

2A.

I. Reading and Writing Numbers through 24.**II. Roman Signs through 20.****III. Counting.**

1. By 1's from 1 to 50 or beyond; from 50 to 1.
2. By 2's-6's from 0 to 24; from 24 to 0.
3. By 2's-6's from any number with 24 as a limit.

***IV. Addition, Subtraction, Multiplication and Division through 24.**

Addition of single columns, the sum not to exceed 24.

V. Measures.

1. Review measures of Gr. II. B.
2. Peck, bushel; days in week, weeks in month, months in year.

VI. Multiplication Tables.

2's, 3's and 4's to 6×4 .

VII. Fractions.

Illustrate the meaning and use of $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$.

VIII. Problems.

1. Oral.
 - (a) Abstract and concrete. Require complete statements for answers to concrete problems.
 - (b) Rapid abstract drill.
2. Written.
 - (a) Abstract and concrete. One concrete problem daily for seat work, to be copied from the blackboard with complete statement for answer.
 - (b) Daily drill on abstract work.

NOTES:

1. See Notes 1 and 2 in Gr. II. B.
2. Give frequent reviews of facts taught in 2B.
3. See "Suggestions" on Addition, Fractions, Roman Signs, Number Games, and Drills.

THIRD GRADE.

3B.

I. Notation and Numeration to 1,000.**II. Roman Signs through 50.****III. Counting.**

1. Review and continue through 100.
2. Emphasize counting, beginning with any number.

***IV. Addition.**

1. Rapid single column addition.
2. Addition by endings 2, 3, 4, 5 and 6.
3. Addition of two and three figured numbers (sum of each column not to exceed 24).

***V. Subtraction.**

1. By endings 2, 3, 4, 5 and 6.
2. Subtraction of two and three figured numbers (no figure in subtrahend to exceed in value the corresponding figure in minuend).

***VI. Multiplication.**

1. Complete multiplication tables of 2's, 3's and 4's.
2. 5's and 6's.

***VII. Division.**

1. Tables, 2's-6's.
2. Short division; simple problems, e. g., 2) 844.

VIII. Measures.

1. Review and apply in concrete problems, oral and written.
2. Table of Time; 16 oz.=1 lb.
3. Practice in the use of measures, particularly of the inch, foot and yard.

IX. Fractions.

Objective presentation of equivalent fractions, as $\frac{2}{2}$ equals 1, $\frac{4}{4}$ equals 1, $\frac{2}{4}$ equals $\frac{1}{2}$, $\frac{4}{2}$ equals 2, etc.

X. Problems.

1. Oral.
 - (a) Abstract and concrete; oral statements of one-step problems in addition and subtraction (small numbers).
 - (b) Rapid drill in abstract work.
2. Written.
 - (a) Abstract and concrete; require sentence answers to concrete problems.
 - (b) Work for rapidity and accuracy in addition and subtraction.

NOTE:—See "Suggestions" for Roman Signs, Fractions, Number Drills and Games.

THIRD GRADE.

3A.

I. Notation and Numeration to 100,000.**II. Roman Signs through 100.****III. Counting.**

1. Continue drill on counting by 2's-6's, beginning with 0, beginning with any number, forward and backward.
2. Count by 7's-9's in the same way.

***IV. Addition.**

1. Rapid single column addition.
2. Addition by endings 2, 3, 4, 5, 6.
3. Addition of abstract and concrete numbers (8 or 10 numbers, no number to exceed 1,000).

***V. Subtraction.**

1. By endings 2, 3, 4, 5, 6, 7, 8, 9.
2. Subtraction of abstract and concrete numbers (numbers not to exceed units of thousands). See V. Gr. III. B.

***VI. Multiplication.**

1. Tables of 7's, 8's and 9's.
2. Multiplication of abstract and concrete numbers, multiplicand not to exceed units of thousands, multiplier figure 1 to 9.

***VII. Division.**

1. Tables from 2's-9's.
2. Short division continued.

VIII. Measures.

Review; U. S. Money, reading and writing of dollars and cents (no explanation of decimal point except that it is used to separate dollars and cents).

IX. Fractions.

Continue equivalent fractions through 6ths and 8ths. See IX. Gr. III. B.

X. Problems.

1. Oral.
 - (a) Abstract and concrete; oral statements of "one-step" problems in multiplication and division (small numbers).
 - (b) Rapid drill in abstract work in the four processes.
2. Written.
 - (a) Abstract and concrete; require sentence answers to concrete problems.
 - (b) Work for rapidity and accuracy in the four processes; emphasize multiplication and division.

NOTE:—See "Suggestions" for Multiplication, Number Games, and Drills.

FOURTH GRADE.

4B.

I. Notation and Numeration to 1,000,000. Page 87.

II. Roman Notation. Page 87.

III. Counting.

Continue drill in rapid counting from 2 to 9, beginning with 0, beginning with any number, forward and backward.

***IV. Addition.**

1. Continue drill in single column addition.
2. Addition by endings.
3. Daily drill in written problems, abstract and concrete. Pages 46-48, 54, 76, 88.

***V. Subtraction.**

1. Continue drill on subtraction by endings.
2. Subtraction of numbers where one or more figures in the subtrahend exceed in value the corresponding figures in the minuend (numbers not to exceed tens of thousands). Pages 50-54, 77-78, 88, 110, 119.

***VI. Multiplication.**

1. Tables of 10's, 11's and 12's.
2. Multiplication of abstract and concrete numbers by all single multipliers through 12.
3. Multiplication by two figured numbers, including numbers containing 0. Pages 111, 113, 115, 142-144 (upper half), 154-155, 158-162, 172, 188, 189.

***VII. Division.**

1. Continue drill on tables.
2. Short division to include the following types of problems: 4) 361, etc. Select similar easy problems from text.

VIII. Measures.

1. Arrange measures already learned in tables, using abbreviations.
2. Use U. S. Money in addition, subtraction, multiplication and division (divisor an abstract number). Pages 67-70, 80-84, 106, 108-109, 124-125, 177.

IX. Fractions.

1. Continue drill on small equivalent fractions.
2. Memorize $\frac{2}{3}$ and $\frac{3}{4}$ of numbers through 24.

X. Problems.

1. Oral Statements.
Concrete "two-step" problems with small whole numbers.
2. Written Statements.
(a) Concrete "one-step" problems in addition and subtraction.
(Limit to one daily.)

(b) Daily drill on oral and written abstract problems in the four processes.

(c) Emphasize written addition, multiplication, subtraction.

NOTES:

1. See "Suggestions" for Original Work, Games, and Drills.
2. Emphasize time drills and tests.

FOURTH GRADE.

4A.

I. Notation and Numeration to 1,000,000,000. Pages 87, 135-138, 183.

II. Counting.

Continue drills.

***III. Addition.**

1. Continue drill in single column addition and addition by endings.
2. Daily drill in abstract and concrete problems. Pages 119, 121, 139, 184-186.

***IV. Subtraction.**

Daily drill in abstract and concrete problems. Pages 139, 150, 187.

***V. Multiplication.**

1. Review tables.
2. Multiplication by two, three and four figured numbers. Pages 193-195.

***VI. Division.**

1. Review tables.
2. Long division by divisors of one figure. Pages 73-74, 100-101, 105, 120, 131, 145-146, 156-157, 164.
3. Long division by divisors of two and three figured numbers. Pages 165-169, 171, 199-200, 209.
4. Teach the two uses of division: measurement and partition. Pages 170, 209.
5. Short division; problems as given under (2) above.

VII. Measures.

1. Apply tables already learned in concrete problems.
2. Teach Square Measure and process of finding area and perimeter. Pages 85, 126-127, 180-182.

VIII. Fractions.

1. Apply facts already taught in problems.
2. Equivalent fractions through 10ths and 12ths.

IX. Problems.

1. Oral Statements.
Concrete "two-step" problems with small whole numbers.
2. Written Statements.
Extend the work in problems to include multiplication and division.

NOTES:

1. See "Suggestions" for Order of Development in Division, Measures, Games, and Drills.
2. Emphasize time drills and tests.
3. Work for increasing rapidity and accuracy in the four fundamental processes.

FIFTH GRADE.

5B.

I. Notation and Numeration.

1. Decimal System thoroughly taught. Pages 7-8.
2. Roman Signs. Page 9.

II. Four Fundamental Processes.

1. Addition. Pages 10-11.
2. Subtraction. Pages 12-13.
3. Multiplication. Pages 13-15.
4. Division. Pages 16-18.
5. Review. Pages 19-21.

***III. Factoring.**

1. Factors and Multipliers. Pages 15-16, 136.
2. Tests of Divisibility. Pages 137-138.
3. Least Common Multiple by factoring. Pages 141-142.

***IV. Fractions.**

1. Terms used. Pages 143-144.
2. Fractional equivalents. Pages 22-30.
3. Reduction. Pages 31-32, 144-150.
4. Addition. Pages 33-37, 151-152.
5. Subtraction. Pages 37-41, 153.
6. Review. Pages 41-43, 153-157.

V. Measures.

Review measures already taught. (See lower grade work.) Make practical by problems from the child's home or school experience.

FIFTH GRADE.

5A.

I. Notation and Numeration reviewed. Pages 126-127.**II. Four Fundamental Processes reviewed.** Pages 127-135.**III. Factoring—Review.**

Cancellation. Page 139.

***IV. Fractions.**

1. Multiplication. Pages 43-56, 158-166.
2. Division. Pages 58-63, 167-174.
3. Review of Fundamental Processes. Pages 64-71, 179-183.

V. Measures and Measurements.

1. Measures: Liquid, Dry, Avoirdupois, Time, Distance, Quantity. Pages 102-109.
2. Measurements: Length, Surface and Volume. Pages 112-118.

VI. General Review.

Select Problems. Pages 119-125.

SIXTH GRADE.

6B.

***I. Decimals.**

1. Notation and Numeration. Pages 72-75, 184-185.
2. Comparison of Common Fractions and Decimals. Pages 75-76, 186.
3. Addition. Pages 77-78.
4. Subtraction. Pages 79-80, 187-189.
5. Multiplication. Pages 81-83, 189-192.
6. Division. Pages 84-88, 193-198.
7. Review of Common Fractions and Decimals. Pages 88-91.

II. Measures and Measurements.

1. Review all tables of Measures.
2. Reduction of Denominate Numbers. Pages 206-210.
3. Fundamental operations. Pages 211-214.
4. Practical Measurements. Pages 215-232.

SIXTH GRADE.

6A.

***I. Work Preliminary to Introduction of Percentage.**

1. Review of Common Fractions and Decimals. Pages 201-203.
2. Reduction of Decimals. Pages 198-200.
3. Fractional Relations and Business Fractions.
 - (a) U. S. Money. Pages 96-98.
 - (b) Aliquot Parts. Pages 175-176.
 - (c) Reduction of fractions to hundredths. Special drill.

II. Simple Business Transactions.

1. Bills. Pages 98-101.
2. Accounts. Pages 204-206.
3. Receipts and Checks. Pages 258-259.

III. General Review.

Select problems. Pages 260-268.

SEVENTH GRADE.

7B.

I. Review Common Fractions and Decimals.

1. Fundamental Processes reviewed—selected work. Pages 22-84.
2. Comparison of Common Fractions and Decimals. Pages 72-73, 84-85.

***II. Percentage.**

1. Case I. Pages 161-165.
2. Fractional Relations.
 - (a) Finding what part one number is of another. Page 54.
 - (b) Finding the whole when a part is given. Page 55.

3. Case II. Pages 165-166.
4. Case III. Pages 167-168.
5. Review. Pages 171-173.

SEVENTH GRADE.

7A.

***I. Applications of Percentage.**

1. Gain and Loss. Pages 173-178.
2. Commission. Pages 179-183.
3. Commercial Discount. Pages 188,191.
4. Interest—all problems worked by the 6% method. Pages 199-209.
5. Taxes—to be treated as a matter of general information, rather than to acquire method of computation. Pages 193-196.
6. Insurance—property and personal. To be treated as a matter of general information, rather than to acquire methods of computation. See Teller and Brown's Business Methods, pages 202-209. Pages 183-187.

II. General Review of Percentage.

EIGHTH GRADE.

8B.

***I. Ratio and Proportion.**

Limited to Simple Proportion. Pages 261-265.

***II. Powers and Roots.** Pages 282-290.

1. Meaning of Terms.
2. Perfect second and third powers of all numbers from 1 to 12 memorized.
3. Square and cube roots found by factoring.
4. Square root by long method.
5. Pythagorean proposition.

***III. Practical Measurements.**

1. Length and Surface. Pages 116-118.
2. Lines and Angles. Pages 118-120.
3. Triangles and Quadrilaterals. Pages 120-125, 130-133.
Applications:
Plastering and Papering. Pages 125-126.
Roofing and Flooring. Pages 126-127.
Papering and Carpeting. Pages 128-129.
4. Area of circles.
5. Surface and volume of solids.
Rectangular. Pages 136-140.
Cylindrical. Pages 145-147.
Applications:
Concrete, stone and brick work. Pages 144-145.
Bins, Tanks and Cisterns. Page 147.

6. Lumber. Pages 141-144. Find practical applications.
7. General Review. Pages 149-154.

EIGHTH GRADE.

8A.

***I. Business Transactions.**

1. Business applications of Decimals. Hamilton 86-89.
2. Bills, Statements, Receipts and Accounts. See Teller and Brown's Business Methods, Chapter II. Hamilton 90-98, 192-193.
3. Promissory Notes.
See Teller and Brown's Business Methods, Chapter IV.
Essentials and Forms. Hamilton 216-222.
U. S. Rule. Partial Payments. Hamilton 222-225.
4. Banking. See Teller and Brown's Business Methods, Chapter III.
Uses and kinds of banks. Hamilton 227.
Savings Bank accounts.
Commercial Bank Accounts. Hamilton 228-231.
Borrowing from Banks. Hamilton 231-237.
5. Transferring Money.
See Teller & Brown's Business Methods, Chapters V and VI.
Personal Check. Hamilton 240.
Bank Draft. Hamilton 241-243.
Postal, Express, and Telegraph Money Orders. Hamilton 239-240.
6. Investments. (Optional.)
See Teller and Brown's Business Methods, Chapter X and XII.
Stocks and Bonds. Hamilton 248-258.
Deeds and Mortgages.

II. General Review.

1. Rapid computation drills in fundamental processes, involving integers, fractions and decimals.
2. Drills in tables of denominate numbers.
3. Drills in applications of percentage.
4. Formal statements of problems.

GEOGRAPHY AND NATURE STUDY

As life is everywhere conditioned by environment, geography, which is a study of man's physical surroundings, leads back to life and is valuable only so far as it deals with the relationship that exists between controls and responses. This does not mean that there are not mere facts to be memorized as in arithmetic. Certain arithmetical facts, as combinations of numbers, must be learned and recalled automatically to make possible rapid and accurate arithmetical calculations, so certain geographic facts, as location of places, must be learned to relate one in his environment. The learning of these geographic facts must be an important phase of the work in the Fifth and Sixth grades.

Nature Study is so related to Geography that we may consider this the correlating center. The phenomena of nature, as observed about us, and the plant and animal life of each country studied furnish the basis for this subject and a motive for its pursuit. Each teacher can do best in that realm of nature of which she knows the most, and in which her pupils are most interested.

SECOND AND THIRD GRADES.

I. Concrete Geography.

1. PURPOSES: To give the child in the simplest and most graphic form certain fundamental facts about the world in which he lives.
2. MEANS: Through observation and experiences under the suggestions and guidance of the teacher.
 - (a) DIRECTION: Cardinal and semi-cardinal points. Connect all places talked of with direction.
 - (b) DISTANCE: Develop accurate ideas of mile, half-mile; develop accurate ideas of hours, day, week, month and year as units of thought in time; discuss with pupils the different modes of travel familiar to them. Train them to make real to themselves distances by translating them into units of time in connection with walking from home to school, riding in a streetcar across the city, on the railroad to St. Paul, etc.
 - (c) TOPOGRAPHY: Observation of type forms in the neighborhood may be made in field lessons.
 - (d) PEOPLE OF THE VICINITY: (a) Compare country and city life; occupations and their relations to the seasons of the year; manner of living, etc.; (b) Public buildings: The Court House, Post Office, Public Library, Railway Stations, Hospitals, Flour Mills, etc.
 - (e) LANDSCAPE: Train children to see out of door pictures, to recognize the beauty in the landscape and to notice the life around them in its varied forms. Use many pictures in connections with 3 above, for example.

- (f) **PLANTS:** Children should know the common wild flowers of this region. Those to be used as material for drawing lessons should be carefully studied. The different kinds of trees in the neighborhood should be visited and studied. Children should know something of the life of plants in summer and winter, their needs and conditions for growth their habits, their friends and enemies. Also the use of soil to animals and to man for food, clothing, etc.
- (g) **ANIMALS:** Common domestic animals: Make special study of the cow and sheep with reference to food and clothing. Wild animals seen in circus or familiar through stories.
- (h) **BIRDS:** Children should know the common birds through their pictures, and should study as many as possible out of doors, noticing their adaptation to environment, their covering, food, homes and uses. Teach children to respect the rights of birds and animals. Explain the laws of the state for the protection of animal life.
- (i) **WEATHER AND WIND:** *As Nature gives opportunity*, observe cloud, fog, dew, rain, snow, hail, ice and frost. Notice the directions, feeling and uses of wind. Observe the effects of the weather on plants, animals and man. Let the children observe the good illustrations in nature of condensation and evaporation, expansion of water by freezing, etc. Connect these phenomena with seasons of the year. Teach year, months and seasons. Keep a simple weather record on the blackboard.
- (j) **MOON:** Compare the moon with the sun. Notice place of rising and setting. Teach the meaning of the following terms: new, full, crescent and waning.
- (k) **SUN:** Time and place of rising and setting. Notice difference in position of sunlight in a room and the height of the sun in the sky at noon. Encourage children to observe their shadows. Have them notice the length and direction of shadows at different times of the day and year. Relate these observations with facts connected with temperature and the seasons.
- (l) **STARS:** Children should be able to recognize the Great Dipper, the Pole Star, the Milky Way, the Little Dipper, Orion and the Evening Star.

REFERENCES:

For the Teacher:

Nature Study—Jackman.

Nature Study and Life—Hodge.

For the Children:

Home Geography—Fairbanks.

The Storyland of Stars—Pratt.

FOURTH GRADE.

4 B.

I. Concrete Geography.

1. Observations:

- (a) Weather records throughout the year to include sun's path, temperature, winds, and seasons. Records may be kept in note books. At intervals, comparisons should be made and facts established, as warmest, longest day in year, etc.
- (b) Type forms in the neighborhood:
 - (1) Plain, plateau, hill, valley.
 - (2) Brook, pond, lake, river.
 - (3) Shore forms.

In order to give the child concrete experiences to serve as a basis for his interpretation of geography, type forms are to be studied as field work. Pictures are valuable in extending the knowledge of children.

REFERENCES:

Home Geography—Tarr and McMurry.
 The Earth and Its People—Winslow.
 Elementary Geography—King.

II. Regional Geography: Minneapolis and Vicinity.

- 1. State maps should be shown. City maps studied; rough sketches of the city drawn on blackboard.
 - (a) Location of Minneapolis.
 - (b) Extent of Minneapolis.
 - (c) Natural features of Minneapolis.
 - (d) Industries of Minneapolis.
 - (e) History of Minneapolis.
 - (f) Connections with surrounding cities and towns:
 - (1) St. Paul—State Capital.
 - (2) Fort Snelling—Government Reservation.
 - (3) Stillwater—State Penitentiary.
 - (4) Minnetonka—Summer Resort.
 - (5) Lake Harriet—Summer Resort.
 - (6) Minnehaha Falls—Legend connected with Falls.
 - (7) Anoka—Potato Market.
 - (8) Adjacent Towns—Market Gardens, Milk Depots and Creameries, etc.

REFERENCES FOR TEACHER:

Minnesota and Its People, and Early History of Minneapolis.—John H. Stevens.
 Pen Pictures of St. Paul and Minneapolis.—T. M. Newson.
 Stories of Minnesota.—Forster.
 Minneapolis—Parsons.

FOURTH GRADE.

4A.

The value of maps, models, pictures and excursions cannot be over-estimated. Expression—drawing, modeling, graphing and writing should be employed freely.

I. Preparation for Map Study.

- (a) Plans of school room, schoolhouse, school yard, neighborhood, and home. Pupils should make rough sketches, paying little attention to scale. They may get their idea of scale from the comparison of city, county, state, and United States or North America maps.
- (b) Application of points of compass to neighborhood plans or sketches.
- (c) Study of map symbols.
- (d) Study of globe and map of hemispheres with special reference to continents.

REFERENCES:

The Earth and Its People—Winslow.
 Home Geography—Tarr and McMurry.
 Elementary Geography—King.

II. Journey Geography:

To discover our social relationships.

1. Countries to be visited.

Note: Locate each country on map of region and trace route of travel.

- (a) Cold Countries: Alaska, Greenland, Russia.
- (b) Hot Countries: Africa, India.
- (c) Germany.
- (d) Holland.
- (e) France.
- (f) Switzerland.
- (g) China.
- (h) Japan.
- (i) Indian homes in the United States.

REFERENCES:

The Earth and Its People—Winslow.
 Elementary Geography.—King.

III. Study of Children of the Countries Visited.

2. Children of Cold Countries.
3. Children of Hot Countries.
4. Children of the Desert.
5. Chinese and Japanese Children.

6. German Children.
7. Dutch Children.
8. French Children.
9. Swiss Children.
10. Indian Children.

REFERENCES:

- Seven Little Sisters—Andrews
- The Children of the Cold—Schwatka.
- The Little People of Asia—Miller.
- Snow Baby—Peary.
- Little Folks of Other Lands—Humphrey.
- Little Folks of Many Lands.—Chance.
- Land of the Long Night—Du Chaillu.
- Our Little Japanese Cousins—Wade.
- Our Little German Cousins—Wade.
- Our Little Swiss Cousins—Wade.
- Our Little Indian Cousins—Wade.
- Boys of Other Countries—Taylor.
- The Wide World—Youth's Companion Series.
- Geographical Reader—King.
- Stories of Indian Children—Husted.

For further material the teacher should select from the Little People Everywhere series: Boris in Russian, Hassan in Egypt, Um San in Japan, Fritz in Germany, and Marta in Holland.

FIFTH GRADE.

5B.

I. North America as a Whole.

1. Position.
2. General Form and Size.
3. Relief.
4. Drainage.
5. Climate.
6. Life in the Different Sections, as determined by relief and climate.
7. Occupations and Industries, as determined by relief and climate.

II. United States as a Whole.

According to outline similar to that for North America.

III. Canada, Mexico, Central America and West Indies.

According to outline similar to that for North America.

FIFTH GRADE.

5A.

I. Europe as a Whole.

Same outline as for North America.

II. Asia as a Whole.

Same outline as for North America.

SIXTH GRADE.

6B.

I. South America as a Whole.

Same outline as for North America.

II. Africa as a Whole.

Same outline as for North America.

III. Australia.

Same outline as for North America.

IV. General Geography.

1. Shape and Size of the Earth.
2. Movements of the Earth.
3. Latitude and Longitude and Standard Time.
4. Winds and Storms.
5. Movement of the Ocean.
6. Relief Forms and Agencies Producing.
7. Climate.
8. Distribution of Plants and Animal Life.
9. Peoples.

SIXTH GRADE.

6A.

I. North Central Section of States.

1. Location.
2. Coastline.
3. Relief.
4. Drainage.
5. Climate.
6. People.
7. Occupations and Industries.
8. Commerce.
9. Cities.

II. Minnesota.

1. Location.
2. Early history.
3. Relief and drainage.
4. Climate.
5. Occupations and industries.
6. Commerce.
7. Cities.
8. Schools.

III. Other Sections Treated as Above.**IV. Dependencies of the United States.**

- Alaska.
- Hawaii.
- Philippines.
- Porto Rico.
- Cuba.
- Panama.

SEVENTH GRADE.

7B.

I. British Empire.

Same outline as for United States.

II. Dependencies of Great Britain.

- Canada.
- India.
- Australia.
- New Zealand.
- Egypt and South Africa.

III. Germany, with Dependencies.

Same outline as for United States.

IV. France, with Dependencies.

Same outline as for United States.

SEVENTH GRADE.

7A.

I. Russia, with Asiatic Russia.

Same outline as for United States.

II. Scandinavian Countries, The Netherlands, Austria, Italy, Spain and Portugal.

Less extensively treated.

III. China and Japan.

Less extensively treated.

IV. Brazil, Argentina, and Chili.

Less extensively treated.

EIGHTH GRADE.

8B.

I. Climate.

1. Climatic conditions.
2. Belts of vegetation.

II. Relief.

1. Areas of Production.
2. Great Staples of the World.
 - (a) Textiles: cotton, linen, wool, silk, hemp.
 - (b) Minerals: coal, iron, gold, silver, petroleum, lead, copper and zinc.
 - (c) Foods: wheat, corn, rice, oats, barley, tea, coffee, sugar, cows, cattle, etc.

III. Man's Response to Environment.

1. Settlements where?
2. Industries.

EIGHTH GRADE.

8A.

IV. Typical Markets of the World.

1. Minneapolis as a trade center.
2. United States.
 - (a) Factors governing production.
 - (b) Commercial centers.
 - (c) Routes and methods of transportation.
 - (d) Exports.
 - (e) Imports.
3. Great Britain, France, Germany and Japan treated in the same way.
4. Markets for Minneapolis products.

HISTORY AND CIVICS

The course here outlined was suggested by the report of the committee of the American Historical Association that was appointed to consider the subject of history teaching in the elementary schools.

"We believe that a leading aim in history teaching is to help the child to appreciate what his fellows are doing and to help him to intelligent voluntary action in agreement or disagreement with them. To accomplish these results, there must be continuous attention, in each of the grades, to events in the past which the pupil can understand, and also to contemporary problems suited to his intelligence. The various fields of human activity must be drawn upon for these events, political, industrial, social, educational, religious, and no one of them should exclude the others."

"Fundamentally, our plan is based on the proposition that the history teaching in the elementary schools should be focused around American History. But we do not mean to imply that American History signifies an account of events alone which have occurred in America. Our aim is to explain the America of today, its civilization, its institutions and its traditions. America cannot be understood without taking into account the history of its peoples before they crossed the Atlantic. Too much emphasis has been laid upon the Atlantic as a natural boundary not merely of the American continent, but also of the history of America."

It is by no means intended that the groups of topics outlined for Fifth and Sixth grades should be taught as organized history. The object here is to give impressions arranged in chronological sequence that will let the pupils catch the spirit and the purpose of our country and understand types of our national life.

Important topics in Seventh and Eighth grades are starred. Their relative importance is indicated by the number of stars. Topics with four stars are of the greatest importance; with three stars, less, etc.

FOURTH GRADE.

4B.

I. Celebrations.

1. Columbus Day; Story of Columbus.
2. Thanksgiving Day; the Story of the Pilgrims.
3. Christmas; Hebrew Hero Stories; Christmas customs in other countries.

II. Local History.

(Dates are given largely for the teacher's use. Little emphasis should be placed on exact dates, with two or three exceptions, as the time of the first visit by a white man—Nicollet, etc. Associate this with date of discovery of America.)

1. Early explorers: story of their visits to this locality. Nicollet (1634-35); Radisson and Groseilliers (1654); Marquette and Joliet (1673); Hennepin (1682).

2. Fur trading with the Indians: Sioux (Dakotas); Ojibways.
3. Falls of St. Anthony: naming; description of past and present appearance of the falls.
4. Fort Snelling (1820).
5. The first settlers (1820-1834): (a) In St. Anthony; (b) On the west side of the river; prominent men, as Col. Stevens.
6. The first house (1849), the Stevens house; visit this house in Minnehaha Park if possible.
7. Early farms; middle state products grown in Minnesota previously considered uninhabitable.
8. Advantages of the location: water power; head of navigation on the Mississippi; one hundred and fifty miles from Lake Superior; limestone rock; subsoil of gravel.
9. Surveying and naming the settlement (1854): patterned on English Section of New Orleans by Col. Stevens; named from Dakota "Minne" water and Greek "polis" city.

III. Civics.

The aim in civics should be to impress respect for the laws which protect us, regard for the personal and property rights of others and pride in the various departments of the City Government.

1. Policeman: What does he do? His uniform. The patrol box. The patrol wagon. What is each for? What may be done to assist the policeman? Stories of the policeman's work and bravery.
2. Streets: Why do we have streets? The street sprinkler and the garbage man. What does each do? How and why is it done? How can pupils help in keeping streets and alleys clean?
3. Fire: What are the dangers of fire, especially in large cities? Who helps to fight fire? How do we let them know where and when there is a fire? How do they put out a fire? Visit the station nearest your home. Read "Firebrands."
4. Library: Why a city library? What use do you make of it?
5. Parks and Playgrounds: Where are the parks? What do we do at the parks? What we may see at the parks. Why we have parks. Who takes care of parks? How can you help? Who are the Park Commissioners? What do they do?

FOURTH GRADE.

I. Celebrations.

4A.

1. Lincoln's Birthday.
2. Washington's Birthday.
3. Memorial Day; associate with the Story of Lincoln.
4. Fourth of July; associate with the Story of Washington.
5. Flag Days; The Story of the First Flag.

II. Local History.

2. Growth of Minneapolis; rapid after 1855: causes; advantages of location. See B. 4, 8.
2. Industries that developed the city: (a) lumber mills (pine forest of Northern Minnesota with treeless prairies for a market); (b) flour mills (the hard Northwestern spring wheat contains most valuable food elements).
3. First railroad (1865): Minnesota Central: growth of great railroad systems (brief).
4. First public school: site of the present Court House, destroyed by fire and replaced by the Washington School (1865).
5. Library Association (1859).
6. City Government chartered and St. Anthony annexed (1867-1872).
7. Exposition (1885): (building now occupied by the International Stock Food Company).
8. Court House and City Hall (1887).
9. Street cars: horse cars (1875); Twin City Lines (1888).
10. Post Office: St. Anthony (1851); West side of river (1854).
11. Present Industries: Minneapolis as a great distributing center; manufacture of flour, lumber, machinery, farm implements, furniture, etc.
12. Public Buildings: schools, libraries, art galleries, churches, Masonic Temple, etc.
13. Social Interests: public libraries, public parks, Garden Association, etc.

III. Civics.

1. City Water: Trace the water from your faucet to the pumping station. Where does the water come from? Why is it better to have city water than well water?
2. Drainage System: Why do we have this system?
3. Health: How do the people of the city protect their health? Who are the Health Officers? How do they ensure the sale of pure milk? What have they to do with the city water?
4. The School: Why do we have schools? Why should we attend school? Who is placed in charge of the schools?
5. The Postman: When he comes. What he does. Where do letters come from? Where do they go to? How do they travel? Who has charge of them? Talk with the postman.

FIFTH GRADE.

5B.

I. American Explorers.

1. Columbus.
2. Ponce de Leon, Cortez, De Soto, Magellan.
3. Cabot, Drake, Raleigh.
4. Champlain, Hudson.

II. Virginia Life.

1. John Smith, Pocahontas.
2. Industries, manners, and customs of first settlers.
3. Relations with the Indians.

III. New England Life.

1. Miles Standish, type of Pilgrim.
2. John Winthrop, type of Puritan.
3. John Elliot, type of Missionary.
4. King Philip, type of Indian.
5. Industries, manners and customs of New England.

FIFTH GRADE.

5A.

IV. Dutch, Quaker and Other Settlers.

1. Peter Stuyvesant.
2. Manners, customs, and industries of New Netherlands.
3. William Penn.
4. Manners, customs and industries of the Quakers.
5. James Oglethorpe.
6. Manners, customs and industries of Southern planters.

V. New France.

1. LaSalle, Hennepin, Marquette.
2. Radisson and Groseilliers.
3. Life of the trapper, the Jesuit Missionary and the soldier of New France.

VI. Benjamin Franklin.

1. Boyhood, his trip to Philadelphia.
2. As an inventor.
3. Aid to the Colonies (French and Indian War).
4. "Poor Richard."

VII. Civics.

1. Review of fourth grade work.
2. Religious liberty.
3. Laws: meaning of government.

SIXTH GRADE.

6B.

I. Before the Revolution.

1. Patrick Henry.
2. Samuel Adams.

II. The Revolution.

1. George Washington.
 - (a) Boyhood, plantation life in Virginia.
 - (b) Washington as Surveyor.
 - (c) His famous journey to the Ohio River.
 - (d) With Braddock.
2. Declaration of Independence.
3. Stories of the Army.

III. Other Revolutionary Heroes.

1. Nathan Hale.
2. Nathaniel Greene.
3. Morgan.
4. Marion.
5. Paul Jones.
6. La Fayette.

IV. The Great West.

1. Daniel Boone.
2. Boonesboro, manners and customs in early Kentucky.
3. Story of life on the Mississippi.
4. John Sevier, story of early life in Tennessee.

V. The Northwest.

1. George Rogers Clark; winning the Northwest.
2. Life in Kaskaskia; Vincennes.

VI. The New Republic.

1. Washington; his inauguration.
2. Locating the capital.
3. Eli Whitney; life on a cotton plantation.

SIXTH GRADE.

6A.

VII. Increasing the Size of the New Republic.

1. Thomas Jefferson.
2. Purchase of Louisiana.
3. Lewis and Clark; story of expedition and discoveries.
4. Andrew Jackson, Indian fights, Florida.

VIII. Internal Improvements.

1. The first steamboat—life of Fulton.
2. The first railroad.
3. The Erie Canal; its importance; natural roads.
4. The telegraph—life of Morse.

IX. The Republic Grows Larger.

1. Sam Houston.
2. David Crocket; story of the Alamo.
3. Fremont; Kit Carson.
4. Spanish Missions in the Southwest.
5. Discovery of gold in California.

X. Three Great Statesmen.

1. Webster.
2. Clay.
3. Calhoun.

XI. The Civil War.

1. Abraham Lincoln.
2. Robert E. Lee.
3. Ulysses S. Grant.
4. Other Northern and Southern Generals.

XII. The Spanish American War.

1. Dewey; Sampson; Schley.
2. Acquisition of territory.

XIII. Civics.

1. City government.
2. Juvenile Court.
3. Suffrage; immigration; naturalization.

SEVENTH GRADE.

7B.

I. Preliminary Survey.

1. Where Americans came from.
2. When America was unknown how the world looked.
3. What America started with. Inventions and knowledge before Columbus.

II. Geographical Conditions.

1. Greece and her neighbors: What we have learned from them.
 - (a) Famous legends.
 - (b) Famous Greek cities.
 - (c) Unforgotten memories of Greek courage.
 - (d) The Greeks as builders and artists.
 - (e) Greek boys and Greek men.
 - (f) How Greek ways of living were carried to other lands.*
2. The Romans: What they learned from the Greek and what they have taught us.
 - (a) How the Romans began.
 - (b) How Rome conquered the lands about the Mediterranean.
 - (c) The Romans in the West.*
 - (d) Rome: Capital of the Empire.
 - (e) Rome and Christianity.*
3. Teutonic Life: The Heir of the Romans.
 - (a) The German tribes.
 - (b) Alfred and the English.**
The Vikings and the Danes.
 - (c) How the English began to win their liberties.***
 - (1) King John and The Great Charter.
 - (2) Beginning of the English Parliament.

- (d) How People lived in England and in Europe during the Middle Ages.***
 - (1) The towns, York, Chester, Carcassonne and Nuremberg.
 - (2) Village life.
 - (3) The Nobles.
- (e) The Church in the Middle Ages.
- 4. Routes and trade between the East and the West.****
 - (a) Pilgrimages.
 - (b) The Crusades—growth of trade and love of travel.
 - (c) Trading cities.
- 5. Discovery of the New World.
 - (a) Beginnings of Discovery.**
 - (1) Voyages of the Northmen.
 - (2) Marco Polo.
 - (3) Portuguese voyages.
 - (b) Columbus.****
 - (1) His early life.
 - (2) First voyage.
 - (3) Later voyages.
 - (c) Successors of Columbus.**
 - (1) Amerigo Vespucci.
 - (2) John Cabot.
 - (3) Vasco da Gama.
 - (4) Balboa.
 - (5) Magellan.
 - (6) Cartier.
 - (d) Beginnings of Conquest.***
 - (1) Cortez.
 - (2) De Soto.
 - (3) How the Spaniards used their conquests.
- 6. European rivalries which influenced conquest and colonization.
 - (a) England in the days of Elizabeth.*
 - (1) Stories of "Good Queen Bess."
 - (2) English seamen and the King of the Spanish.
 - (b) France, another rival of Spain.*
 - (1) Story of Bayard.
 - (2) The French and the Spaniards in conflict in America.
 - (c) The King of Spain attacked by his subjects, the Dutch.**
 - (1) Description of Holland.
 - (2) The quarrel with Spain.
 - (3) The revolt of the Dutch.
 - (d) Englishmen join in the fight against Spain.***
 - (1) English and Dutch; story of Sir Philip Sidney.
 - (2) War between England and Spain.
 - (3) Story of the Great Armada.

- (e) English Voyages Westward.***
 - (1) Story of Gilbert.
 - (2) Raleigh's First Colony.
 - (3) Raleigh's Second Attempt.

SEVENTH GRADE.

7A.

III. The First Settlement of the Three Rivals of Spain.

1. North America—Geographic conditions.**
 - (a) Climate, natural resources and general situation.
 - (b) Difficulty of reaching the Mississippi Valley.
2. Getting to the colonies.*
 - (a) Ships.
 - (b) Colonizing companies.
3. The First English Settlement.***
 - (a) Hardships.
 - (b) John Smith.
 - (c) Relations with the Indians.
 - (d) Negro slaves.
 - (e) Representative assembly.

IV. Exiles for Political or Religious Cause.

1. The first exiles for conscience's sake ; the Pilgrims.***
 - (a) Holland.
 - (b) Voyage to America.
 - (c) Early days of Plymouth Colony.
2. The Puritans Plan to Emigrate.*
 - (a) King Charles and his Parliament.
 - (b) Who were the Puritans?
3. The Great Emigration.***
 - (a) Settlement of Boston.
 - (b) How the Puritans governed themselves.
 - (c) Emigration from Massachusetts to Connecticut.
4. Other Exiles.**
 - (a) Roger Williams.
 - (b) Lord Baltimore and the founding of Maryland.
5. Puritan and Cavalier in England.*
 - (a) John Hampden.
 - (b) War between King and Parliament.
 - (c) Triumph of Parliament.
6. New Exiles from England.**
 - (a) English laws regarding worship.
 - (b) William Penn and settlement of Pennsylvania.
 - (c) Huguenot exiles.
 - (d) Gustavus Adolphus.

V. Colonial Rivalries.

1. Early conflicts.*
 - (a) In the West Indies.
 - (b) Peter Stuyvesant and the English.
 - (c) European settlements in the West Indies and the Navigation Laws.
2. The French in the Mississippi Valley.***
 - (a) Marquette.
 - (b) La Salle.
3. The arrival of the Dutch.**
 - (a) Henry Hudson.
 - (b) Manhattan Island settlement.
4. The First French Settlement.**
 - (a) Quebec and Montreal.
 - (b) Champlain.
 - (c) Feud between the Iroquois and the Algonquins.

VI. Growth of the English Colonies.***

1. The New England Confederacy.
2. Troubles with Indians.
3. Discontent with governors.
4. Expansion southward and westward.

VII. Struggle for Colonial Empire Between England and France.

1. The Dutch and the English against France.*
 - (a) Revolution of 1688 in England.
 - (b) Bill of Rights.
 - (c) Sir Edmond Andros.
2. The Colonies at War.
 - (a) Border Warfare in William and Anne's reign.
 - (b) Results of the War.
3. Beginnings of the Final Struggle.
 - (a) England and France take sides over Silesia.
 - (b) King George's War.
 - (c) Dupleix and Clive in India.
4. Causes of Conflict in America.***
 - (a) Clash in Ohio Valley.
 - (b) Braddock's Expedition.
 - (c) Montcalm and Wolfe.
5. Close of the War.*
 - (a) Peace terms.
 - (b) New Colonial Empire of England.
6. Review of English Colonies.**

VIII. From Colonies to Commonwealth.

1. The Country across the Alleghanies.***
 - (a) Policy of the English Government.
 - (b) Kentucky and Tennessee.

2. Social Life, Industry and Trade in the Colonies.***
 - (a) Occupations.
 - (b) Social conditions.
3. Government in the Colonies.**
 - (a) The Crown and the people.
 - (b) Kinds of Colonial governments.
 - (c) Comparison with other European Colonies.
4. Grievances of the Colonies—causes of the Revolution.***
 - (a) Before the Stamp Act.
 - (b) Resistance to new taxes.
 - (c) Beginnings of violent resistance.
5. Opening of the Revolutionary War.**
 - (a) Lexington, Bunker Hill, etc.
 - (b) Independence.
 - (c) Organization of Colonies into States.
6. Period of Difficulty.**
 - (a) Struggle about New York.
 - (b) Burgoyne's Expedition.
 - (c) Loss of Philadelphia.
7. Struggle west of the Alleghanies.**
 - (a) The Northwest.
 - (b) George Rogers Clark.
8. The French Alliance.***
 - (a) Reasons for it.
 - (b) First consequences.
 - (c) Increasing difficulties of the English.
9. War in the South, a new period of difficulty.**
 - (a) Losses in the South.
 - (b) Treason of Arnold.
 - (c) Recovery of the South.
10. Close of the War.***
 - (a) Yorktown campaign.
 - (b) Why the war went on.
 - (c) Peace.
11. England after the Revolution.
 - (a) Attitude toward the New Republic.
 - (b) English Colonies: Canada and Australia.

IX. Civics.

1. Family government.
2. Tribal government.
3. Forms of government of civilized nations.
4. Functions of government.
5. Relation of mother government to colonies.
6. Relation of colonies to mother government.
7. Forms of colonial government.
8. Form best fitted to colonial life.

EIGHTH GRADE.

8B.

I. Organization of the United States.

1. The New Republic.****
 - (a) Weakness of the government under articles of confederation.
 - (b) Distress in the Republic.
 - (c) The Northwest and Ordinance of 1787.
2. The Constitution.****
 - (a) The convention of 1787.
 - (b) Powers granted National Government.
 - (c) Powers taken from the States.
3. The New Government.***
 - (a) Adoption of the Constitution.
 - (b) Organization of the new government.
 - (c) Washington's administration.

II. The New Republic and Revolutions in Europe.

1. Revolution in France.*
 - (a) Grievances of the French people.
 - (b) The King conquered by his people.
 - (c) Overthrow of the King.
2. European Wars and American Interests.*
 - (a) How the war affected America.
 - (b) Neutral commerce.
 - (c) Troubles during Adams' administration.
3. Advent of Jefferson.***
 - (a) Election of 1800 and its consequences.
 - (b) Purchase of Louisiana.
 - (c) Opening new territory.
4. New wars in Europe and their consequences to America.*
 - (a) Napoleon Bonaparte.
 - (b) His war with England.
 - (c) How America was affected.
5. The War of 1812.***
 - (a) Its causes.
 - (b) The struggle about Lake Erie.
 - (c) Victories of the "Constitution."
 - (d) War unpopular in New England.
 - (e) Peace of Ghent.
 - (f) End of the European War.
6. The Creeks and Seminoles, and purchase of Florida.

III. Industrial and Social Development.

1. The Industrial Revolution in England and America.****
 - (a) Industrial changes in England.
 - (b) Cotton.
 - (c) Factories.
 - (d) Steamboats.

2. Western Emigration.****
 - (a) New homes beyond the Alleghanies.
 - (b) The settlers.
 - (c) Life of the settler.
3. Social conditions about 1820.****
 - (a) Free and slave labor.
 - (b) Missouri Compromise.
 - (c) Beginnings of American literature.

IV. New Neighbors and New Problems.

1. Revolt of the Spanish Colonies.*
2. Politics from 1824 to 1832.***
 - (a) Election of 1824.
 - (b) Internal improvements and the tariff.
 - (c) "Reign" of Jackson.
3. Three Great Questions.***
 - (a) New method of electing a president.
 - (b) Banks.
 - (c) Anti-slavery movement.
4. Our Neighbors.***
 - (a) Texas.
 - (b) The Oregon Question.
 - (c) Canada.
5. War with Mexico.***
 - (a) Annexation of Texas.
 - (b) The War.
 - (c) Results.

V. Civics.

1. Making of the Constitution.
2. Nature of the Constitution.
3. Interpretation by parties.

EIGHTH GRADE.

8A.

VI. Expansion Makes the Slavery Question Dominant.

1. California.*
 - (a) Discovery of gold.
 - (b) Compromise of 1850.
 - (c) Failure of Compromise.
2. The North re-enforced—industrial and social development.***
 - (a) New causes of emigration from Europe.
 - (b) Development of transportation.
 - (c) The New West.
3. Slavery in the West.****
 - (a) Kansas-Nebraska questions.
 - (b) A New Party.
 - (c) Dred Scot case and John Brown Raid.
 - (d) Lincoln-Douglas debates.

VII. The Crisis of the Republic.

1. The Crisis of the Union.****
 - (a) Election of 1860.
 - (b) The Secession movement.
2. Civil War.**
 - (a) Relative power of Southern Confederacy and the Federal Government.
 - (b) Fort Sumter and call to arms.
3. Varying Fortunes of the Conflict.****
 - (a) Cutting off of the Confederacy.
 - (b) General plan of the struggle on land.
 - (c) Emancipation Proclamation.
4. Turning of the Tide.**
 - (a) Crisis of the struggle in the East.
 - (b) Crisis on the Mississippi.
 - (c) On the threshold of the cotton states.
5. Overthrow of the Confederacy.***
 - (a) The Virginia campaign of 1864.
 - (b) Sherman's invasion of the cotton states.
 - (c) Appomattox.
6. The Problems of Restoration of Peace.****
 - (a) Reconstruction.
 - (b) Methods of reconstruction.
 - (c) Troubles in the South.

VIII. The New Union.

1. The New Union.***
 - (a) Opening of the Far West.
 - (b) Financial crisis.
 - (c) Close of Reconstruction Policies.
2. The Problems of the Republic.****
 - (a) From industrial growth.
 - (b) From commercial rivalry of Europe.
 - (c) From war with Spain.
 - (d) Education.

IX. Civics.

1. Operation of the Constitution.
2. Relation of state to national government.
3. Present problems suggesting changes in the Constitution.

MUSIC

FIRST GRADE.

The pupils are to spend the entire year in singing rote songs. Teachers may select good songs from any source. The Gaynor books are furnished to all first grades. Early in the year, teach the songs on pages 2, 3, 4, 5, 7, 14, 15, 16, 17, 28, 36, 39, 45, 50, 56 of the Congdon Primer, No. One. These songs furnish the foundation for the 2B grade work.

SECOND GRADE.

2B.

Congdon Primer, No. One.
Primary Melodies, Page 19 and on.

2A.

Congdon Primer, No. Two.
Eleanor Smith Music Course, Book One, pages 1 to 70. Omit pages 60 (Lavender's Blue), 66 (Mother Hen). On pages 54, 55, 59, 60, 66 change the time from 2-4 to 4-8.

Modern Music Series, Primer, pages 26 to 68, 112 to 126. Omit rounds and two-part work. Songs and exercises in 2-4 measure containing eighth notes are to be sung in 4-8 measure. Songs and exercises in 3-4 and 4-4 measure containing eighth notes are to be omitted.

Rote Songs.

THIRD GRADE.

3B.

Eleanor Smith Music Course, Book Two, pages 1 to 37.
New Educational Music Course, First Reader, pages 1 to 70.

3A.

New Educational Music Course, First Reader, pages 30 to 58.
Eleanor Smith Music Course, Book Two, pages 37 to 58.

FOURTH GRADE.

4B.

New Educational Music Course, First Reader, pages 55 to 76.
Modern Music Series, First Book, pages 1 to 50.

4A.

Eleanor Smith Music Course, Book Two, pages 58 to 142.
New Educational Music Course, First Reader, pages 76 to 112.

FIFTH GRADE.

5B.

Eleanor Smith Music Course, Book Three, pages 1 to 31.

Modern Music Series, First Book, pages 50 to 124.

5A.

Modern Music Series, Second Book, pages 1 to 100. Omit all three-part songs and three-part exercises.

SIXTH GRADE.

6B.

Eleanor Smith Music Course, Book Three, pages 31 to 130. Omit all three-part songs and three-part exercises.

6A.

Modern Music Series, Second Book, pages 100 to 177.

Eleanor Smith Music Course, Book Three, pages 121 to 190.

SEVENTH GRADE.

7B.

Eleanor Smith Music Course, Book Four, pages 1 to 130. Sing all the songs and exercises on pages 60 to 71, but do nothing with the scales.

Cantatas for unchanged voices.

7A.

Modern Music Series, Alternate Third Book, pages 1 to 124. Sing all the exercises and songs but omit all scales, triads and other theory.

Cantatas for unchanged voices.

EIGHTH GRADE.

8B and 8A.

School Song Book.

Laurel Music Reader or School Songs with College Flavor. Take the songs in any order desired.

Cantatas for mixed voices.

PHYSICAL TRAINING

Effort is made to get a general training in the possibilities of the use of the human mechanism. This goal is reached through training for alert muscular response, by means of set class exercises taken at command; through utilizing and developing the rhythmic sense, by rhythmic exercises; through arousing the dormant race instincts for running, throwing, striking, chasing, catching, etc., by games; and through use of the later developed instinct for competition and co-operation by means of more highly organized games and athletic competitions.

The work is taken in the fresh air as much as possible; windows open, in the open corridors, or in the school yard. So far as possible no two recitations or study periods are taken without opportunity for exercise or play between them; and these exercises and plays are of a type to call into use the large muscles of the back and legs that have been tired and stretched by sitting.

Particular emphasis is put on correct form in exercising as through form the best results are obtained; and special effort to get correct standing and sitting and walking is made at all times. In the lower grades the exercises are made occupational in type whenever possible.

The exercises given below are *samples* from the Outline in Physical Training and do not constitute the whole of the work.

FIRST GRADE.

I. Set Exercises.

1. Introductory.
 - Position.
 - Deep breathing.
 - Eyes right (or left) Front.
 - Feet close. Open.
2. Chest.
 - Hands on hips, place.
 - Head backward bend. Upward raise.
 - Arms upward bend. Downward stretch.
3. Balance or Leg: Heels raise. Sink.
4. Running and jumping.
5. Respiratory exercises.

II. Rhythmic Exercises.

1. Follow step.
2. Follow step with heel raising behind.
3. The Washerwoman, and other Folk Dances.

III. Games.

1. Cat and Rat.
2. Crow Race.
3. Bean Bag Passing.

4. Fly Feather.
5. Tag.
6. The Snake.

SECOND GRADE.

I. Set Exercises.

1. Introductory.
Position.
Breathing.
Feet close. Open.
Right (or left) foot forward place. Replace.
2. Chest.
Hands on hips place.
Head backward bend. Head raise.
Head to the right bend. Head raise.
Arms upward bend. Downward or sideways or upward stretch.
3. Balance or Leg.
Feet sideways place. Together place.
Heels raise. Sink.
4. Running and jumping.
5. Respiratory exercises, thistle blowing, etc.

II. Rhythmic Exercises.

1. First grade exercises.
2. Follow step with knee raising in front.
3. Follow step with heel raising across in front.
4. Klapdans, and other Folk Dances.

III. Games.

1. First grade games.
2. Imitation.
3. Rabbit Chase.

THIRD GRADE.

I. Set Exercises.

1. Introductory.
Position.
Breathing.
Right (or left) face.
Right (or left) foot outward place. Replace.
2. Chest.
Hands on hips place.
Head backward bend. Head raise.
Arms upward bend. Elbows forward bend. Backward fling.
Arms downward fling.
3. Balance or Leg.
Heels raise. Sink.
Right (or left) foot forward raise. Replace.

4. Arms.
Arms upward bend. Sideways stretch. Bend. Upward stretch.
Bend, etc.
5. Back.
Hands on hips place. Body forward bend. Body raise. Position.
6. Running and jumping.
7. Respiratory exercises.

II. Rhythmic Exercises.

1. Second grade exercises.
2. Skipping step.
3. Dance to Your Daddy.
4. Shoemaker's Dance.
5. Folk Dances.

III. Games.

1. Japanese Tag.
2. Lamé Wolf.
3. Follow My Leader.
4. Catch the Handkerchief.
5. Bag Board.

FOURTH GRADE.

I. Set Exercises.

1. Introductory.
Position.
Breathing.
Right (or left) foot backward place. Replace.
Heels raise. Sink.
2. Chest.
Hands on neck place. Head backward bend. Head raise.
Position.
Arms forward (or sideways) fling. Downward sink.
3. Balance or Leg.
Heels raise. Knees bend. Knees stretch. Heels sink.
4. Back.
Wood chopping exercise.
5. Abdominal.
Body backward bend. Body raise.
6. Side.
Body to the right (or left) bend. Body raise.
7. Running and jumping.
8. Respiratory exercises.

II. Rhythmic Exercises.

1. Third grade, and
2. Change step.
3. Folk Dances.

III. Games.

1. Bean Bag Relay Race.
2. I Put My Right Hand In.
3. Simon Says.

FIFTH GRADE.

I. Set Exercises.

1. Introductory.
 Position.
 Breathing.
 Right (or left) face.
 Right or left about face.
2. Chest.
 Hands on neck place. Head backward bend. Head raise. Elbows forward bend. Backward fling. Position.
 Arms forward and upward fling. Forward and downward sink.
3. Balance or Leg.
 Left (or right) foot forward raise. Replace, or Ground.
4. Shoulders.
 Arms upward bend. Arms sideways, or forward, or upward thrust. Bend. Position.
5. Back.
 Body forward bend.
 Wood chopping.
6. Abdominal.
 Body backward bend. Body raise.
7. Side.
 Scythe swinging exercise.
8. Running and jumping.
9. Respiratory exercises.

II. Rhythmic Exercises.

1. Fourth grade, and
2. Toe pointing with Change Step.
3. Folk Dances.

III. Games.

1. Three Deep.
2. Boiler Burst.
3. French Blind Man's Buff.
4. Mr. Slap Jack.
5. Hunt the Key.
6. Hopping Race.
7. Tossing Race.
8. Bean Bag Drill.

SIXTH GRADE.

I. Set Exercises.

1. Introductory.
Position.
Breathing.
Right (or left) about face.
Alternate heels and toes raise.
2. Chest.
Hands on hips place. Body forward bend. Head backward bend.
Head raise. Body raise. Position.
Arms sideways and upward fling. Sideways and downward sink.
3. Balance or Leg.
Left (or right) forward lunge. Replace.
Hands on hips place. Left (or right) foot forward place.
Heels raise. Knees bend. Knees stretch. Heels sink. Replace.
Position.
4. Shoulders.
Arms sideways raise. Circle. Downward sink.
5. Back.
Feet sideways place. Body forward bend. Body raise.
6. Abdominal.
Left (or right) foot forward place. Body backward bend. Body raise. Position.
7. Side.
Body to the right twist. Forward twist.
8. Running and jumping.
9. Respiratory exercises.

II. Rhythmic Exercises.

1. Follow step with rising on toes.
2. Cross balance step.
3. Folk Dances.

III. Games.

1. Duck on the Rock. (With bean bags.)
2. Wrestling Circle.
3. Umbrella Ball.
4. Hill Dill.
5. Tag the Wall Relay Race.
6. Relay Flag Race.
7. Touch Ball No. 1.
8. Dodge Ball No. 1.
9. Jolly Fisherman.
10. Catch Ball.
11. Steps.

SEVENTH GRADE.

I. Set Exercises.

1. Introductory.
 - Position.
 - Breathing.
 - Right (or left) about face.
 - Right (or left) foot outward place. Replace.
2. Chest.
 - Hands on neck place. Right (or left) forward lunge. Replace.
 - Position.
 - Right (or left) forward lunge. Arms forward and upward fling.
 - Sideward and downward sink. Replace.
3. Balance or Leg.
 - Right (or left) knee forward raise. Forward stretch. Bend.
 - Downward stretch.
7. Shoulders.
 - Right arm upward and left arm outward fling. Reverse.
5. Back.
 - Hands on neck place. Body forward bend. Body raise. Position.
6. Abdominal.
 - Hands on neck place. Body backward bend. Body raise. Position.
7. Side.
 - Hands on neck place. Body to the right bend. Body raise. Body to the right (or left) twist. Forward. Position.
8. Running and jumping.
9. Respiratory exercises.

II. Rhythmic Exercises.

1. Sixth grade exercises.
2. Cross balance step with rhythmic arm movements.
3. Cross balance step with rhythmic body movements.
4. Cross balance step with arm and body movements combined.
5. Hopping step.

III. Games.

1. Straddle Ball.
2. Bears and Cattle.
3. Touch Ball No. 2.
4. Towel Race.
5. One Legged Relay.
6. All Up.
7. Circle Tag.
8. Stride Pass Ball.

EIGHTH GRADE.

I. Set Exercises.

1. Introductory.
 - Position.

Breathing.

Alternate heels and toes raise.

Alternate toes raise.

2. Chest.

Body forward bend. Arms forward and upward raise. Arms sideways and downward sink. Body raise.

Arms forward bend. Body forward bend. Arms backward fling.

Bend. Fling. Bend. Body raise. Position.

3. Balance or Leg.

Right (or left) foot forward place. Heels raise. Knees bend. Knees stretch. Heels sink. Position.

4. Shoulders.

Arms sideways raise. Body forward bend. Arms circle. Body raise. Arm sink.

5. Back.

Arms forward and upward raise. Body forward bend. Raise. Bend. Raise. Arms sideways and downward sink.

6. Abdominal.

Arms forward and upward raise. Body backward bend. Body raise. Arms forward and downward sink.

7. Side.

Arms forward and upward raise. Body to the right (or left) bend. Body raise. Arms sink.

8. Running and jumping.**9. Respiratory exercises.****II. Rhythmic Exercises.**

1. Seventh grade exercises.

2. Rocking step.

3. Folk Dances.

III. Games.

1. Playground Ball.

2. Basket Ball.

3. Dodge Ball.

4. Potato Race.

5. Pin Ball.

6. Combination Race.

7. Pin Guard of Club Circle.

For other games see the special Outline on Organized Play at Recess.

HYGIENE

The children in the first three grades are too young to enter upon the study of Hygiene, but they are not too young to be encouraged in habits of cleanliness, modesty and neatness.

The child at this age does not control his life. His personal habits are those of the home. The teacher, therefore, should co-operate with the nurse and school physician in efforts to establish favorable conditions for the child's development, and should take time during the day to further hygienic habits.

The rules of the School Board empower the teacher to insist on decent conduct and a cleanly person and attire for each child attending school, Section 47, 48 and second paragraph of Section 49, Rules and Regulations for the Government of Schools. The condition, however, in which a child presents himself in the school-room depends on home care, and some discretion must be exercised when dealing with the subject.

FIRST AND SECOND GRADES.

Health Rules.

Neatness.

Cleanliness.

Bathing.

Fresh Air.

Sleeping (retire early).

Food.

Avoid tea, coffee and cheap candy.

THIRD GRADE.

I. Cleanliness.

1. Washing of face, neck, ears, hands, and feet.
2. Care of hair, nails, mouth, teeth.
3. Tidiness of desk, schoolroom, school toilet (defacement, etc.), yard, street, clean shoes (door mat), disposal of waste paper, fruit skins.
N. B.—The teacher should give special instruction upon method and frequency of washing various parts of the body.

II. Fresh Air and Sunshine.

1. Value of a large amount of window space.
Value of south windows.
2. Vision: Poor vision due to insufficient light, artificial light, light from wrong direction, poor print, glazed paper, sun on book or paper.

III. Food.

1. Chewing.
2. Avoidance of cheap candy.
3. Fried food, etc.
4. Too much meat.
5. Suitable lunches for recess.

IV. Drink.

1. Need of private or individual drinking cups.
2. Proper amount of water.
3. Dangers of tea and coffee.

V. Play, Work and Rest.

1. Value of exercises.
2. Value of open air for exercises.

VI. Sleep.

1. Time for going to bed and for getting up.
2. Open windows or porch.
3. Darkness and quiet.
4. Happiness on retiring.

VII. Posture in Sitting and Standing.

1. Flat chest vs. flat back.
2. Need of frequent exercise periods.

VIII. Clothing.

1. Suitable for the season.
2. Avoid bundling the neck.
3. Rubbers off in the class room.

IX. Injurious Effects of:

1. Cigarette smoking.
2. Chewing gum.
3. Other bad habits, such as spitting, exchanging apples or candy.

X. Dangers of:

1. Roller or other public towels.
2. Decaying refuse, flies, odors, etc.

FOURTH GRADE.

In this and the following grades continue the effort to establish habits of hygienic living. Increased attention, however, should be given to the physiological facts that are the reason for the desirability of these habits.

I. Cleanliness.

1. Physiology of the skin.
 2. Enforce habits suggested in preceding grades and add simple lessons on sweat, pores, outer skin, frequency of and materials used in bathing. The unclean person vs. the rights of the community.
- References.

3. Hygiene of :

- (a) Care of bowels and kidneys.
Use of water, fruits, coarse foods.
- (b) Care of teeth.
Need of care of temporary set. Relation of this care to the solidity and shape of permanent set.
- (c) Cleanliness in the home: Care of dishes, towels, floor, toilet and basement.

II. Fresh Air and Sunshine.

1. Effect on plant life, pale plant vs. green plant.
2. On health of people, pale people vs. ruddy people.
3. Relation of lack of fresh air and sunshine to tuberculosis.

III. Food and Drink.

1. Necessity for.
2. Kinds of.
3. Method of preparation.
4. Protection from flies and dirt.

IV. Exercise and Rest.

1. The effect of exercise on the lungs and heart.
2. The importance of rest.
3. Bathing after exercises. Why?

V. Bones.

1. Composition and function.
2. Hygiene.
 - (a) Suggest foods that are helpful because of their mineral elements.
 - (b) Enforce habits of posture suggested in preceding grades.
 - (c) Emphasize good posture in walking and running, and the avoidance of harmful positions in sitting and standing.
 - (d) Lateral curvature.

VI. Joints.

1. Structure and function.
2. Simple treatment of a sprain.

VII. Alcohol and Tobacco.

1. Cigarettes: filth, cost, loss of work.
Effect on growth of mind and body.
2. Alcoholic drinks:
 - (a) Repulsiveness of effects.
 - (b) Sorrow and discomfort to others.
 - (c) Economic loss to community.

FIFTH GRADE.

N. B.—See note at beginning of Fourth Grade.

I. Cleanliness.

1. Of body.
 - (a) Review the work of the preceding grades.
 - (b) The study of the skin—its two layers and their uses.
 - (c) The care of burns, surface cuts and sores.
2. Of home, yard and street.

Emphasis should be placed on the child's responsibility for tidiness.
3. Relation of individual to community.

II. Clothing.

1. Simple lessons on tidiness, the importance of dry skirts, stockings, and shoes, and the proper care of handkerchiefs.
2. Kinds of clothing, material and uses at different seasons.
3. Rubbers, uses and danger.

III. Food and Drink.

1. Importance of regularity and temperance in eating.
2. Proper behavior at the table.
3. Time of and for meals.

IV. Digestion in the Mouth.

1. Proper mastication, teeth and saliva.
2. Care of teeth.
3. Relation to good digestion.

V. Fresh Air and Sunshine.

1. Necessity for ventilating living and sleeping rooms.
 - (a) Tuberculosis.
 - (b) Infant mortality.
2. Its effect on garments and bedding.
3. Mental effect.

VI. Sleep.

1. Value, amount, and best time for.
2. Benefit of fresh air, darkness, quiet, sleeping alone.
3. Proper bedding.

VII. Muscles.

1. Parts and function.
2. Hygiene.
 - (a) Exercise: value, place, best times for, relation to meals, kind of.
 - (b) Rest: time, place, and kind.

VIII. Alcohol, Tobacco and Cigarettes.

Consider how the use of either may affect employment and health.

IX. Tuberculosis.

1. Causes.
 - (a) Air.
 - (b) Food.
 - (c) Crowding.
 - (d) Spitting. Dust.
2. Treatment.
 - (a) Fresh outdoor air.
 - (b) Nourishing food.
 - (c) Segregation.

SIXTH GRADE.

In this grade the main effort should be to establish and fix good hygienic habits, increasing emphasis, however, should be laid upon the physiological desirability of these habits.

I. Skin.

1. Structure and function.
 - (a) Epidermis, nails and hair.
 - (b) Dermis, nerves, blood vessels, sweat and oil glands and hair sacs.
2. Hygiene.
 - (a) Cold and warm baths. Shower, tub and sponge.
 1. Particular value of each kind.
 2. Temperature of room.
 3. Necessity, value, and frequency.
 - (b) Clothing: Emphasize changes for cleanliness and for weather, and the airing of garments and bedding.
 - (c) Antiseptic treatment of burns, surface cuts and sores.

II. Food and Drink.

1. Value of food.
 - (a) Varieties.
 - (b) Cooking methods.
 - (c) Proper food for infants.
2. Appearance of the table.
3. Care of milk and other foods, food boxes, and refrigerators. Protection from dust and flies.
4. Relation of proper food to prevention of tuberculosis.

III. Fresh Air.

1. Ventilation of home, school, halls (day and night).
2. Temperature of room (day and night).
3. Humidity of air. Means of moistening air.

IV. Special Senses.

1. The eye.

- (a) Emphasize its protection, its parts, and their simple uses.
- (b) Need of glasses if vision is defective.
- (c) Show changes in the pupil by darkening the room.
- (d) Hygiene. Points of emphasis:
 - (1) Light: proper position, amount, and direction of light when reading, writing and sewing.
 - (2) Care after measles and scarlet fever.
 - (3) Dangers from rubbing and using a public towel.
 - (4) The proper removal of foreign articles.

2. The Ear.

- (a) Emphasize the idea of protection by the cavity of the middle and inner ear, and explain the nature and use of the drum membrane and Eustachian tube.
- (b) Hygiene.
 - (1) Show how the removal of wax, lack of care in drying behind the ear, lack of protection while bathing, and head colds may cause deafness.
 - (2) Warn pupils against improper blowing of the nose and boxing the ears as possible sources of injury.
 - (3) Care of ear after children's diseases, measles, scarlet fever, etc.
 - (4) Need of proper treatment in case of deafness.

V. Building Sites.

1. Sunshine and shade.

2. Drainage.

- (a) High land vs. low land.
- (b) Vicinity to swamps, rivers and lakes.

VI. Alcohol, Tobacco and Cigarettes.

Harmful effects upon family, city and state.

SEVENTH GRADE.

N. B.—See note at beginning of Sixth Grade.

I. Digestion.

1. Organs.

- (a) Location (pharynx, gullet, stomach, intestines, liver).
- (b) Special study of the teeth:
 - (1) Structure, causes and prevention of decay.
 - (2) Deformities due to nasal obstruction (adenoids, turbinates, polypi, etc.).

2. Process.

(a) Steps:

- (1) Mastication.
- (2) Stomach digestion (gastric juice).

(3) Intestinal digestion (bile and pancreatic juice)

(4) Absorption.

(b) Constipation, diarrhoea. (See reference list.)

3. Food.

(a) Purpose of nutrients and non-nutrients.

(b) Preparation (animal and vegetable foods).

(c) Economy in buying and care as to wastefulness.

II. Circulation.

1. Organs (heart, arteries [pulse], capillaries, veins).

2. Blood, description and uses.

3. Hygiene.

Conditions for good blood (food, fresh air, sleep) and for good circulation (exercise and freedom from constant pressure).

III. Respiration.

1. Respiratory tract.

Location (pharynx, larynx, trachea, bronchial tube, lungs).

Emphasize the internal structure of the nose, the trachea and the lungs.

2. Process.

Emphasize the enlargement of the chest, expansion of lungs, inrush of air, and changes in air and blood.

3. Hygiene.

(a) Breathing.

(1) Importance of and hindrance to nose breathing.

a. Turbinates, polypi and adenoids.

b. Need of removal.

(2) Importance and effect of posture and clothing upon deep breathing (tight clothing).

(b) Air.

(1) Relation of fresh air to health and heating.

(2) Changes caused by:

(a) Too high temperature.

(b) Fires.

(c) Lights. Gas vs. Electricity.

(d) Odors from body and environment.

(3) Dry air.

(a) Need of moisture.

(b) How moistened.

(1) In public buildings.

(2) In the home.

(c) Dust: dangers of.

(1) Ways of decreasing in school and home.

(2) Show that there is living and lifeless dust, and that living dust consists of microscopic animals and plants (germs).

- (3) Compare bacteria (plants) with other plants and show that the majority are helpful, —only a few causing disease (tuberculosis, diphtheria, typhoid).
- (4) Emphasize fresh air, sunlight, sleep and food as safeguards against harmful germs.
- (5) Dusty occupations. Kinds of dust.

IV. Excretion.

1. Meaning (refer to work of skin and lungs).
2. Organs.
 - (a) Skin.
 - (b) Lungs.
 - (c) Location and function of the kidneys and bladder.
3. Hygiene.
 - (a) Importance of the work of the kidneys, and its relation to skin activity.
 - (b) Value of water.
 - (c) Value of exercise.

V. Nervous System.

1. Organs, general location.
 - (a) Structure:

Emphasize the soft delicate character of nerve tissue, and need of careful protection.
 - (b) Function of brain, spinal cord, and nerves.
 - (c) Education of the brain, spinal cord and nerves.
 - (1) Book work.
 - (2) Hand work.
 - (3) Physical training.
2. Hygiene.
 - (a) Effect of warm feet and warm bath on sleep.
 - (b) Value of work, rest and recreation.
 - (c) Indications of and remedies for fatigue.
 - (d) Effect of emotions.
 - (e) The formation of a habit and its usefulness.

VI. Physiological Effects of Exercise On:

1. Muscles.
2. Bone.
3. Respiration.
4. Circulation.
 - (a) Blood.
 - (b) Lymph.
5. Digestion.
6. Absorption.

7. Excretions.
8. Nervous system.
9. Physiology of exercise. Danger of certain games.

VII. Alcohol and Tobacco.

Effect on the vital processes, nervous systems, mind and character.

EIGHTH GRADE.

The topic in this grade should be related to current events, should be illustrated by pamphlets obtained from various sources (see reference list) and by lantern, whenever possible.

I. First Aid.

1. Fainting.
2. Fractures and sprains.
3. Hemorrhages.
4. Poisons.

II. Review of Personal, Home and Public Hygiene.

1. Show the necessity for government action.
 - (a) Relation of the individual to the home, to the school, and to the community.
 - (b) Dependence of the general welfare of society upon the individual.
 - (c) Duty of the government to promote the general welfare.
2. Show that certain laws pertaining to the public health should be national in scope, e. g., pure food laws.
3. Show that certain laws pertaining to the public health should be made by the state, e. g., infectious diseases of domestic animals.
4. Show that certain laws pertaining to the public health should be made by the city, e. g., building laws.

III. Study of some Public Health Problems:

1. Food supply.
 - (a) Reasons for protection.
 - (1) Adulteration: meaning and result.
 - (2) Careless handling.
 - (3) Flies.
 - (b) Inspection by U. S. Government.
 - (1) Of milk.
 - (a) Importance.
 - (b) Modern requirements for the dairy and for handling.
 - (c) Results: on milk man, consumer, and general good health.
 - (2) Of meat.
 - (a) Importance.
 - (b) Extent, animals, slaughter-houses, markets.
 - (c) Result.

- (3) Of fish: extent.
- (4) Of bakeries: sanitation.
- (5) Study of local Health Ordinances, relating to food inspection.

2. Water Supply.

- (a) In the city.
 - (1) Source.
 - (2) Pollution: danger and means of protection.
 - (a) Present chemical treatment.
 - (b) New filtration plant.
- (b) In the country.
 - (1) Springs: dangers.
 - (2) Wells: kinds; safest type and why.

IV. Impure Air.

Board of Health Regulations.

- 1. Ventilation and plumbing.
- 2. Sewerage.
- 3. Garbage and waste. Flies.
- 4. Stabling and housing of animals. Flies.

V. Dangerous and Offensive Employments.

- 1. Characteristics.
- 2. Study some typical industry of Minnesota, of Minneapolis (flour).
- 3. Methods of prevention.

VI. Infectious Diseases.

- 1. Ways of infection.
 - (a) Flies.
 - (b) The reason for antiseptic treatment of cuts.
 - (c) The reason for nose breathing.
 - (d) Cleanliness of hands in cooking and eating.
- 2. Means of protection.

Health reports, isolation.
- 3. Show by statistics the relation of the individual, the home, the school, and the public to the transmission of infectious diseases.

VII. Special School Hygiene.

- 1. Physical Training.
 - (a) Meaning.
 - (b) Need.
 - (c) Forms.
 - (1) Gymnastics: Hygienic aims.
 - (2) Play: Minneapolis provisions for play.
 - (a) Need of local play fields.
 - (b) Value of play and athletics.

2. The feet : structure.
 - (a) Bones and ligaments.
 - (b) Arches : position and means of preservation.
 - (1) Gymnastic exercises.
 - (2) Shoes.
3. The spine.
 - (a) Structure.
 - (b) Lateral curvature.
 - (1) Causes.
 - (2) Treatment.
4. Concentration. Importance of cultivating the habit.

VIII. Drugs.

1. Meaning.
2. Use : temporary only and under a physician's direction.
3. Types.
 - (a) Narcotics : effects of
 - (1) Opium, morphine, paregoric, soothing syrups.
 - (2) Cocaine. Soda fountains.
 - (3) Tobacco.
 - (b) Alcohol.
 - (1) Properties.
 - (2) Value in arts and industries.
 - (3) Effect of alcoholic beverages.
 - (a) Upon power of body to resist disease.
 - (b) Upon success in the industrial world.
 - (c) Upon poverty, crime and taxation.
 - (c) Patent medicines.
 - (d) Food adulterations.

IX. Tuberculosis.

1. Causes.
 - (a) Lack of outdoor air. Dusty occupations.
 - (b) Poor and insufficient food.
 - (c) Crowding.
 - (d) Spitting. Dust.
2. Treatment.
 - (a) Outdoor life.
 - (b) Plenty of good food.
 - (c) Tenement house laws.
 - (d) Segregation.
3. What is the city and state doing to remedy this evil and what additional steps should they take?

REFERENCES.

General Reference Books.

- Conn's "Introductory Physiology."
 Krohn's "Graded Lessons in Physiology and Hygiene."
 Krohn's "Primer of Hygiene."
 "New Century Primer of Hygiene."
 "Prompt Aid to the Injured," A. H. Doty, M. D.
 Gulick Series.
 Ritchie's "Primer of Sanitation."
 Ritchie-Caldwell "Primer of Hygiene."
 Ritchie's "Primer of Physiology."
 Davidson's "Human Body and Health."

Special Reference Pamphlets.

MOUTH AND TEETH.

- Published by the Dental Hygiene Council, 120 Boylston St., Boston.
 "How to Care for the Mouth and Teeth and Why."
 "Infectious Diseases of the Mouth."
 "The Importance of Oral and Dental Conditions in Tuberculosis."
 "The Teeth of Public School Children, How Can They Be Improved?"

FOOD, MILK, ETC.

- United States Department of Agriculture, "Farmers' Bulletins."
 No. 63. "Care of Milk on the Farm."
 No. 249. "Cereal Breakfast Foods."
 No. 375. "Care of Food in the Home."
 No. 391. "Economical Use of Meat in the Home."
 No. 413. "Care of Milk and Its Use in the Home."
 Health-Education League Pamphlets, 113 Devonshire St., Rm. 66, Boston.
 No. 2. "Milk."
 No. 4. "Meat and Drink."

DRUGS.

- United States Department of Agriculture, "Farmers' Bulletins."
 No. 377. "Harmfulness of Headache Mixtures."
 No. 393. "Habit Forming Agents."
 Health-Education League.
 No. 11. "Tonics and Stimulants."

TUBERCULOSIS.

- "War upon Consumption," published by the Boston Association for Relief and Control of Tuberculosis.
 "Prevention and Spread of Tuberculosis," by Massachusetts Board of Health.
 "Tuberculosis and Its Prevention," "School Hygiene in Massachusetts," by Massachusetts Board of Education.

- No. 18. "Tuberculosis," published by Health-Education League.
The Annual Reports of the Associated Committees of Massachusetts Medical Society for the Prevention and Control of Tuberculosis. John B. Hawes, Corresponding Secretary.
- "The Importance of Oral and Dental Conditions in Tuberculosis," by Dental Hygiene Council.

GENERAL HYGIENE.

Health-Education League Pamphlets, 120 Boylston St., Boston.

- No. 3. Colds and Their Prevention.
No. 1. Hints for Health in Hot Weather.
No. 7. The Boy and the Cigarettes.
No. 9. The Plague of Mosquitoes and Flies.
No. 5. Healthful Homes.
No. 13. Microbes, Good and Bad.
No. 21. Wastes and Their Disposal.
No. 8. The Care of Little Children.
No. 20. Habits of Health.
No. 6. The Successful Woman.
No. 15. The Efficient Worker.
No. 12. Emergencies.
No. 17. Health in Labor Camps.
No. 19. When to Call the Physician.
No. 22. Typhoid Fever.
No. 24. Industrial Hygiene.

United States Department of Agriculture "Farmers' Bulletin."

No. 155. How Insects Affect Health in Rural Communities.

"School Hygiene in Massachusetts," Massachusetts Board of Education.

"Status of School Hygiene," Report No. 101 of the Russell Sage Foundation.

"Directions for Keeping the Bowels Regular," by Boston City Hospital.

BULLETINS.

"Public Statutes of Massachusetts relating to Plumbing and Gasfitting."

"Laws and Ordinances Relating to Tenement and Lodging Houses."

Circulars in Regard to Health Problems—Boston Board of Health.

Yearly Reports—Boston Board of Health.

Yearly Reports—Minnesota State Board of Health.

Minneapolis Health Ordinances.

"Work of Inspectors of Health," Nov. 1, 1907, to Nov. 1, 1908, Massachusetts State Board of Health.

"Death in School Drinking Cups."

Monthly Reports—Massachusetts State Board of Health.

"National Vitality, Its Wastes and Conservation"—Prof. Irving Fisher.

DRAWING AND HANDWORK

The aim of this course in drawing and handwork is to cultivate in the child an appreciation of beauty as found in nature and art. The studies in landscape and flowers are to be records of the child's observation. The designs made help him to understand the necessity of simplicity and accuracy. The development of the design in the constructed article teaches fitness to material and manual dexterity.

In the primary grades much emphasis is placed upon the freedom of expression in story illustration, and sense training in the seeing lessons. In the upper grades there is more stress placed upon formal work—perspective, lettering and design. We try to introduce the principles of good composition in the very lowest grade.

The materials used are water color, charcoal, pencil, colored crayon and paper of different kinds and color.

The industrial work of the grades consists of cardboard construction and clay-modeling.

The many special days throughout the year call for appropriate observance in the making of programs and gifts. The drawing time and material are used for these things and a direct application of the lessons made.

Detailed directions for the work of each grade are issued to the teachers in printed outlines, and instructions given to the teachers at the grade meetings.

FIRST GRADE.

Mediums: Pencil and colored crayon.

1. Imaginative drawing to illustrate stories and games.
2. Paper-cutting for form-study and story-telling.
3. Paper-folding of boxes, etc.
4. Blackboard drawing.
5. Design: cutting of single and connected units.
6. Picture study.

SECOND GRADE.

Mediums: Pencil, colored crayon and water color.

1. Landscape and nature study.
2. Story-illustration in drawing and paper-cutting.
3. Design: cutting and stenciling single and connected units; applied to booklets, etc.
4. Clay-modeling of nuts and fruits.
5. Paper-folding.
6. Picture study.

THIRD GRADE.

1. Story-illustration and paper-cutting.
2. Landscape: nature and tree-study.

3. Clay-modeling of animal.
4. Cardboard construction.
5. Hammocks.
6. Design: surface pattern for folio.
7. Picture study.

FOURTH GRADE.

1. Illustration of games.
2. Landscape, nature and tree-study.
3. Drawing from life.
4. Clay-modeling of tile in low relief.
5. Cardboard construction.
6. Printing of alphabet.
7. Design: decoration of articles constructed.
8. Picture study.

FIFTH GRADE.

1. Landscape and nature study.
2. Drawing from life.
3. Clay-modeling of tile with incised design.
4. Cardboard construction.
5. Printing of alphabet and words.
6. Perspective of cylinder.
7. Object drawing.
8. Design: decoration of articles constructed.
9. Picture study.

SIXTH GRADE.

1. Nature study: composition.
2. Pencil landscape.
3. Drawing from life.
4. Perspective of cube, a building.
5. Object drawing.
6. Printing and combining words.
7. Cardboard construction.
8. Clay-modeling of vase forms.
9. Design: decoration of articles constructed.
10. Picture study.

SEVENTH GRADE.

1. Nature study: composition, pencil and water color.
2. Color exercises—complementary and greyed color.
3. Formal landscape in greyed color.
4. Perspective of books.
5. Object drawing.
6. Life drawing.
7. Design: units from nature applied as border to folio.
8. Printing.
9. Picture study.

COURSE OF STUDY

EIGHTH GRADE.

1. Nature study: decorative panels.
2. Design: units from nature.
3. Making of border, corner and surface pattern.
4. Making of portfolio.
5. Place cards.
6. Perspective of tables, interior of room, etc.
7. Object drawing.
8. Life drawing.
9. Printing of sentence.
10. Picture study.

DOMESTIC ART

I. General Aim:

To train the aesthetic taste, to broaden the outlook on life, to give the pupils the technical ability to apply the various processes taught to some practical end in order to intensify appreciation of home life.

SIXTH GRADE.

Cookery Outfit. Hand Sewing.

PURPOSES:

1. Position of body, tools, work.
2. Neatness and accuracy of workmanship.
3. Care of materials and tools; their history and evolution.
4. Cost and kinds of materials used.
5. Economy in buying and cutting.

6B.

PROBLEMS:

1. Towel:
Cutting evenly, turning hems, basting, French hemming, attaching tape, initial letter in outline stitch.
2. Holder:
Cutting, interlining, basting, catstitch, overhanding, attaching tape.
3. Doily:
Applied design in outline stitch, blanket stitch.

6A.

PROBLEMS:

1. Cap:
Cutting circles, hemming, basting on and hemming of bias fold, inserting elastic.
2. Cuff:
Measuring, cutting, running and backstitching French seam, turning hem, hemming, inserting elastic.
3. Pincushion Cover:
Applied design in outline and ornamental darn, blanket stitch.
4. Textile Chart:
Cotton, its growth and manufacture, comparison of various cotton fabrics, making charts showing as many varieties as possible, with widths and prices.

SEVENTH GRADE.

Hand and Machine Sewing.

PURPOSES:

1. Position of body, tools, work.
2. Neatness and accuracy of workmanship.
3. Care of materials and tools.
4. Cost and kind of materials used; processes of manufacture.
5. Economy in buying and cutting.
6. Helpfulness and neatness in the home.
7. Care of clothing.
8. Hospitality; doing for others outside the home.

7B.

Use and Care of Sewing Machine and Attachments.

PROBLEMS:

1. Laundry Bag.
Hand and Machine Sewing. Applied design in chain stitch.
2. Waist Cover or Combing Jacket.
Cutting, hemming, cutting bias fold, back stitching and hemming on bias fold, feather stitching.
3. Darning.
Stockinet darning on trial piece, apply to stockings brought from home.

7A.

PROBLEMS:

1. Sewing Apron.
Measuring, cutting, basting, hemming, gathering, putting on band, applied design in cross-stitch.
2. Buttonhole and sewing on button.
Placing, cutting, stranding, overcasting, buttonholing, fan and bar endings, sewing on button. Apply to apron.
3. Guest Towel.
Hemstitching, applied design in ornamental darning stitch.
4. Mending.
Hemmed patch on trial piece, applied to garment or house linen brought from home.
5. Textile Study.
Flax, its cultivation and manufacture.
Modern processes of manufacture compared with methods in earlier times.

EIGHTH GRADE.

Simple Garment Making. Hand and Machine Sewing.

PURPOSES :

1. Neatness in dress.
2. Choice of style and color.
3. Economy in buying and cutting.
4. Estimate of the cost of a garment or of a winter wardrobe.
5. Mending and repair of garments.
6. Simple Embroidery.

8B.

PROBLEMS :

1. Corset Cover.
Adaptation of commercial pattern.
2. Drawers.
Or in place of these a combination suit may be made.
3. Dutch Collar.
Christmas work.
Design in applique of contrasting color, and simple embroidery stitch.

8A.

PROBLEMS :

1. Kimona Nightgown.
2. Petticoat, simple tucked ruffle.
3. Jabot, Christmas work.
4. Textile study:
Wool—its cultivation and processes of manufacture from early times to present factory methods.
Discussion of factory methods, their use and abuse.
Duties on imported goods. Tariff reform.

DOMESTIC SCIENCE

I. General Aim:

1. To gain a knowledge of the human body and its needs to attain its highest development.
2. To apply this knowledge to the right selection of the essentials to life.
3. To give a thorough study of foods as the source of human energy; to give especial attention to the proper preparation and combination of food materials; to discuss, as each new food material is used, the history of its production, its use, its food value and its market value; to note the chemical and physical changes caused by cooking and the relation of such changes to the processes of digestion and nutrition.
4. To establish a simpler standard of living and to teach that economy means care, watchfulness and forethought.

SEVENTH GRADE.

7B.

I. Introductory.

KITCHEN.

- (a) Selection, arrangement and care of the kitchen and its equipment.
- (b) Necessity of cleanliness—of person, of utensils, etc.
- (c) Study of germ life. Disinfectants,—natural and artificial. Removal of dirt: Visible—dust, etc.; invisible—germs, etc.

Practice.

- (1) Sweeping; object, method, order, collection, care of sweeping utensils.
- (2) Dusting; object, method, order, care of dust cloths, etc.
- (3) Washing of tea towels, dish cloths, etc.
- (4) Washing of dishes, utensils.
- (5) Scrubbing of tables, cleaning of refrigerators, etc.
- (6) Rules for measuring and combining food materials.

II. Relations of the three essentials to life—Air; Water; Food.

1. WATER:

- (a) Sources.
- (b) Dangers of impure water.
- (c) Its use in the body:
 - Quench thirst, aid digestion, thin blood, regulate temperature, assist circulation, stimulate nervous system, carry off waste matter.
- (d) Its use without the body.

Practice:

- (1) Relation to cookery—temperatures—boiling, simmering, hot, etc. A study of foods containing a large

amount of water and their preparation; ex., vegetables and fruit.

- (2) Relation to chemistry of cleaning—special attention to cleaning materials and methods employed.

2. AIR; composition:

- (a) In its relation to life—pure and impure.
 (b) In its relation to fire—slow for warmth, rapid for cooking purposes. Experiments with a candle, showing air in its relation to fire.

How heat is produced. What is meant by combustion.

Things necessary in making a fire.

Necessary parts of a stove and range.

Making and care of a fire.

How to build a fire. How to regulate a fire.

Care of a stove.

A study of fuels used.

- (c) In its relation to cookery—air introduced into batters and doughs—its effect—expansion of air by heat.

Practice:

- (1) Combinations mostly left-overs; illustrating principles taught.
 (2) Preparation and serving of a luncheon prepared from left-overs.

3. FOOD:

- (a) Definition. Elements found in food.
 (b) Functions—growth, waste, repair.
 (c) Digestion.
 (d) Classification:
 Organic: Proteids, carbohydrates, fats and oils.
 Inorganic: Mineral matter, water.

7A.

I. Carbohydrates: 1. Starches; 2. Sugar.

Chief office—to give energy and maintain heat. Called "Fuel Foods."

1. STARCH; definition, source, composition, food value, digestion.

Practice:

Experiments: Effect of cold water on starch; effect of boiling water on starch; iodine test.

2. STARCH FOODS; a study of the history, composition, food value, digestibility, cost, special preparation and serving of foods containing starch.

Practice. Special directions for preparing:

- (a) Potatoes.
 (b) Breakfast foods (cereals).
 (c) Rice.
 (d) Flour.
 (e) Flour mixtures:

- (1) Kinds :
 - (a) Batters : Pour, drop, thick.
 - (b) Doughs : Soft, stiff.
 - (c) Sponges.
- (2) Leavens used :
 - (a) Air.
 - (b) Steam.
 - (c) Gas :
 - (1) Baking powder : Cream of tartar, phosphate, or alum plus soda and starch.
 - (2) Sour milk and soda.
 - (3) Molasses and soda.
 - (d) Yeast fermentation : Alcoholic, acetic.
3. SUGAR : Definition, source, composition, food values, digestion, preparation.

Practice :
Candy making.
4. GENERAL REVIEW :

Practice Test—Combinations illustrating each principle taught.
Serving of a breakfast.

EIGHTH GRADE.

8B.

- II. Proteids**—Source, composition, food value, digestion.
Chief office to build and repair tissues, called "Tissue-building Foods."
Practice :
1. Eggs :
Composition, food value, digestibility, cookery, preservation and tests for freshness. Experiments showing the effect of cold water, hot water and boiling water on albumen.
 2. Milk and Its Products :
History, composition, food value, buying milk, dangers of cheap milk, care of milk, sterilization, pasteurization, cleanliness of utensils, etc. How egg and milk mixtures should be cooked. Making of cottage cheese, food value of cheese dishes, souring of milk, making butter. Frozen cream mixtures. Chemistry of freezing ; ice and salt ; proportion, making ready, freezing, packing.
 3. Meat :
Kinds, structure, composition, selection, cuts, food value, digestion, cost, cookery. Methods to retain juices, to extract, and combination of the two.

Special directions for preparing—

- (a) Tough meat: Soup making, stewing, braising, Hamburg steak, beef loaf.
- (b) Tender meat: Broiling, pan broiling, roasting.
- (c) Left-overs: Croquettes, hash, creamed on toast, hot and cold sandwiches.

4. Fish:

Composition, nutritive value, digestion, classification, selection, preparation.

Special directions for—

- (a) Boning.
 - (b) Boiling.
 - (c) Broiling.
 - (d) Baking.
 - (e) Frying.
 - (f) Shell fish—preparations.
5. Gelatine (Proteid Sparer):

Source, nutritive value, digestion. General directions for cooking.

III. Fats and Oils—Sources, composition, food value, digestion, how fat is digested, why fried food is difficult of digestion, distinction between fats and oils.

Practice:

Cooking in fat, rules for frying, how to try out fat, to clarify, rules for testing. Ex.—(1) butter, (2) olive oil, (3) bacon, etc.

Practice Test:

Serving of a simple dinner.

8A.

IV. Acid and Salt Supplying Foods—Source and nutritive value considered.

Practice:

1. Fruits:

Food value and uses; antiseptic properties, etc.; dried fruits; canning and preserving; jelly making; relation of bacteria to fermentation.

2. Vegetables:

Review of first term's work; green vegetables and fruits in combinations for salads; food value and special directions for salad making.

V. A Study of the Digestive Organs and fluids and their action on the different foods; digestion, absorption, assimilation, and elimination.

VI. Beverages: Stimulants and nutrients considered, history, composition and preparation.

1. Coffee.
2. Tea.
3. Chocolate and cocoa.

VII. Invalid Cookery; right selection and combination; preparing the tray and serving.

Practice:

Liquid diet, semi-solid diet, full diet. Examples of each.
General directions.

VIII. Table Service.

1. Duties of host, hostess, guest and waitress.
2. Rules for setting the table for breakfast, luncheon and dinner.
3. Rules for the care of silverware, china, table linen, etc.

Practice Tests:

Preparing and serving of breakfasts, luncheons and dinners within a given sum.

Classes divided into groups of six, each group planning and serving a meal, the nutritive value, digestibility, complementary qualities and cost considered.

MANUAL TRAINING

GENERAL AIM: To promote honesty, industry and health, to cultivate self-reliance, to develop general efficiency and skill and to help the boy to discover the place for which he is best adapted in the vocational world.

I. Mechanical Drawing Course:

Time—one hour per week through the Seventh and Eighth Grades.

CONTENT:

1. Working vs. perspective drawings. Note book 1. Fig. 1.
2. Instruments—names of, construction, how used. Note book 2. Fig. 2.
3. Conventions—scale, how employed; various lines and their meaning; broken views; sections. Note book 3. Fig. 3, Fig. 4, and Fig. 5.
4. Laying out of sheet—paper, how placed on board; cutting lines; border lines; placing of title, scale, name of school, name of owner. Note book 4. Fig. 6.
5. Introductory Sheet—straight lines, angles, letters and figures. Note book, Plate A.
6. Drawing Problems.

GRADE 7B. Twelve plates required.

Group I. Plates 1, 2, and 3 required. Relation of views; invisible edges; circles.

Plate 1. Rectangular Block.

Three views—full size.

Plate 2. Hollow Rectangular Block.

Three views—full size.

Plate 3a. Solid Cylindrical Block.

b. Hollow Cylindrical Block.

Two views—full size.

Group II. Plates 4 and 5 required. Dimensioning circles and arcs of circles; scale.

Plate 4. Hat and Coat Rack.

Two views—scale $\frac{1}{2}$ " equals 1".

Supply omissions.

Plate 5. Meat Cutting Board.

Two views—scale $\frac{1}{2}$ " equals 1".

Supply omissions.

Plate 6. Any problem reviewing principles already taught. (For rapid workers.)

Group III. Plates 7, 8, and 9 required. Dimensioning chamfers; assembling parts.

Plate 7. Bench Hook.

Two views—scale $\frac{1}{2}$ " equals 1".

Supply omissions.

- Plate 8. Match Box Holder.
Two views—full size.
Supply omissions.
- Plate 9. Floor Broom Holder.
Two views—scale $\frac{1}{2}$ " equals 1".
Supply omissions.
- Plate 10. Any problem reviewing principles previously taught. (For rapid workers.)
- Group IV. Plates 11, 12, and 13 required. Two views given three required.
- Plate 11. Nail Box.
Three views—full size.
Supply end view. Does this view reveal any facts of construction not found in the top and front views?
- Plate 12. Serving Tray.
Three views—scale $\frac{1}{4}$ " equals 1".
Draw a section through AB. Is the end view necessary to complete the working drawing? What facts are shown here that can not be shown on the other two views? Of what use is the section through AB?
- Plate 13. Handkerchief Box. Hinged Cover.
Three views—scale $\frac{3}{8}$ " equals 1".
Supply end view and any facts omitted from the top and front views.
- Plate 14. Letter Box or any problem that will serve as a review of what has gone before (for rapid workers).
GRADE 7A. Ten plates required.
- Group V. Five plates required. Rapid workers may draw other plates in this group.
When is a straight line tangent to a circle?
When is a circle tangent to another circle?
- Plate 15. Bread-Cutting Board.
Two views—scale $\frac{1}{2}$ " equals 1".
- Plate 16. Pen Tray.
Two views and a section—scale $\frac{1}{2}$ " equals 1".
- Plate 17. Crank.
Two views—scale, full size.
Complete the front view.
- Plate 18. Sleeve Board.
Two views—scale $\frac{3}{8}$ " equals 1".
- Plate 19. Link.
Three Views—scale, full size.
Top view required.

- Plate 20. Gland.
Two views and section—scale, full size.
Side view required.
- Plate 21. Whisk Broom Holder.
Three views—scale $\frac{1}{2}$ " equals 1".
- Group VI. Five plates required. Give special attention to methods of laying out patterns.
- Plate 22. Shelf.
Two views—scale $\frac{1}{2}$ " equals 1".
Supply omissions.
- Plate 23. Wall Bracket.
Two views and detail of shelf corner—scale, $\frac{1}{2}$ " equals 1".
Supply omissions.
- Plate 24. Coat Hanger.
Broken view and section—scale $\frac{3}{4}$ " equals 1".
Curves to be drawn freehand.
- Plate 25. Two or more designs for top of Glove or Handkerchief Box.
- Plate 26. Two or more designs for end of Book Rack.
- Plate 27. Supplementary problems involving similar principles (for rapid workers).
GRADE 8B. Ten plates required.
- Group VII. Plates 28 A and B, 29 A and B, 30 A and B required.
Principles of joinery; detail drawings.
- Plate 28A. Foot Stool. Blind mortise and tenon joint.
Three views—scale $\frac{1}{4}$ " equals 1".
- Plate 28B. Details of Foot Stool.
- Plate 29A. Book Rack. Keyed mortise and tenon joint.
Three views—scale $\frac{1}{4}$ " equals 1".
- Plate 29B. Details of Book Rack.
- Plate 30A. Wall Shelves.
Front and end views fully dimensioned. Front view broken—scale $\frac{1}{4}$ " equals 1".
- Plate 30B. Draw a plate of details showing each part of 30A.
- Plate 31. Supplementary problems similar to above (for rapid workers).
- Group VIII. Four plates required.
- Plate 32. Geometric Problems.
- (a) To bisect a straight line or an arc of a circle.
 - (b) To bisect a given angle.
 - (c) To erect a perpendicular at the center of a given straight line.
 - (d) To erect a perpendicular at or near the end of a straight line.
- Plate 33. Geometric Problems.
- (a) To construct a square on a given straight line.
 - (b) To construct an octagon on a given square.

- (c) To construct a hexagon on a circle of given radius.
 (d) To construct a pentagon on a circle of given diameter.
- Plate 34A. Octagonal Taboret.
 Assembly Drawing. Two views—scale to be determined by the pupil.
- Plate 34B. Draw plate of details showing types of joints used in 34A.
- Plate 35. Hexagonal Tea Table.
 Assembly—three views, side view required. Scale to be determined by the pupil.
- Plate 36. Supplementary problems reviewing any previous work.
 (For rapid workers.)
- GRADE 8A. Ten plates required.
- Group IX. Five plates required. Orthographic Projection. Third angle explained.
- Plate 37. Rectangular Plinth.
 Top and front views given; third view required.
- Plate 39. Hexagonal Plinth.
 Three views. Complete the front view and supply the side view.
- Plate 40. Octagonal Pyramid.
 Complete the top and front views and supply the side view.
- Plate 41. Truncated Hexagonal Prism.
 Top and front views given; side view required.
- Plate 42. Pentagonal Prism.
 Top and side views given; front view required.
- Plate 43. Hexagonal Pyramid.
 Front view given; top and side views required.
- Plate 44. Any practical problem requiring the application of the principles taught in this group.
- Group X. Three plates required. Isometric Projection. Definition. See Note book.
- Plate 45. Nail box.
 Compare with plate 11.
- Plate 46. Half Lap Joint.
 Jardiniere Stand—group 12 in Woodworking Course.
- Plate 47. Through Mortise and Tenon Joint.
 Parts separated.
- Plate 48. Select some problem from the Woodworking Course.
- Group XI. Two plates required. Cabinet Projection. Definition. See Note book.
- Plate 49. Rectangular Box.
 2"x5"x1½" deep. Sides ½" thick, bottom ¼" thick.
- Plate 50. Select some problem from group 14 in the Woodworking Course.

II. Shop Course:

CONTENT:

Tools, their use and care. *Materials*, various kinds of woods, small hardware, glue, finishing stains, shellac, etc. *Practice*, (a) in various tool operations through the construction of useful articles and such occasional practice pieces as are deemed advisable at various stages of the work; (b) in working from own drawings; (c) in working from drawings or blueprints made by another; (d) in designing and construction from specifications furnished by the instructor; (e) in group or partnership work, making simple pieces of furniture for the schools; (f) in making out bills of material and estimating cost of same. Note: No pupil should be allowed to get out stock for any piece of work until he has made out a bill of materials and received the O. K. of his instructor. The greatest care should be taken to guard against wastefulness in the use of supplies of all kinds. Materials are furnished free for all models outlined in the course, up to and including No. 16. Lumber and hardware for all work done for the schools will also be furnished by the Board. Individual pieces may be substituted for group or partnership work but when such substitution is made the boy must furnish his own material.

Instructions given by the teacher should be supplemented by a good text on tools and tool operations. Brief talks on the sources and nature of the various supplies used should be given and made effective by occasional tests, both oral and written. Care should be given to the building up of a correct and adequate technical vocabulary as the pupil advances in his work.

The following course is arranged in groups according to the principles to be developed. Only one object in each group is required but others may be used as supplementary projects for rapid workers.

SIXTH GRADE.

The drawing in this grade should be confined to the simpler problems but the pupils should be taught to read the blue prints of all the problems.

The stock supplied is surfaced to the proper thickness but the planer marks should be carefully removed with sandpaper stretched tightly on a block.

Suggestive decorative designs are presented in connection with the blue prints of the required problems but occasional opportunity should be given for originality both in the design of the object and the decoration. No *poor* design should be used simply because it is the best the pupil can make.

1. Watch Holder.
2. Tooth Brush Holder.
3. Letter Holder. Choice of two designs.
4. Teapot Block. Choice of designs or an original design.
5. Bill File. Choice of two designs.
6. Calendar Mount. Choice of four designs.
7. Thermometer Back. Choice of four designs or an original design.
8. Card Holder. Choice of two designs.

9. Whisk Broom Holder.
10. (a) Match Box. }
(b) Match Box. } Choice of designs.
11. Key Board.
Suggestive supplementary projects for rapid workers: Small Box with cover; Doll's Cart; Doll's Chair or Bench; Bird House, etc.

SEVENTH GRADE.

1. Coat and Hat Rack.
Stock—White Pine or Poplar $\frac{7}{8}'' \times 3'' \times 18''$ ready cut.
Hardware—three $2\frac{1}{2}''$ wire coat hooks, furnished by the pupil.
Operations—Squaring up stock. (See general rule), laying out corners, vertical chiseling. Tools—Jack plane, marking gauge, rule, try-square, knife, back saw, block plane, bench hook, steel dividers, 1'' chisel, auger bit, bit brace, sandpaper and block.
2. (a) Broom Holder. (b) Whisk Broom Holder. (c) Match Box Holder. Stock—Red Gum $\frac{5}{8}''$ and $\frac{7}{8}''$. New operations—chamfering with plane, assembling parts, finishing with oil and shellac. New tools—countersink, expansion bit, screwdriver.
3. Coat Hanger. Stock—White pine $\frac{7}{8}'' \times 2\frac{3}{4}'' \times 16''$ ready cut. Hardware—one bright wire screw hook. New operations—curve sawing, modeling or forming. New tools—turning saw, spokeshave.
4. Sleeve Board. Stock white pine or poplar $\frac{7}{8}'' \times 5\frac{1}{2}'' \times 20''$. Hardware—One flat head stove bolt $\frac{1}{4}'' \times 4\frac{1}{2}''$ and two flat head wood screws $1\frac{1}{2}''$ No. 9.
5. (a) Wall Bracket. (b) Shelf. Stock—Butternut, chestnut or other suitable wood. New operations—making out stock bill, getting out stock, veining or line carving, nailing, staining, waxing. New tools—coping saw, veiner or chip carving knife, brad hammer, nail set.
6. (a) Bread Cutting Board. (b) Lap (writing) Board. (c) Meat Cutting Board. Stock—White pine and red gum. New operations—Plain jointing, glueing and clamping. New tools—cabinet clamps.
7. Blotter Pad. Stock—Red gum. New operations—a problem involving a more elaborate use of the paring chisel, the broad curve to be finished entirely with that tool except for the finishing touches with the sandpaper.
8. (a) Pen Tray. (b) Pen and Ink Stand. (c) Automatic Towel Holder. Any small tray requiring the free use of the gouge. Stock—Red gum. New operations—free gouging and scraping. New tools—gouge with outside bevel, curved scraper.
9. Picture Frame. Stock—any suitable wood. New operations—to be made in one piece and chamfered on the inside with the chisel. Note: This problem should be approached from the picture point of view, i. e., the frame should be made to harmonize in size, proportions and color, with some picture to be framed.

10. (a) Towel Roller. (b) Neck Tie Rack. (c) Clothesline Reel. Any suitable object which involves the making of a cylinder with the plane.
11. (a) Hammer Handle. (b) Hatchet Handle. (c) Canoe Paddle. (d) Any useful and interesting object in the making of which the eye must be the chief instrument for determining good form and balance.
12. (a) Jardiniere Stand. (b) Any suitable object which involves the making of the half lap joint.
13. (a) Knife Box. (b) Scouring Box. (c) Bird House. (d) Mail Box. (e) Any suitable box in which the plain butt joint is used. Parts put together with nails and glue. May be finished by staining and shellacing or waxing if desired.
14. (a) Handkerchief Box. (b) Glove Box. (c) Jewel Box. (d) Any small box with hinged cover in which any suitable joint except the plain butt joint may be used. (e) As a substitute for the problems in this group the inventive genius of the boys may be tested by giving them a problem to design and make from written specifications. These specifications should include the purpose for which the object is to be used and some limitations as to the amount of material that will be allowed.

EIGHTH GRADE.

Note: Beginning with this grade systematic lessons should be given in the grinding and whetting of all edged tools used by the boys. Each boy should be supplied with an individual cutting iron for his jack plane and be required to keep it in good working condition.

15. (a) Book Rack for table. Choice of two or three designs or approved original design. Blind mortise and tenon joint. (b) Any simple object in the making of which the first principles of mortise and tenon work can be taught.
16. (a) Foot Stool. Four posts, single rail, blind mortise and tenon. Materials for upholstering to be furnished by the boy. (b) Any small piece of furniture (may be the boy's own design) requiring the same type of joinery as (a).
17. A piece involving a through mortise and tenon. Examples—taboret, book rack, book shelves, plate rack, wall magazine rack.
18. A small piece containing a panel. Examples—medicine cabinet, shaving cabinet, small wall cabinet.
19. Group or partnership work. All boys who develop sufficient skill or ability by the beginning of the 8th grade will be expected to work on simple furniture or apparatus that will be of use in some department of the schools.

LIST OF BOOKS

Used in the Elementary Grades.

FIRST GRADE.

Method Reader:

Progressive Road to Reading, Books I and II.

Supplementary Readers:

Wheeler's First Reader.

Reading-Literature, Primer and First Reader—Free and Treadwell.

Baldwin and Bender's First Reader.

Riverside First Reader.

Summer's First Reader.

Gordon Readers, Second Book.

Elson Primary School Reader, Book One.

Sunbonnet Babies' Primer—Grover.

Edson-Laing Reader, Book One.

Circus Reader—Jones.

Folk Lore Reader, Book I—Wiltse.

Folk Lore Stories and Proverbs—Grover.

The Jingle Primer—Brown and Bailey.

Art-Literature Readers, Book I—Grover and Chutter.

Boy Blue and His Friends—Blaisdell.

Cherry Tree Children—Blaisdell.

Congdon's Pamphlet Series.

And others.

Music:

Congdon's Primer, No. 1.

Songs of the Child World—Gaynor.

SECOND GRADE.

2B.

Basal Reader:

Reading-Literature, Second Reader—Free and Treadwell.

Supplementary Readers:

Aldine Second Reader.

Wheeler's Second Reader.

Baldwin and Bender's Second Reader.

Summer's Second Reader.

Hiawatha Primer—Holbrook.

Children's Classics in Dramatic Form, Book I—Stevenson.

In Mythland—Beckwith.

Twilight Stories—Foulkes.

Rhymes and Stories—Lansing.

Tommy Tinker's Book—Blaisdell.

Eugene Field Reader.
 Robert Louis Stevenson Reader.
 That's Why Stories—Bryce.
 Graded Poetry, First and Second Years.
 Congdon's Pamphlet Series.

History and Civics:

The Tree-Dwellers—Dopp.

Geography and Nature Study:

Little Folks of Many Lands—Chance.

Fishing and Hunting—Dutton.

Music:

Congdon's Primer, No. 1.

Primary Melodies—Newton.

2A.

Basal Reader:

Progressive Road to Reading, Book III.

Supplementary Readers:

(In addition to the books under 2B above)—

Riverside Second Reader.

Elson Primary School Reader, Book Two.

Gordon Readers, Third Book.

Baker and Carpenter's Second Year Language Reader.

Edson-Laing Reader, Book Two.

Merry Animal Tales—Bigham.

Eskimo Stories—Smith.

Dick Whittington and Other Stories—Lang.

Art-Literature Reader, Book II—Glover and Chutter.

Reynard the Fox—Smythe.

Polly and Dolly—Blaisdell.

Fables from Afar—Bryce.

Congdon's Pamphlet Series.

History and Civics:

The Early Cave-Men—Dopp.

Geography and Nature Study:

Stories Mother Nature Told Her Children—Andrews.

The Pasture and Field—Dutton.

Seed Babies—Morley.

Music:

Congdon Primer, No. 2.

Eleanor Smith Music Course, Book I.

Modern Music Series, Primer.

THIRD GRADE.

3B.

Basal Reader:

Progressive Road to Reading, Book III.

Supplementary Readers:

Aldine Third Reader.
 Wheeler's Third Reader.
 Baldwin and Bender's Third Reader.
 Fables and Folk Stories—Scudder.
 Book of Nature Myths—Holbrook.
 Children's Classics in Dramatic Form, Book III—Stevenson.
 Braided Straws—Foulke.
 Fairy Tales, Vol. I—Lansing.
 Mother Goose Village—Bigham.
 Classic Fables—Turpin.
 Fairy Tales, First Series—Grimm.
 Old Mother West Wind—Burgess.
 Old Greek Stories—Baldwin.
 Congdon's Pamphlet Series.

Speller:

Hicks Champion Spelling Book, Part I.

Arithmetic:

Hamilton's Primary Arithmetic (optional).

History and Civics:

The Later Cave-Men—Dopp.

Geography and Nature Study:

Big People and Little People of Other Lands—Shaw.
 Little Folks in Feathers and Fur—Miller.
 Little Flower Folks—Pratt.

Penmanship:

Bayley-Greenwood System.

Music:

Eleanor Smith Music Course, Book II.
 New Educational Music Course, First Reader.

3A.

Basal Reader:

Reading-Literature, Third Reader—Free and Treadwell.

Supplementary Readers:

(In addition to the books under 3B above) —
 Elson Primary School Reader, Book Three.
 Riverside Third Reader.
 Gordon Readers, Fourth Book.
 Edson-Laing Reader, Book Three.
 Fairy Tales, Vol. II—Lansing.
 Fairy Tales, Second Series—Grimm.
 Fifty Famous Stories—Baldwin.
 Fanciful Flower Tales—Bigham.
 Art-Literature Reader, Book III—Grover and Chutter.
 In Those Days—Hallock.

Tell It Again Stories—Dillingham and Emerson.
Congdon's Pamphlet Series.

Speller:

Hicks' Champion Spelling Book, Part I.

Arithmetic:

Hamilton's Primary Arithmetic (optional).

History and Civics:

The Early Sea-People—Dopp.

Great Americans for Little Americans—Eggleston.

Geography and Nature Study:

Home Geography—Fairbanks.

Around the World, Book II—Carroll.

Fairyland of Flowers—Pratt.

Little Wanderers—Morley.

Penmanship:

Bayley-Greenwood System.

Music:

Eleanor Smith Music Course, Book II.

New Educational Music Course, First Reader.

FOURTH GRADE.

4B.

Readers:

Progressive Road to Reading, Book IV (required).

Docas, the Indian Boy—Snedden (required).

Aldine Fourth Reader.

Baldwin and Bender's Fourth Reader.

Reading-Literature, Fourth Reader—Free and Treadwell.

Baker and Carpenter's Third Year Language Reader.

Children's Classics in Dramatic Form, Book II—Stevenson.

Fairy Tales, First Series—Hans Anderson.

Edson-Laing Reader, Book Four.

The Pig Brother and Other Stories—Richards.

Old Stories of the East—Baldwin.

Congdon Pamphlet Series.

Speller:

Hicks' Champion Spelling Book, Part I.

Language:

Robbins and Row's Studies in English, Book I.

New Webster-Cooley Course in English.

Arithmetic:

Hamilton's Primary Arithmetic.

History and Civics:

American Life and Adventure—Eggleston.

Stories of Pioneer Life—Bass.

Geography and Nature Study:

- Tarr and McMurry's Geography, First Part.
- Birds and Their Nestlings—Walker.
- True Bird Stories—Miller.

Penmanship:

- Bayley-Greenwood System.

Music:

- New Educational Music Course, First Reader.
- Modern Music Series, First Book.

4A.

Readers:

- Longfellow's Hiawatha R. L. S. 13-14 (required).
- Elson Primary School Reader, Book Four.
- Heidi—Spyri.
- Art-Literature Readers, Book IV—Grover and Chutter.
- Baker and Carpenter, Fourth Year Language Reader.
- Louisa Alcott's Reader.
- Congdon's Pamphlet Series.

Speller:

- Hicks' Champion Spelling Book, Part I.

Language:

- Robbins and Row's Studies in English, Book I.
- New Webster-Cooley Course in English.

Arithmetic:

- Hamilton's Primary Arithmetic.

History and Civics:

- Pumphrey's Pilgrim Stories.

Geography and Nature Study:

- Tarr and McMurry's Geography, First Part.
- Seven Little Sisters—Andrews.
- The Earth and Its People—Winslow.
- First Book of Birds—Miller.
- Wilderness Babies—Schwartz.
- How We Are Fed—Chamberlain.
- How We Travel—Chamberlain.

Penmanship:

- Bayley-Greenwood System.

Music:

- Eleanor Smith Music Course, Book II.
- New Educational Music Course, First Reader.

FIFTH GRADE.

5B.

Readers:

- Viking Tales—Hall (required).
- Baker and Carpenter's Fifth Year Language Reader.

Baldwin and Bender's Fifth Reader.
 Lisbeth Longfrock—Aanrud's.
 Congdon's Pamphlet Series.

Speller and Dictionary:

Hicks' Champion Spelling Book, Part I.
 Webster's Academic Dictionary.

Language:

Robbins and Row's Studies in English, Book I.
 New Webster-Cooley Course in English.

Arithmetic:

Hamilton's Intermediate Arithmetic.

History and Civics:

Builders of Our Country, Book I—Southworth.
 Mace's Primary History.
 American Leaders and Heroes—Gordy.
 Richard of Jamestown—Otis.
 Mary of Plymouth—Otis.
 Ruth of Boston—Otis.

Geography and Nature Study:

Frye's Grammar School Geography.
 Tarr and McMurry's Geographies, Second Part.
 Carpenter's North America.
 Ways of the Wood Folk—Long.

Penmanship:

Bayley-Greenwood System.

Music:

Eleanor Smith Music Course, Book III.
 Modern Music Series, First Book.

5A.

Readers:

Robinson Crusoe—De Foe, Lambert's Edition (required).
 Ten Boys—Andrews.
 Aldine Fifth Reader.
 Carroll and Brooks' Fifth Reader.
 Children's Classics in Dramatic Form, Book IV—Stevenson.
 Congdon's Pamphlet Series.

Speller and Dictionary:

Hicks' Champion Spelling Book, Part I.
 Webster's Academic Dictionary.

Language:

Robbins and Row's Studies in English, Book I.
 New Webster-Cooley Course in English.

Arithmetic:

Hamilton's Intermediate Arithmetic.

History and Civics:

Builders of Our Country, Book I—Southworth.

Mace's Primary History.
 American Leaders and Heroes—Gordy.
 Peter of New Amsterdam—Otis.
 Stephen of Philadelphia—Otis.
 Calvert of Maryland—Otis.
 Discovery of the Old Northwest—Baldwin.

Geography and Nature Study:

Frye's Grammar School Geography.
 Carpenter's Europe and Asia.
 Tarr and McMurry's Geographies, Second, Fourth and Fifth
 Parts.
 Little Brother to the Bear—Long.

Penmanship:

Bayley-Greenwood System.

Music:

Modern Music Series, Second Book.

SIXTH GRADE.

6B.

Readers:

Some Merry Adventures of Robin Hood—Pyle (required).
 Baldwin and Bender's Sixth Reader.
 Aldine Sixth Reader.
 Elson Grammar School Reader, Book I.
 Baker and Carpenter's Fifth Year Language Reader.
 Dramatic Reader for Grammar Grades—Knight.
 Congdon's Pamphlet Series.

Speller and Dictionary:

Hick's Champion Spelling Book, Part I.
 Webster's Academic Dictionary.

Language:

Robbins and Row's Studies in English, Book I.
 New Webster-Cooley Course in English.
 Woodley's Foundation Lessons in English, Book II.

History and Civics:

Builders of Our Country, Book II—Southworth.
 American Leaders and Heroes—Gordy.
 Mace's Primary History.

Geography and Nature Study:

Frye's Grammar School Geography.
 Tarr and McMurry's Geographies, Fourth and Fifth Parts.
 Carpenter's South America, Africa and Australia.
 Wilderness Ways—Long.

Penmanship:

Bayley-Greenwood System.

Music:

Eleanor Smith Music Course, Book III.

6A.

Readers:

- Elson Grammar School Reader, Book II (selections required).
- Carroll and Brooks' Sixth Reader.
- Baker and Carpenter's Sixth Year Language Reader.
- Lobo, Rag and Vixen—Seton-Thompson.

Speller and Dictionary:

- Hicks' Champion Spelling Book, Part II.
- Webster's Academic Dictionary.

Language:

- Robbins and Row's Studies in English, Book I.
- New Webster-Coolley Course in English.
- Woodley's Foundation Lessons in English, Book II.

Arithmetic:

- Hamilton's Intermediate Arithmetic.

History and Civics:

- Builders of Our Country, Book II—Southworth.
- American Leaders and Heroes—Gordy.
- Mace's Primary History.

Geography and Nature Study:

- Frye's Grammar School Geography.
- Tarr and McMurry's Geographies, Third Part.
- Industrial Studies, United States—Allen.
- Stories of Minnesota—Forster.
- Secrets of the Woods—Long.

Penmanship:

- Bayley-Greenwood System.

Music:

- Eleanor Smith Music Course, Book III.
- Modern Music Series, Second Book.

SEVENTH GRADE.

7B.

Readers:

- Elson Grammar School Reader, Book III (selections required).
- Baldwin and Bender's Seventh Reader.
- Aldine Seventh Reader.
- Carroll and Brooks' Sixth Reader.
- Congdon's Pamphlet Series.

Speller and Dictionary:

- Hicks' Champion Spelling Book, Part II.
- Webster's Academic Dictionary.

Language and Grammar:

- English Grammar—Holtz.
- Woodley's Foundation Lessons in English, Book II.

Arithmetic:

- Hamilton's School Arithmetic.

History and Civics:

Introductory American History—Bourne and Benton.
 Story of Europe—Harding.
 The Community and the Citizen—Dunn.

Geography and Industrial Studies:

Dodge's Advanced Geography.
 School of the Woods—Long.

Penmanship:

Bayley-Greenwood System.

Music:

Eleanor Smith Music Course, Book IV.

Domestic Science:

Basic Principles of Domestic Science—Frich.

7A.

Readers:

Lady of the Lake—Scott (required).
 A Hunting of the Deer, etc.—Warner, R. L. S. 37.
 Grandmother's Story of Bunker Hill—Holmes R. L. S. 6.
 Aldine Seventh Reader.
 Carroll and Brook's Seventh Reader.
 Congdon's Pamphlet Series.

Speller and Dictionary:

Hicks' Champion Spelling Book, Part II.
 Webster's Academic Dictionary.

Language and Grammar:

English Grammar—Holtz.
 Woodley's Foundation Lessons in English, Book II.

Arithmetic:

Hamilton's School Arithmetic.

History and Civics:

Thwaites and Kendall's History of the United States.
 Gordy's History of United States.
 Fiske's History of the United States.
 Dunn's The Community and the Citizen.

Geography and Industrial Studies:

Dodge's Advanced Geography.
 Warp and Woof, The Linen Industry—Very.
 Northland Trails—Long.

Penmanship:

Bayley-Greenwood System.

Music:

Modern Music Series, Third Book, or Alternate Third Book.

Domestic Science:

Basic Principles of Domestic Science—Frich.

EIGHTH GRADE.

8B.

Readers:

Julius Cæsar—Shakespeare (required).

A Man Without a Country—Hale.

Elson Grammar School Reader, Book IV.

Speller and Dictionary:

Hicks' Champion Spelling Book, Part II.

Webster's Academic Dictionary.

Language and Grammar:

English Grammar—Holtz.

Arithmetic:

Hamilton's School Arithmetic.

Teller and Brown's First Book in Business Methods.

History and Civics:

Woodburn and Moran's American History and Government.

McMaster's History of United States.

Forman's First Lessons in Civics.

Geography and Industrial Studies:

Keller and Bishop's Commercial and Industrial Geography.

Penmanship:

Bayley-Greenwood System.

Music:

Laurel Music Reader, or

School Song Book.

Domestic Science:

Basic Principles of Domestic Science—Frich.

8A.

Readers:

Elson Grammar School Reader, Book IV (selections required).

Aldine Seventh Reader (selections required).

Merchant of Venice—Shakespeare.

The Perfect Tribute—Andrews.

Speller and Dictionary:

Hicks' Champion Spelling Book, Part II.

Webster's Academic Dictionary.

Language and Grammar:

English Grammar—Holtz.

Arithmetic:

Hamilton's School Arithmetic.

Teller and Brown's First Book in Business Methods.

History and Civics:

Forman's History of the United States.

Forman's First Lessons in Civics.

Minneapolis—Parsons.

Geography and Nature Study:

Dictionary of Minneapolis—Hudson.

Keller and Bishop's Commercial and Industrial Geography.

Story of Cotton—Brooks.

Penmanship:

Bayley-Greenwood System.

Music:

Laurel Music Reader, or

School Song Book.

Domestic Science:

Basic Principles of Domestic Science—Frich.

HIGH SCHOOL

HIGH SCHOOL COURSES

I. Why Go to High School?

It is the intention of this city to give all its young people an equal chance in getting an education which will start them in some useful calling. Those who drop their schooling on finishing the eighth grade or before the age of sixteen have failed to get the training that is necessary for their proper development in intelligence or in character to make them competent workers or efficient citizens. To this end, the high school offers opportunities for young people of various tastes and abilities to develop according to those particular tastes and abilities, and to get that *general culture* that enforces the *special* preparation. The way may seem long, but it is worth while. Any young person of good ability, however slender his means, can, if he will, find his way to embrace some of the opportunities offered by the high school. Those who have the resolution and courage to overcome obstacles will gain strength of character and assure themselves of successful careers.

II. Choice of Studies Important.

The course of study in the modern high school is richer in the number of subjects offered than was the curriculum of the college less than a hundred years ago. It is impossible for any one pupil to take all that is offered, even in any one course; consequently, the problem of selection becomes increasingly important and difficult. No pupil entering high school should leave the choice of a course to chance, or to the recommendation of those who know nothing about either him and his plans or the courses of study offered. The choice ought to be made only after careful consideration of the tastes and interests of the student, and of the vocation he is likely to select. Consultation with parents, friends and teachers is indispensable as a safeguard against hasty or ill-advised choice. The principal of the grade school, the eighth grade teacher, the principal of the high school, will all be glad to offer their advice and to give fuller information.

III. Future Plans Should Determine Choice.

It should not be forgotten that each course of study leads to something beyond, either a calling in life, or further study in a higher school, college or professional school. Where a student does not know in what direction his taste and opportunities are likely to lead him, and wishes to keep himself free to choose later, it is highly advisable that he take a well-rounded course, such as that offered in the *General Course*, which gives him an opportunity to try himself out in a variety of fields, giving him an acquaintance with the main branches of knowledge, and helping him *find himself*. Where a

student is already committed to some vocation, or course of professional study, it would be well to seek out some successful practitioner or employer in that line of work here in Minneapolis, and ask his advice. It will be found that such advice is highly valuable, and will usually be cheerfully and freely given.

IV. Preparation for Business.

Pupils who do not pursue a high school course as preparatory to entrance to higher institutions are necessarily those who seek a high school education as a preparation for a "business" life. This class of students, in point of number, is greater than all other classes combined. Inasmuch as the four years spent in the high school are to be the last years of schooling, it is of the greatest importance that subjects be selected with discrimination.

V. Commercial Course.

The *Commercial Course* is arranged to give the studies which will fit young men and young women to go into commercial positions as stenographers, bookkeepers, or general assistants in office and clerical work. Many young people leave school before they come to the high school and go into this kind of work; but these boys and girls who leave at the end of the seventh or eighth grade, usually find, after they have worked a few years, that they are at a disadvantage because they have not had a *more thorough training in English and a better general education*. There are many positions which will not be open to them because of this lack of general education. The high school *Commercial Course*, extended through four years like other high school courses, has been arranged to meet the need which is felt for a course which will give the young people who take it more general intelligence and a good general education, as well as knowledge of those studies which will enable them to get positions promptly and earn money, after graduating from the high school. The high schools do not guarantee positions, but positions have always been waiting for those who finished the course creditably. In many cases positions are offered before the course is completed and some of the boys and girls are tempted, against their own best interests, to leave school before they have finished the course they began. The *Bookkeeping* and the *Shorthand and Typewriting* are given during the last two years of the course, because it has been found that these studies can be more easily mastered and a better knowledge of them obtained if the students have had a thorough training in *English* and in other branches given in the first two years of the course.

VI. General Course.

The *General Course* may prepare for college, but it is designed for those who wish a *general education rather than a high degree of specialisation*. It prepares for business in a general way and is well

adapted to one who does not yet know what line of work he wishes to pursue. If one does not feel able to take a full four years' course, he will find that two or three years of this course will put him in the way of finding himself and give him a good foundation for some useful career.

VII. Manual Training Course.

The *Manual Training Course* gives boys who desire to become skilled workmen an opportunity to find the life work for which they are fitted by the presentation of the elements of several industries. While no trade is taught, the boys are led to acquire industrial intelligence and general mechanical skill. With this as a foundation, one may at once enter upon wage-earning with prospect of speedy advance in his chosen trade. If subjects have been wisely chosen, those taking this course are eligible for entrance to college.

VIII. Home Economics Course.

The *Home Economics Course* gives girls a chance to become efficient home-makers, or prepare for entrance into culinary occupations or the needle trades. This course also will prepare for college if subjects are chosen with that in mind.

IX. Arts Course.

The *Arts Course* is designed for the young person who wishes to specialize in *Music, Drawing, Art, or Handicraft*. It is intended to give credit for *Music* work outside of school provided that work is taken of competent and approved teachers.

X. Preparation for College.

A student who plans to go to college will usually find it to his advantage to select either the *Latin* or the *Modern Language Course*. Some Eastern colleges require four years of *Latin* and three years of *Mathematics*, as well as three years of *French* or *German*, as offered in the *Latin Course*, but most Western colleges do not. It is possible to take the *General Course*, the *Manual Training Course*, or the *Home Economics Course*, and so choose one's subjects as to be able to enter college after four years' work in the high school; but such choice must be carefully made in the light of the specific entrance requirements of the college that one intends to enter, in order that the student shall not find himself under the necessity of preparing himself in additional subjects, and perhaps taking an additional year of high school work, before being allowed to enter. Hence the necessity of consulting the principal. Students who are graduates of the present *Commercial Course* will generally have to spend an additional half year at least in the high school in order to be prepared for entrance to the average college course. The University of Minnesota, to which so many graduates of the Minneapolis high schools go to obtain an advanced educa-

tion, is divided into colleges, each of which sets somewhat different entrance requirements. The College of Science, Literature and Arts, sometimes referred to as the Academic College, requires (1) a diploma from a recognized high school, (2) the completion of fifteen year-units of high school work, including four years of *English* and two years of *Mathematics*, with the subjects chosen from a list printed in the Bulletin of the University, and (3) an average mark of *pass plus* in all subjects offered for admission. All graduates of the *Latin Course* and of the *Modern Language Course*, as well as those graduates of the *General, Manual Training*, and *Home Economics* courses who choose their electives properly, will find themselves eligible to enter this department of the University of Minnesota, provided they have an average of *pass plus* in all the subjects taken. This means that every mark of *pass* must be balanced by a mark of *pass double plus*.

XI. Engineering and Technology.

Those who intend to enter a technical school, like the College of Engineering of the University of Minnesota, or some other similar school, should include three years of *Mathematics* and some *Modern Language* in whatever course they take. The College of Engineering will credit only one year each of *Shop Work, Freehand Drawing* and *Mechanical Drawing* toward the completion of its entrance requirements. Those who plan to enter this school will, therefore, naturally elect the *Manual Training Course* or the *General Course*, in which *Manual Training* is offered, as well as *Modern Languages* and *Mathematics*. The technical schools continue and supplement the *Manual Training* work of the high school. The *Latin* and *Modern Language* courses also prepare for Engineering schools.

XII. Dentistry.

The best colleges of Dentistry now require a high school preparation, and advise one or two years of college work as well. At Minnesota, the College of Dentistry requires at least one year of *Manual Training* (*Shop Work*), one year of *Chemistry*, two years of *Mathematics*, and four years of *English*. Either the *Manual Training Course* (taking care to choose *Chemistry*) or the *General Course* (including *Manual Training* and *Chemistry*) will prepare for this school.

XIII. Law.

While there are Law schools which admit directly from the high school, this is not the prevailing practice, nor is it followed at the University of Minnesota. Here two years of college work are required. Hence the preparation for Law should be the same as that for entrance to the College of Science, Literature and Arts. It is advisable to emphasize *Latin* (for the sake of legal terminology) and *History* and *Civics*.

XIV. Medicine.

Medical schools generally require at least two years of a college course for entrance. The high school course should include at least two years of *Latin*. The *General*, *Latin*, *Modern Language*, and *Manual Training* courses will all prepare for Medicine, provided certain conditions are complied with in the choice of electives.

XIV. Elementary School Teaching.

Any one of the courses offered in the Minneapolis high schools will admit students to one of the State Normal Schools whose purpose it is to prepare teachers of elementary schools for their profession (high school teachers must first complete the college course), but it is advisable for such intending teachers to take a broad course, like that of the *General Course*, unless they have already decided upon some specialty, like *Music*, *Art*, *Manual Training*, or *Home Economics*, when they will naturally select the course which offers them a maximum of such work.

GENERAL COURSE

FIRST YEAR.

FIRST SEMESTER.

English I
Elementary Algebra I

Select two {
Greek History
Language
Freehand Drawing I
Cooking and Applied
Science or Sewing
and Applied Design
Manual Training I
Penmanship

SECOND SEMESTER.

English II
Elementary Algebra II

Select two {
Roman History
Language
Freehand Drawing II
Cooking and Applied
Science or Sewing
and Applied Design
Manual Training II
Penmanship and Spell-
ing

SECOND YEAR.

English III

Select three {
Mediæval History
Language
Physical Geography I
Plane Geometry I
General History I
Manual Training III
Cooking and Applied
Science or Sewing
and Applied Design
Freehand Drawing I

English IV

Select three {
Modern History
Language
Physical Geography II
Plane Geometry II
General History II
Manual Training IV
Cooking and Applied
Science or Sewing
and Applied Design
Freehand Drawing II

THIRD YEAR.

English V

Select three {
English History I
Language
Botany I
Physics I
Commercial Geography

English VI

Select three {
English History II
Language
Botany II
Physics II
Commercial History

FOURTH YEAR.

English Literature I
U. S. History

Select two {
Language
Indust. Hist. of U. S.
Botany I
Physics I
Chemistry I
Advanced Algebra
Economics
Senior Arithmetic

English Literature II
Civics

Select two {
Language
Commercial Law
Botany II
Physics II
Chemistry II
Solid Geometry
Senior Grammar
Freehand Drawing

NOTE: A choice of electives in this course should not be made without consulting the principal as to their sequence. From above electives, at least one year of *Science* and one year of *History* must be chosen and if *Greek and Roman History* is not chosen, *General History* must be chosen in the second year. *Language* means *French, German, Latin, Norwegian, or Swedish*, and in First Year, *English Grammar*. A *Modern Language*, if elected, should be taken two years. The following combinations in First Year are not permitted: Freehand Drawing and Sewing, Freehand Drawing and Cooking, Manual Training and Sewing.

COMMERCIAL COURSE

FIRST YEAR.

FIRST SEMESTER.

English I
Penmanship I
Etymology and Spelling
Elementary Algebra I

SECOND SEMESTER.

English II
Penmanship and Spelling II
English Grammar or Algebra II
Commercial Arithmetic I

SECOND YEAR.

English III
Commercial Arithmetic II
Commercial Geography I
General History I

English IV
Elementary Bookkeeping (2 periods)
Commercial Geography II
General History II

THIRD YEAR.

English V
Commercial History I

English VI
Commercial History II

Select two {
Stenography and Type-
writing (2 periods)
Advanced Bookkeeping
Modern Language
Botany I
Physics I
Plane Geometry I

Select two {
Stenography and Type-
writing (2 periods)
Accounting
Modern Language
Botany II
Physics II
Plane Geometry II

FOURTH YEAR.

Business Correspondence
Civics

Business Composition and Literature
Commercial Law

Select two {
Stenography and Type-
writing (2 periods)
Modern Language
Industrial History of
United States
Chemistry I
Advanced Algebra
English Literature I

Select two {
Stenography
Typewriting (2 peri-
ods)
Modern Language
Chemistry II
Solid Geometry
English Literature II
Economics

NOTE: A choice of electives should not be made without consulting the principal as to their sequence. A *Modern Language* means *French, German, Norwegian, or Swedish*; and if elected should be taken two years.

MANUAL TRAINING COURSE

FIRST YEAR.

FIRST SEMESTER.		SECOND SEMESTER.	
English I		English II	
Mechanical Drawing and Wood Joinery		Mechanical Drawing and Cabinet Work	
Elementary Algebra I		Elementary Algebra II	
<i>Select one</i> { Greek History		<i>Select one</i> { Roman History	
{ Language		{ Language	

SECOND YEAR.

English III		English IV	
Mechanical Drawing (2 periods)		Turning and Pattern Work (2 periods)	
Plane Geometry I		Plane Geometry II	
<i>Select one</i> { Mediæval History		<i>Select one</i> { Modern History	
{ Language		{ Language	
{ Physical Geography I		{ Physical Geography II	
{ General History I		{ General History II	

THIRD YEAR.

English V		English VI	
Machine or Architectural Drawing (2 periods)		Forge Work (2 periods)	
<i>Select two</i> { English History I		<i>Select two</i> { English History II	
{ Language		{ Language	
{ Botany I		{ Botany II	
{ Physics I		{ Physics II	
{ Chemistry I		{ Chemistry II	
{ Commercial Geography		{ Commercial History	

FOURTH YEAR.

Machine Shop Practice or Carpentry (2 periods)		Advanced Machine or Architectural Drawing (2 periods)	
<i>Select three</i> { U. S. History		<i>Select three</i> { Civics	
{ Language		{ Language	
{ Botany I		{ Botany II	
{ Physics I		{ Physics II	
{ Chemistry I		{ Chemistry II	
{ Advanced Algebra		{ Solid Geometry	
{ English Literature I		{ English Literature II	
{ Industrial History of United States		{ Commercial Law	
{ Economics			

NOTE: A choice of electives should not be made without consulting the principal as to their sequence. A *Language* means *French, German, Norwegian, or Swedish*, and in First Year, *English Grammar*. A *Modern Language*, if elected, should be taken two years.

HOME ECONOMICS COURSE

FIRST YEAR.

FIRST SEMESTER.

English I
Sewing and Applied Design
Select two { Language
Greek History
Elementary Algebra I
Freehand Drawing I

SECOND SEMESTER.

English II
Cooking and Applied Science
Select two { Language
Roman History
Elementary Algebra II
Freehand Drawing II

SECOND YEAR.

English III
Sewing and Applied Design
Select two { Mediæval History
Language
Physical Geography I
Plane Geometry I
General History I

English IV
Cooking and Applied Science
Select two { Modern History
Language
Physical Geography II
Plane Geometry II
General History II

THIRD YEAR.

English V
Sewing and Applied Design
Select two { English History I
Language
Botany I
Physics I
Commercial Geography

English VI
Cooking and Applied Science
Select two { English History II
Language
Botany II
Physics II
Commercial History

FOURTH YEAR.

English Literature I
Sewing and Applied Design
Select two { U. S. History
Industrial History of
United States
Language
Botany I
Physics I
Chemistry I
Advanced Algebra
Economics
Senior Arithmetic

English Literature II
Cooking and Applied Science
Select two { Civics
Senior Grammar
Language
Botany II
Physics II
Chemistry II
Solid Geometry
Commercial Law

NOTE: A choice of electives should not be made without consulting the principal as to their sequence. A *Language* means *French, German, Latin, Norwegian, or Swedish*, and in First Year, *English Grammar*. A *Modern Language*, if elected, should be taken two years.

ARTS COURSE

FIRST YEAR.

FIRST SEMESTER.

English I

Music or Art

Select two {
 Language
 Greek History
 Elementary Algebra I

SECOND SEMESTER.

English II

Music or Art

Select two {
 Language
 Roman History
 Elementary Algebra II

SECOND YEAR.

English III

Music or Art

Select two {
 Mediæval History
 Language
 Physical Geography I
 Plane Geometry I
 General History I

English IV

Music or Art

Select two {
 Modern History
 Language
 Physical Geography II
 Plane Geometry II
 General History II

THIRD YEAR.

English V

Music or Art

Select two {
 English History I
 Language
 Botany I
 Physics I
 Commercial Geography

English VI

Music or Art

Select two {
 English History II
 Language
 Botany II
 Physics II
 Commercial History

FOURTH YEAR.

English Literature I

Music or Art

Select two {
 Industrial History of
 United States
 U. S. History
 Language
 Botany I
 Physics I
 Chemistry I
 Advanced Algebra
 Economics
 Senior Arithmetic

English Literature II

Music or Art

Select two {
 Civics
 Senior Grammar
 Language
 Botany II
 Physics II
 Chemistry II
 Solid Geometry

NOTE: A choice of electives should not be made without consulting the principal as to their sequence. A *Language* means *French, German, Latin, Norwegian, or Swedish*, and in First Year, *English Grammar*. A *Modern Language*, if elected, should be taken two years.

LATIN COURSE

FIRST YEAR.

FIRST SEMESTER.

English I
 Latin Grammar I
 Elementary Algebra I
 Greek History

SECOND SEMESTER.

English II
 Latin Grammar II
 Elementary Algebra II
 Roman History

SECOND YEAR.

English III
 Cæsar I
 Plane Geometry I
Select one { Mediæval History
 { Modern Language

English IV
 Cæsar II
 Plane Geometry II
Select one { Modern History
 { Modern Language

THIRD YEAR.

English V
 Cicero I
Select two { English History I
 { Modern Language
 { Botany I
 { Physics I

English VI
 Cicero II
Select two { English History II
 { Modern Language
 { Botany II
 { Physics II

FOURTH YEAR.

English Literature I
 Vergil I
Select two { U. S. History
 { Modern Language
 { Botany I
 { Physics I
 { Chemistry I
 { Advanced Algebra

English Literature II
 Vergil II
Select two { Civics
 { Modern Language
 { Botany II
 { Physics II
 { Chemistry II
 { Solid Geometry

NOTE: A choice of electives should not be made without consulting the principal as to their sequence. A *Modern Language* means *French, German, Norwegian, or Swedish*. A *Modern Language*, if elected, should be taken two years.

MODERN LANGUAGE COURSE

FIRST YEAR.

FIRST SEMESTER.

English I
 Modern Language I
 Elementary Algebra I
 Greek History

SECOND SEMESTER.

English II
 Modern Language II
 Elementary Algebra II
 Roman History

SECOND YEAR.

English III
 Modern Language III
 Plane Geometry I
 Mediæval History

English IV
 Modern Language IV
 Plane Geometry II
 Modern History

THIRD YEAR.

English V
 Modern Language V

Select two { English History I
 Language I
 Botany I
 Physics I

English VI
 Modern Language VI

Select two { English History II
 Language II
 Botany II
 Physics II

FOURTH YEAR.

English Literature I
 Modern Language VII

Select two { U. S. History
 Language I or III
 Botany I
 Physics I
 Chemistry I
 Advanced Algebra

English Literature II
 Modern Language VIII

Select two { Civics
 Language II or IV
 Botany II
 Physics II
 Chemistry II
 Solid Geometry

NOTE: A choice of electives should not be made without consulting the principal as to their sequence. A *Language* means *French, German, Latin, Norwegian, or Swedish*. A *Modern Language* will not be offered the Fourth Year unless the number of students is sufficient to warrant it. If an additional *Modern Language* is chosen as an elective, it should be taken two years.

GENERAL REGULATIONS

I. School Year.

The school year is forty weeks in length, with vacations of two weeks at Christmas and of one week at Easter. School begins the first week in September and closes the third week in June.

II. Daily Session.

The daily session is planned to open at 8:30 a. m., and continue for seven periods of forty-five minutes each, closing at 2:30. Ample time is thus given for students to secure lunch, the fifth period being lengthened for this purpose.

III. Admission.

Pupils are qualified for admission who have completed the eighth grade of the Minneapolis schools or of any public school system of like grade. All other candidates are required to pass satisfactory examinations in the major subjects, *Grammar* and *Arithmetic*, and in either *U. S. History* or *Geography*. State High School Board certificates will be accepted in lieu of examinations in these subjects.

IV. Advanced Standing.

To secure advanced standing, pupils must pass examinations in all subjects in which they desire credit, or must present State High School Board certificates, or must present credentials showing that the work has been completed satisfactorily in another accredited high school or academy.

V. Graduation.

To graduate, a student must have obtained satisfactory grades in a regular four years' course, making thirty-two credits, a credit being one semester's work in any subject, where five recitations per week or the equivalent, are required. But credit cannot be given for a single semester's work in subjects requiring one year or more for completion, except by special action of the Board of Appeals, consisting of the Superintendent and the five high school principals.

Students may change their course of study, on application of parent or guardian, but any *essential* back studies in the new course must be completed in order to graduate.

Where students are in delicate health, or for any other unusual cause, on application from parent or guardian, a course will be outlined, requiring more than four years for graduation, but less than the four subjects ordinarily required each semester.

At least one semester's attendance in a Minneapolis high school is required for graduation.

VI. Special Course.

For students of *mature years*, a special course will be outlined, requiring two or three years for completion, as may be desired, with

special opportunities for mastering commercial and industrial subjects. Upon completion of this course, a certificate may be given, showing the work accomplished but the regular diploma shall not be given unless the complete requirements for graduation have been satisfied.

VII. Passing Grade.

The passing grade in all subjects shall be 75 per cent on a scale of 100. Work of this grade shall be considered as conditional only, and no student shall be considered really efficient unless his grade reaches a minimum of 80. Graduates shall not be recommended for entrance to the University of Minnesota unless their average for the four years has been 80 per cent or better.

VIII. Monthly Reports.

- Monthly reports are sent to the parent or guardian, showing the pupil's record in scholarship and attendance.

IX. Examinations.

Examinations and tests are required in all subjects to be given at the discretion of the teacher in charge, with the approval of the principal; it is suggested that these be given at least once each month, and upon the completion of each definite phase of a subject.

X. Additional Subjects.

A student may be allowed to carry one additional subject, provided his average standing of the four subjects carried for the preceding semester was 85 or above.

A student may not drop a subject, when carrying the regulation number of studies, except in case of sickness, unless double recitation time is given to some one of the remaining subjects.

XI. Honors and Prizes.

Students averaging 90 per cent in all subjects for the four years of the course are named as honor students, the highest being valedictorian, and the next highest salutatorian. Grades attained in another high school may be credited toward honors, provided that the grades made in the Minneapolis schools average at least as high.

Prizes are offered as follows:

1. The *Swedish Prize* of \$15, which is offered by the Society for the Encouragement of the Study of Swedish in the United States, to the student ranking highest in the study of Swedish.
2. The *Journal Prize*, consisting of a gold medal valued at \$25, which is offered by the Minneapolis Journal to the pupil in each high school making the best scholarship and conduct record.
3. The *Stockwell Prize*—first, \$15, and second, \$10—offered annually by Mr. S. A. Stockwell for best essays on some subject chosen by him.
4. Other special prizes are offered in the different high schools.

Prizes can be offered only upon special action of the Board of Education.

XII. Athletics.

Students may not participate in competitive athletics unless at the time of the contest they are doing passing work in at least three regular subjects, and unless they have been in residence in the school they represent for the preceding semester, and have passed in at least three subjects during this semester. Other rules will be found on the special bulletin governing athletics.

XIII. Transfers Between Schools.

Transfers between schools will be granted subject to the following conditions:

1. No pupil shall be allowed to attend any high school other than the one in the district in which his parents reside, except the high school of an *adjoining* district. Thus, no pupil can be transferred from the North to the South, or from the East to the West high schools.

2. No pupil shall be allowed to attend any high school other than the school of his own district until a regular Special Transfer is in the hands of the receiving Principal. No verbal message or written note can be accepted in lieu of the required Special Transfer.

3. No high school Principal shall be required to honor any Special Transfer if there are substantial reasons why he should not do so. A Special Transfer may be revoked by the receiving Principal when this action is deemed necessary for the best interest of the schools.

4. No Special Transfer for use during any school year shall be issued before the first day of that school year. No Special Transfer is valid beyond the year in which it is issued.

5. Any high school pupil who has completed the work of the first three years of the high school course of study may be allowed to continue in the school attended last year, without a Special Transfer.

XIV. Suggestions for Successful Work.

In general it may be said that regular attendance and punctuality are absolutely essential to success. Parents who allow their children to remain out of school for trivial reasons may expect them to fail. Parents who condone tardiness and dilatory conduct on the part of their children, may expect to find them backward in the dispatch of their school duties. It is well understood that *social distractions are fatal* to successful school work, and parents who do not see that their children are at home every school night may expect a poor report card at the end of the month.

XV. Home Study.

Home study is necessary. It is difficult to lay down an absolute rule, but in general it may be said that unless the pupil is doing *systematic* home study for a part of each afternoon or evening, or both, the parent should communicate at once with the school authorities, for the pupil is not meeting the school requirements.

XVI. Fraternities.

"No pupil attending any Public High School or any other Public School in the City of Minneapolis while so attending shall continue to be a member of any secret Fraternity or Society heretofore formed wholly or partially from the membership of such schools; nor shall any such pupil solicit any other pupil to become a member of such Fraternity or Society. And no such Fraternity or Society shall hereafter be formed from the membership of such schools, or exist in any public school of said city, except upon the written request of the Principal of such school, which request must be endorsed by the Superintendent and approved by the Board of Education at a regular meeting of such Board, and any pupil violating any of the provisions of this rule may be suspended or dismissed from such school, or prevented from graduating or participating in school honors when, if after investigation, in the judgment of such Directors or a majority of them, such pupil or pupils are guilty of violating any of the provisions of this rule."

XVII. Class Organizations.

Permanent class organizations are not permitted below the Junior year, and no organization shall be made except by special authority of the Principal, and subject to the rules of the Board of Education. No student shall be eligible to any class office or membership on any committee who is under discipline or not doing passing work, or is not prompt in meeting financial obligations, or who has not the full number of credits required of his class.

No class meeting or other meeting of students shall be held in a high school building without permission of the Principal.

All class funds or funds of any school organization shall be handled only by a teacher or student who is approved by the Principal or designated by him. All moneys received shall be properly receipted for and none paid out except upon proper written order of persons approved by the Principal. All accounts shall be properly audited.

- Twelve Centuries of English Poetry
and Prose—Newcomer & Andrews. Scott, Foresman & Co.
Poems and Tales—Poe. Scott, Foresman & Co.
Essay on Burns—Carlyle. Scott, Foresman & Co.
Life of Johnson—Macaulay. Scott, Foresman & Co.
Ivanhoe—Scott Longmans, Green & Co.
Treasure Island—Stevenson Longmans, Green & Co.
Sir Roger de Coverly Papers—Addi-
son Longmans, Green & Co.
Sketch Book—Irving Longmans, Green & Co.
Golden Treasury—Palgrave. Macmillan Co.
A Tale of Two Cities—Dickens. Ginn & Co.
David Copperfield—Dickens Ginn & Co.
Henry Esmond—Thackeray Ginn & Co.
Silas Marner—Eliot. D. Appleton & Co.
Poems—Longfellow Cassell & Co.
Narrative and Lyric Poems—Seward. Henry Holt & Co.

HISTORY, ETC.:

- Morey's Outlines of Greek History.
Morey's Outlines of Roman History.
West's Modern History.
Colby's Outlines of General History.
Andrews' English History.
Channing's Students' History of United States.
James and Sanford's Government in State and Nation.
Bullock's Elements of Economics.

SCIENCE:

- Salisbury, Barrows and Tower's Elements of Geography.
Bergen and Caldwell's Practical Botany.
Brownlee's (et al.) First Principles of Chemistry.
Millikan and Gale's First Course in Physics.

COMMERCIAL:

- Van Tuyl's Complete Business Arithmetic.
Williams and Roger's Modern Illustrative Bookkeeping.
Kimball's Business Speller.
Belding's Commercial Correspondence.
Robinson's Commercial Geography (for one-year course).
Redway's Commercial Geography (for half-year course).
Day's History of Commerce.
Gano's Commercial Law.
Gregg's Shorthand Manual.
Gregg's Speed Practice.
Musick's Universal Dictation for Gregg Shorthand.
Cutler and Sorelle's Rational Typewriter Course.

Ernstes und Heiteres—Schrakamp.....	American Book Co.
Das Edle Blut—Wildenbruch.....	D. C. Heath & Co.
Writing and Speaking German—Pope.....	Henry Holt & Co.
Die Jungfrau von Orleans—Schiller.....	Ginn & Co.
Wilhelm Tell—Schiller.....	Ginn & Co.
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Der Trompeter von Sakkingen—Scheffel.....	Ginn & Co.
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Wallenstein—Schiller.....	MacMillan Co.
Sessenheim—Goethe.....	D. C. Heath & Co.
Waldheimat—Rosegger.....	Ginn & Co.
Ekkehard—Scheffel.....	D. C. Heath & Co.

LATIN :

- D'Ooge's Latin for Beginners.
- Harkness' Complete Latin Grammar (Revised).
- Daniel's Latin Composition (Revised by Brown).
- Harkness and Forbes' Cæsar.
- Harper and Gallup's Cicero.
- Greenough and Kittredge's Vergil.

NORWEGIAN :

- Maren Michelet's First Year Norse.
- Readings from the following
 - Holvik's Norse Book.
 - Jens Hareid's Norges Historie.
 - Laesebok in Morsmaalet.
 - Magnussen's Danish, Norse, English Dictionary.
 - Wergeland. D. F. Knutson's utvalg av Norsk Literatur.
 - And others.

SWEDISH :

- Fort's Elementary Swedish Grammar.
- Readings from the following
 - Grimberg's Sveriges Historia Vols. I, II, III and IV.
 - Selma Lagerlof's Nils Holgerson's underbara resa genom Sverige, Parts I and II.
 - Selma Lagerlof's En Herrgardssagen.
 - And others.

MUSIC :

- Beacon's Song Collections, Nos. 1 and 2.
- School Songs with College Flavor.
- And others.

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