

LB

1613

Q7A4

1913





Class LB1613

Book .C7A4

1913

Makers
Syracuse, N. Y.
PAT. JAN. 21, 1908

COURSES OF STUDY
FOR THE
HIGH SCHOOLS
OF
OREGON

STATE DEPARTMENT OF EDUCATION

1913

Oregon, Office of Superintendent of Public Instruction

STATE MANUAL

OF THE

COURSES OF STUDY

FOR THE

HIGH SCHOOLS OF OREGON

ISSUED BY THE

STATE EDUCATIONAL DEPARTMENT

J. A. CHURCHILL

SUPERINTENDENT OF PUBLIC INSTRUCTION

1913



L B 1613
07 A 4
1913

D. OF D.
FEB 24 1914

DEPARTMENT OF EDUCATION, STATE OF OREGON

J. A. CHURCHILL.....Superintendent of Public Instruction.
E. F. CARLETON.....Assistant State Superintendent.
FRANK K. WELLES.....Assistant State Superintendent.

OUTLINE OF COURSES OF STUDY FOR

MAJORS	FIRST YEAR		SECOND YEAR	
English and Mathematics	English and Algebra	English and Algebra	English and Algebra	English and Geometry
English and Languages	English, Latin or German	English, Latin or German	English, Latin or German	English, Latin or German
English and History	English and Ancient History (Greek)	English and Ancient History (Roman)	English and Mediaeval History	English and Mediaeval History
English and Science	English and Physical Geography	English and Physical Geography	English, Physiology and Hygiene	English, Biology or Botany
English and Industry	English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Music	English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Music	English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Music	English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Music

HIGH SCHOOLS OF OREGON.

THIRD YEAR		FOURTH YEAR	
English and Geometry	English and Geometry	Higher Algebra, American History	Higher Algebra, and Civics
English, Latin or German	English, Latin or German	English, American History, Latin or German	English, Civics and Latin or German
English and English History	English and English History	English and American History	English and Civics
English and Physics	English and Physics	English, American History and Chemistry	English, Civics and Chemistry
English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Teachers' Training, Music	English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Teachers' Training, Music	English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Teachers' Training, Music	English and one of the following: Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, (Business Correspondence, Penmanship, Spelling), Typewriting, Shorthand, Commercial Arithmetic, Bookkeeping, Teachers' Training, Music

TO THE TEACHERS.

(a) In the preparation of the High School Courses, consideration has been given for the different aptitudes of pupils and for the different preparations which a high school must give to fit all of its pupils for larger spheres of usefulness.

(b) Greater freedom in the choice of electives has been given, with the hope that pupils will not be forced to take a subject for which they have no aptitude, but rather that courses will be selected that will give a natural development of the faculties.

(c) A pupil who elects the English and Mathematics Course will take English and Algebra the first year and elect two more studies from all of the others in the first year of the various courses. Should he elect the course in English and Languages, he will take English and Latin or German, and any two of the studies of the other courses given in the first year.

(d) Fifteen full credits are required for the completion of a course. A pupil carrying full work will, with the exception of the last year, recite in four subjects each day.

(e) While the courses are planned for four years' work, a pupil with good preparation for the work, and strong, both mentally and physically, may complete a course in three years by taking five subjects, the maximum number each year.

(f) A pupil can earn but three credits in the English and Industrial Course when majoring in other than that course.

(g) A pupil may earn from one to three credits, for graduation in either vocal or instrumental music where the instruction is given by a teacher not connected with the school; *provided*, that the teacher must certify in writing that the pupil has spent at least eighty minutes in practice or instruction each day; *provided*, also that the Principal of the High School shall be satisfied as to the competency of the teacher.

(h) All subjects requiring no preparation on the part of the pupil, before coming to the class, such as stenography, typewriting, etc., shall be given two of the regular recitation periods.

(i) Schools giving but one or two years' work above the eighth grade should offer such subjects only as their facilities and teaching force will permit. Small high schools may offer a well balanced course through a combination of the English and Mathematics, English and History, English and Science, together with a few electives.

(j) On entering high school, pupils should be given full information as to the entrance requirements of colleges and universities, that those who desire to enter college after their high school graduation may shape their high school course accordingly.

TEACHERS' TRAINING COURSE FOR HIGH SCHOOLS.

The Course is prepared in compliance with Sections 14 and 44, School Laws of Oregon, 1913. The arrangement is only suggestive, but the full amount of work given in this Course must be completed by a student before he will be entitled to a certificate without examination.

The principal of the high school shall notify this department by December 1st of the number taking the Course, so the blanks required by law may be furnished the school.

The schools offering this course will be visited during the year by the Superintendent of Public Instruction or an Assistant Superintendent.

10th Grade. Elementary Agriculture—One-half year, five recitations per week. Second term.

The class work may be based on one of the books recommended for the reference library and the State Course of Study. Practical Nature Study and Elementary Agriculture by Coulter and Patterson is an especially good text. The teacher should have the Teaching of Agriculture in the High Schools, by Bricker.

Report to the satisfaction of the principal on at least two of the texts found in the school reference library.

11th Grade. While American History and Civics are offered in the fourth year of the High School Courses, pupils in the Training Class should take that work in the 11th grade. Five recitations per week, including Methods of Teaching History. See State Course of Study on History. Study how to present the stories offered in the first four grades.

12th Grade. I. REVIEW—ONE-HALF YEAR.

Grammar, 9 weeks Three recitations and two recitation hours'
Arithmetic, 9 weeks observation work each week.

The course should include a thorough study of the Course of Study in all subjects.

II. TEACHING PRACTICE, 15 WEEKS.

Actual teaching practice must be given for at least forty minutes each day for a period of not less than fifteen weeks.

The assignments of the pupils in the Course to the different grades for teaching practice, must always be definite. Pupils are required to file with the principal at the close of each assignment a written report of not less than three hundred words. These reports are to be filed for the inspection of the State Superintendent of Public Instruction or the Assistant Superintendent on his annual visit.

III. METHODS—ONE YEAR, FIVE RECITATIONS PER WEEK.

- (a) Colgrove's *The Teacher and The School*.
- (b) Oregon School Law.
- (c) A Study of School blanks, register, daily program, monthly report.
- (d) Report to the satisfaction of the principal on at least one of the texts in *History of Education*, and one in *Principles of Education*, found in the school reference Library.

Principals offering this course will please read carefully Sections 14 and 44, *School Laws of Oregon, 1913*, noting especially the following provisions:

A one-year State Certificate shall be granted without examination to applicants who have completed four years' work in an accredited high school or other accredited institution; provided, that the applicant shall have completed the teachers' training course in such high school or institution as provided for in this act. A one-year State Certificate may be renewed only once when the holder thereof has presented satisfactory evidence of having successfully taught six months' school during the life of such certificate. (Section 14, Subd. 2).

At least one teacher shall devote not less than four hours each day to the teachers' training course, and such teacher or teachers shall have been graduated from a standard normal school or its equivalent, which equivalency shall be passed upon by the Superintendent of Public Instruction. (Section 44, Subd. 1).

At least two teachers exclusive of the City Superintendent shall give their entire time to instruction in subjects above grammar school subjects. (Section 44, Subd. 2).

Schools offering this course shall have a reference library of at least three volumes on each of the following fields of professional study: *History of Education*, *Principles of Education*, *Methods and Special Training in Industrial Education*, including agriculture. (Section 44, Subd. 5).

BOOKS RECOMMENDED FOR REFERENCE LIBRARY.

History of Education—

- Monroe, Paul. Brief course in history of education. 1905
Macmillan, \$1.25.
- Davidson, Thomas. History of education. 1900. Scribner,
\$1.00.
- Dexter, E. G. History of education in the United States. 1904
Macmillan, \$2.00.

Hughes, R. E. Making of citizens; a study in comparative education. 1902. Scribner, \$1.50.

Hinsdale, B. A. Horace Mann and the common school revival in the United States. 1898. Scribner, \$1.00.

Principles of Education—

Ruediger, W. C. Principles of education. 1910. Houghton, \$1.25. Postage, 11 cts.

Dewey, John. The school and society; supplemented by a statement of the University elementary school. 1900. University of Chicago Press, \$1.00.

Henderson, E. N. A text-book in the principles of education. 1910. Macmillan, \$1.75.

Pestalozzi, J. H., Leonard and Gertrude; translated and abridged by Eva Channing, 1907. Heath, 90 cts.

Spencer, Herbert. Education, intellectual, moral and physical. 1900. Appleton, \$1.25.

Industrial Education Including Agriculture—

Dean, A. D. The Worker and the State. 1910. Century, \$1.20.

Coulter, J. M., and others. Practical nature study and elementary agriculture. 1909. Appleton, \$1.35.

Hodge, C. F. Nature study and life. 1902. Ginn, \$1.50.

Greene, M. L. Among school gardens. 1910. Charities Pub. Co., \$1.25.

Hanus, P. H. Beginnings in industrial education, and other educational discussions. 1908. Houghton, \$1.00.

Educational Psychology—

James, William. Talks to teachers on psychology and to students on some of life's ideals. 1900. Holt, \$1.50.

Dewey, John. How we think. 1910. Heath, \$1.00.

Bagley, W. C. The educative process. 1905 Macmillan, \$1.25.

Rowe, S. H. Habit formation and the science of teaching. 1909. Longmans, \$1.50.

Thorndike, E. L. Educational psychology. 1903. Lemcke, \$1.50.

Teaching—

Bagley, W. C. Class management; its principles and technique. 1907. Macmillan, \$1.25.

McMurry, F. M. How to study and teaching how to study. 1909. Houghton, \$1.25.

Betts, G. H. The recitation. 1911. Houghton, 60 cts.

Dinsmore, J. W. Teaching a district school; a book for young teachers. 1908. American Book Co., \$1.25.

Parker, F. W. Talks on teaching; reported by I. E. Patridge. 1893. Barnes, \$1.00.

A description of these books is given in the list of books on Education in the general loan collection prepared by the Oregon Library. The prices given are the publishers' prices. Some of these books are on the school library list, and the school prices may be found in the library list.

A SUGGESTED COURSE IN HIGH SCHOOL ENGLISH

by

MISS BESSIE B. APPLGATE.

GENERAL SUGGESTIONS.

Literature:

During the first and second years, there should be much reading, rather than the careful study of a few classics, the aim being to interest the students in reading and to lead them to see what constitutes good reading. In the second and third years, the study should be more intensive. Throughout the course, the teacher should make the work as spontaneous, natural, and interesting as possible, encouraging free class discussions and avoiding the following of the definite rules and plans as to method and time, regardless of the interest and taste of the class. There should be much memorizing of both prose and verse. Pupils should be allowed considerable freedom in their choice of outside reading but should be guided in the selection of a variety of literary types. It should be kept in mind that the object of Literature study is not so much knowledge of the facts and acquaintance with certain books as the acquiring of good habits of thinking and reading and of the ability to appreciate the best.

In the study of the History of English and American Literature, the aim should be not to memorize names and dates but to note the relation of literature to the spirit of the times, and to become acquainted as much as possible with the authors and the writings themselves. It affords opportunity for research and for oral composition. Each member of the class should be called upon to report on topics for which he has collected his material from various sources and has done considerable reading. He should arrange his material carefully and logically and address the class, his report covering the greater part of a recitation period. Work should not be confined to the text-book. Students should be encouraged to read as many works of the authors studied as possible, as well as about the authors themselves.

Composition and Rhetoric.

Two, preferably consecutive, periods per week during the first and second years and one period during the third and fourth years should be devoted to work in composition and rhetoric, with additional periods occasionally as needed. When two are allowed, it is well to devote one to the work in grammar, drill on mechanical forms, punctuation, and discussion of rhetorical principles as needed; the other, to composition, oral or written, and to the preparation for papers to be written out of class, or discussion of papers already written.

Grammar study should be made incidental, each topic being discussed thoroughly but only when found necessary in connection with the composition work.

Much emphasis should be laid upon oral composition, each pupil being required to give frequent talks before the class. Develop clear oral expression in all work, with care as to enunciation, tone, and power. There should be careful and frequent drills on the clear enunciation of vowel and consonant sounds, separately and in typical words. The object of oral composition should be not merely correctness of speech but clearness, naturalness, and ease of expression. It should often be the basis of written composition.

The work of the English Department can be made really effective only by insisting upon good composition, both oral and written, in other courses. Papers from other departments should occasionally be given to the English teacher for correction and discussion in class.

Pupils should as a rule be given a number of subjects to choose from but not left to their own devices in the selection of a topic. Subjects should be concrete, suggestive, and interesting, presenting problems and situations as in the assignments in Gardiner, Kittredge, and Arnold's "Manual of Composition, and Rhetoric." Events of the day, of local and general interest, plays, entertainments, and lectures attended by the students may frequently serve as topics for oral or written composition, and general discussion, affording opportunity for developing in the pupil appreciation and discrimination. Each year, compositions should frequently take the form of letters. While the emphasis, each semester, is laid upon a certain kind of composition, other types of writing are to be required as the occasion demands.

The teacher should insist that students be exact and definite in collecting and presenting material. Care should always be taken in English work to avoid the danger, on the one hand, of making it so formal and technical as to destroy spontaneity and interest; on the other, of failing to obtain results because of lax and unsystematic methods. The teacher should, by constant reference to a number of good texts, select such supplementary work as seems best suited to the needs of herself and her class.

DETAILED PLAN.

FIRST YEAR.

A. *First Semester.*

I. Literature—(Three periods per week.)

1. Three or more of the following for class study.

"Ivanhoe" or "The Talisman".

Irving's "Sketchbook". (Selections).

"The Iliad" and Gayley's "Classic Myths".

"Lady of the Lake".

"Evangeline".

"Sohrab and Rustum".

2. Read as much as possible. Select certain parts to be read in class and others to be read at home and discussed in class. Have much oral reading in both prose and poetry. Particularly effective passages should be read by the teacher or by the best readers in the class. Let the emphasis fall largely upon the story—little intensive study as yet.

3. In addition, stories by the best short story writers as: Hawthorne, R. H. Daud, Kipling, Thompson-Seton, J. C. Harris, Stockton, and Stevenson, and well known narrative poems may be read if desired.

II. Composition and Rhetoric: (Two periods).

The emphasis is laid on narration, the writing or relating of short, one-paragraph narratives, at first reproducing short stories, and condensing longer classics studied. Continue this work, however, only until the student feels at home in his new work and then pass on to stories drawn from personal experience or imagination. Opportunity is here given for the explanation of the principles of unity of paragraphs and of sentences, of proportion, etc., with their application in oral and written work.

B. *Second Semester.*

I. Literature—(Three periods).

1. Three or more of the following for class reading and study:

"Old Testament Stories".

"Merchant of Venice" or "As You Like It".

"Snowbound".

"Lays of Ancient Rome".

"Early English Ballads".

2. Stories and poems as in First Semester.

3. One or two classics for home reading.

II. Composition and Rhetoric. (Two periods).

Narration is continued and simple description begun, aiming at clearness and accuracy rather than at artistic effect with special stress on the point of view.

SECOND YEAR.

A. *First Semester.*

I. Literature—(Three periods).

1. Two or more of the following for class study:

“Ancient Mariner”.
 “Vision of Sir Launfal”.
 “Tale of Two Cities”.
 “Vicar of Wakefield”.
 “In the Wilderness”. Warner.

2. Supplementary descriptive stories and poems.

3. One or two classics for home reading.

During the second year, read with more attention to style, noting particularly descriptions, use of effective and poetic words, concrete details, etc. Note the character sketching in novels read.

II. Composition and Rhetoric: (Two periods).

Let the emphasis fall upon description. Deal largely with the more general ideas, keeping in mind a few definite principles and developing them thoroughly as:

1. Keeping one point of view.
2. Aiming at producing one effect, keeping in mind the audience, real or imaginary, and the purpose of the description.
3. Selecting and arranging details in regard to a definite plan. Give throughout the year some work in verse writing, progressing from the writing of single lines to a number of simple stanzas.

B. *Second Semester.*

I. Literature—(Three periods per week).

1. Two or more of the following for class study.

“Lorna Doone”.
 “Idylls of the King”.
 Coming of Arthur.
 Gareth and Lynette.
 Launcelot and Elaine.
 Passing of Arthur.

"Midsummer Night's Dream".
Stevenson's "Inland Voyage" and
"Travels with a Donkey".

2. One or two classics for home reading.

II. Composition and Rhetoric: (Two periods).

Continue work in description, introducing the study of paragraphs and of topic and transitional sentences. Begin a study of exposition, writing simple definitions and later short explanations of how to do or make something, making sure in each case that the thought is absolutely clear before expression is attempted. In oral work, require longer expositions, the students in some cases speaking from brief outlines.

THIRD YEAR.

A. *First Semester.*

I. Literature.

1. Two of the following for class study—(Two periods per week).
"Julius Caesar".
"Silas Marner".
"House of Seven Gables."
2. Two classics for home reading.
3. History of English Literature (two periods).

During this year, emphasize, in novels, the artistic development of plot, setting, finer elements of character sketching; in speeches, careful outlining and principles of exposition.

In the History of English Literature, either study it by periods as in the text or trace through, one at a time, certain lines of literary development, as the drama, fiction, poetry, and the essay. If much study is given to individual authors and their writings, it is well to let this take the place of one of the classics for class study, especially during the second semester. It is well to read as widely as possible in the fiction of the Age of the Classicists and the Victorian Age, and in the poetry of the Age of the Romanticists and the Victorian Age.

II. Composition and Rhetoric: (One period.)

Call for longer compositions in narration and description and oral exposition.

B. *Second Semester.*

I. Literature.

1. One or two of the following for class study. (Two periods).
 "Sir Roger de Coverley Papers".
 "Prologue to Canterbury Tales".
 "Selections from Lincoln's Addresses."
 "First Bunker Hill Oration".
2. One or two classics for home reading.
3. Complete History of English Literature. (Two periods).

II. Composition and Rhetoric. (One period).

Give a careful course in exposition, with the making of outlines, methods of developing paragraphs, study of related paragraphs and of kinds of sentences. The work may be varied by occasional exercises in verse writing.

FOURTH YEAR.

A. *First Semester.*

I. Literature.

1. One or two of the following for class study. (Two periods).
 "Macbeth" or "Hamlet".
 Milton's "Comus", "L'Allegro", and "Il Penseroso".
 Lamb's "Essays of Elia".
2. Two classics for home reading.
3. History of American Literature. (Two Periods).

Have more intensive study of the classics, emphasizing whatever is best in each. In the History of American Literature study individual writings as in the Third Year. Test the student's acquaintance with characteristics of authors by reading aloud selections unknown to the class but typical of the writers studied.

II. Composition and Rhetoric. (One Period).

Give a general review of the forms of composition applying the principles already studied but requiring deeper thought and more careful and realistic work than before. Much oral work.

B. *Second Semester.*

I. Literature.

1. One of the following for class study. (Two periods).
Burke's "Speech on Conciliation".
Webster's "Reply to Hayne".
2. Two classics for home reading.
3. Complete the History of American Literature with much study of the best American poems and particular attention to the fiction of today. (Two Periods).

II. Composition and Rhetoric. (One Period).

Let the emphasis fall upon argumentative composition with much work in the preparation of outlines and briefs; working up debates with extemporaneous speaking in some cases, and careful preparation in others. Let each student prepare one paper of considerable length, choosing his own literary form as a final test of his ability to write.

BOOKS FOR HOME READING.

FIRST YEAR.

Dicken's "Christmas Carol".
Irving's "Alhambra".
Kipling's "Jungle Book".
Porter's "Scottish Chiefs".
Stowe's "Uncle Tom's Cabin".
Cooper's "Pathfinder" or "Deerslayer".
Hughes' "Tom Brown's School Days".
Oliphant's "Bob, Son of Battle".
Hale's "Man Without a Country".
Burrough's "Birds and Bees".
Warner's "Being a Boy".
Thompson-Seton's "Biography of a Grizzly" or "Wild Animals I Have Known".
Scott's "Quentin Durward".

SECOND YEAR.

Bunyan's "Pilgrim's Progress".
Dicken's "David Copperfield".
Scott's "Rob Roy" or "Kenilworth".
Cooper's "The Spy".

Scott's "Marmion".
 Mulock's "John Halifax".
 London's "Call of the Wild".
 Wagner Opera Stories.
 Churchill's "The Crisis".
 Mabie's "Norse Stories".
 Plutarch's "Lives".
 Wallace's "The Fair God".

THIRD YEAR.

Tennyson's "Enoch Arden".
 Sheridan's "Rivals".
 Thackeray's "Henry Esmond".
 Mark Twain's "Innocents Abroad".
 Cooper's "Last of the Mohicans".
 Gaskell's "Cranford".
 Wallace's "Ben-Hur".
 Lytton's "Last Days of Pompeii".
 Eber's "Uarda".
 Kingsley's "Hypatia".
 Parkman's "California and Oregon Trail".
 Riis' "How the Other Half Lives" or "The Making of an American".
 Kipling's "Captains Courageous".
 Wright's "Winning of Barbara Worth".
 Jackson's "Ramona".

FOURTH YEAR.

Dicken's "Nicholas Nickleby" or "Dombey and Son".
 Barrie's "Little Minister" or "Sentimental Tommy".
 Hawthorne's "Marble Faun".
 Lytton's "Harold".
 Muir's "Mountains of California".
 Washington's "Up from Slavery".
 Irving's "Life of Goldsmith".
 Holmes' "Elsie Venner".
 Kipling's "Kim."
 Howell's "Rise of Silas Lapham".
 Smith's "Col. Carter of Cartersville".
 Churchill's "Coniston".

HIGH SCHOOL ADOPTION

and

OUTLINE OF WORK.

I. English:

- (a) English Composition, by Stratton D. Brooks. Book I. First and second years.
- (b) English Composition, by Stratton D. Brooks. Book II. Second and third years.
- (c) English Literature, by William J. Long. Third year.
- (d) American Literature, by Abernathy. Fourth year.
- (e) Kimball's English Grammar. Teachers' Training Course. Fourth year:

II. Mathematics:

- (a) New High School Algebra, by Wells and Hart. To Involution the first year. Complete the first half of second year.
- (b) Wentworth's Plane and Solid Geometry. Plane Geometry the last half of the second year and first half of third year. Solid Geometry completed in second half of third year.
- (c) Well's Academic Arithmetic. A review in Teachers' Training Course. Fourth year.

III. Science:

- (a) Elements of Physical Geography, by Thomas Cramer Hopkins. First year.
- (b) Advanced Physiology and Hygiene, by Conn and Buntington. First half of second year.
- (c) Essentials of Biology, by Hunter. Second half of second year.
- (d) Practical Botany, by Bergen and Caldwell. Second half of second year.
- (e) A First Course in Physics, by Millikan and Gale. Third year.
- (f) An Elementary Study of Chemistry, by McPherson and Henderson.

IV. Bookkeeping:

- (a) Principles of Bookkeeping and Farm Accounts, by Bexell and Nichols. First year.
- (b) Lyon's Bookkeeping. Complete text for schools giving one year of bookkeeping in the second year.
- (c) Lyon's Bookkeeping. Part I text for schools giving one-half year of bookkeeping in second year.

- (d) Lyon's Bookkeeping. Part II text for the second half of the second year where the complete text was not procured at the beginning of the year.
- (e) Lyon's Bookkeeping. Part I. Outfit; to go with Part I text.
- (f) Lyon's Bookkeeping. Part II. Outfit; to go with Part II text.

V. History:

- (a) History of the Ancient World, by George W. Botsford. First year.
- (b) Mediaeval and Modern History, revised by Philip Van Ness Myers. Second year.
- (c) American History, by James and Sanford. First half fourth year.
- (d) Civil Government, The American Republic, by S. E. Foreman. Second half of fourth year.

VI. German:

- (a) Elementarbuch der Deutschen Sprache, by Arnold Werner-Spanhoofd. First year.
- (b) Ein Sommer in Deutschland, by Manley. Second year.

VII. Agriculture:

- (a) Elements of Agriculture, by Warren. One year's work—any year.

VIII. Latin:

- (a) Essentials of Latin, by Henry Carr Pearson. First year.
- (b) Caesar's Gallic War, by Gunnison and Harley. Second year.
- (c) Cicero's Orations, by Gunnison and Harley. Third year.
- (d) Virgil's Aeneid, by Fairclough and Brown. Fourth year.

IX. Classics:

The Text Book Commission adopted the classics in English and German of those publishing companies which will enter into contracts to supply them at the list prices.

LIBRARY OF CONGRESS



0 019 745 254 7