

COLORADO STATE  
COURSE OF STUDY  
IN  
EDUCATION



Issued by

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**CANCELLED**

## INTRODUCTION

In this course of study, we have not intended to be too minute in directions, for we want to leave much to the initiative of the individual teacher. It has been the purpose throughout all the work to offer only such suggestions as would be of direct benefit and help to the teacher.

The course has been carefully prepared with the advice and assistance of the Cabinet Officers and a number of Colorado educators, and it is earnestly hoped that it may be an indispensable help to the teachers of the state.

The advantages of a graded course of study are conceded by everyone. It gives uniformity throughout the state, makes a better and more effective organization, gives a clearly defined objective for both teachers and pupils, furnishes a means for measuring progress and lends unquestionable advantages.

We trust that this State Course of Study in Education will meet the needs of this state.

Each schoolroom in the state, in both rural and graded schools, in compliance with the law, must be supplied with a copy of the Course of Study. The copy is the property of the district and must be preserved.

KATHERINE L. CRAIG,  
State Superintendent of Public Instruction.

## THE TEACHER

Teach in terms of child life.

Discriminate between essentials and non-essentials and omit the latter.

Combine and alternate classes to give more time for each recitation. This will result in the greatest good to the greatest number.

Lay emphasis on civic and social activities of your community.

Let pupils work as well as study and recite, so that the individual may be given opportunity to achieve through purposeful motor activity.

A teacher's conduct out of school, neatness of appearance, professional attitude and community interests, if positive, are of vital importance in determining her influence as a leader of children. The opposite will counteract all good work done in the school room.

### **Duties of the Teacher in the Community**

Visit all homes and get acquainted with the patrons.

Study conditions from all angles so as to adapt the school work to the needs of the community.

Live in the district seven days in the week during the school term.

Keep a school contract unless honorably released by trustees.

Be loyal to pupils and patrons.

Conduct yourself outside of school so as to win respect for yourself and your profession.

Stay more than one year in a district unless a change means decided professional and financial advancement.

Arouse an interest in the school and do your part to educate patrons to the need of a better school to meet the demands of the present day by urging them to visit schools.

### **Relation of Teacher to County Superintendent**

There should be the greatest sympathy and the strongest co-operation between teachers and county superintendent. Every rural teacher should make an effort to become acquainted with the educational policies of the state and county as carried on through the county superintendent's office and to act in perfect harmony with those plans and to try to put them into operation. In order to do so, teachers should—

Read carefully all printed matter and circular letters sent from the county superintendent's office.

Answer all correspondence promptly.

Send daily programs and reports promptly, as requested.

## RULES

Could these rules of a bank president have any suggestion for teachers?

1. Clean your desk.
2. Sort and clean out files of papers that represent a lot of things you have been putting off for the "rainy day."
3. Take a look at cubby holes that hold a lot of junk, and put things in order.
4. Keep the floor about your desk clean.
5. Use your initiative and imagination; don't think that because you have lived with a piece of junk for six months it is an everlasting fixture.

### Professional Growth of Teachers

In order to build up its rural schools the State of Colorado needs more than any thing else a class of teachers with a progressive attitude as strong as that of the medical profession. This new class of teachers will maintain a mental vigor and vivacity of spirit and set such high standards for their profession that ability to teach will not be measured by certificates and diplomas.

A certificate should be the minimum requirement to teach. Colorado has no room for "school keepers" who do not grow from year to year and month to month by taking advantage of summer vacations to get more training; by studying teachers' journals, daily papers and current magazines; by adding a few professional books to their libraries each year and by gaining a broad knowledge of important educational matters going on in the outside world.

### Ethics

Few teachers, at least few teachers of experience, fail to recognize the responsibility of the

place they occupy. In a position where their word has the weight of authority to children in their charge, spending a large part of their waking hours in contact with and in control of minds in the formative stage of development, the thoughtful teacher cannot fail to recognize that her influence is a very prominent factor in determining the after-character of those who as pupils are subject to her instruction.

While example is and must be the principal source of helpful influence, it is believed that precept, judiciously introduced for brief periods, after confidence and sympathy have been established between pupils and teacher, will be an aid. For this reason it is suggested that at morning exercises occasional brief talks on questions relating to manners and morals should be made a part of the program.

### **Current Events**

The teaching of current events may be made an interesting and profitable feature of school work by taking the general-exercise period once a week for discussing any proper item of news, local or general. Political news, while it should be nonpartisan, may be profitably discussed by teacher and pupil. Much of current events may be taught in connection with history, civics, and geography, leaving other events for such time as may be had for a special period.

Let pupils take up such questions as may be suggested by the topics discussed and collect information for forming judgments.

Pupils should be led to connect local and state affairs with national and international. Teachers should not attempt to analyze too much. **To create an interest in school work as applied to life is the first fundamental consideration.**

## KINDERGARTEN

- I. **History**, or Social Life of the Home and Neighborhood.
- II. **Nature Study.**  
Content determined by interest, experience and environment of the children.
- III. **Manual Activities.**
  1. Fundamental impulses finding expression through creative activities.
- IV. **Art Activities in Relation to Nature Study and Literature.**
  1. Drawing.
  2. Paper cutting.
  3. Design.
- V. **Language.**
  1. Conversation.
  2. Vocabulary.
  3. Correct English.
- VI. **Literature.**  
To stimulate a love for and an appreciation of the best in literature through,
  1. Stories.
  2. Poems.
- VII. **Music.**
- VIII. **Physical Education.**
  1. Free Play.
  2. Rhythmic Play.
  3. Games and Folk Dancing.
  4. Gymnastics.



**IX. Number Work.**

1. Incidental teaching of number work.  
Correlation of number work with all  
other kindergarten activities.
2. Standard of attainment.  
Counting to 25.  
Recognition of numbers to 12.  
Combinations up to 6.

**X. Memory Gems.****XI. Games.**

**I. History:**

Where do you live?  
Who is your father and mother?  
Name brother and sister.  
Who are your playmates?  
Why is your home so nice?  
Care of your home.

**Neighborhood:**

Who are your neighbors?  
Nice houses?  
Good lawns?  
Rich people?  
Poor people?  
Plenty of food?

**II. Nature Study:**

1. FALL—Preparation for Winter.

Gather seeds and put away.

Learn names of vegetables.

Flowers going to sleep—names of common Fall flowers—alyssum, candytuft, cosmos, dahlia, forget-me-not, gladiolus, hollyhock, larkspur, mignonne, nasturtium, pansy, phlox, petunia, aster, poppy, sunflower, salvia, sweet William.

Trees—falling leaves.

Storage of food by animals.

Bees.

Ants.

Squirrels—chipmunks.

Hibernation.

Bears.  
Caterpillars.

Migration.

Preparation of Domestic Animals.

Putting on heavier coats of fur and  
hair.  
• Dog.  
Cat.  
Sheep.  
Cow.  
Horse.  
Rabbit.

Our part in preparing for winter.

Gathering and storing fruits and  
vegetables.  
Preserving canning, drying, etc.

Sports.

Trips to country and woods.  
Gather autumn leaves and grasses.  
Gather nuts.

## 2. WINTER—Sleep.

Our protection from the cold.

Shelter.  
Fires.  
Clothing.

Protection of animals, birds and insects.

Shelter.  
Food—put out food for winter birds.

Contribution of winter to play life.

Snow—snowman, balls, forts, etc.

Jack Frost decorations.

Ice—skating, sleighing, coasting.

Plant bulbs—hyacinths, narcissus. Have goldfish and an aquarium.

Cut articles out of paper.

### 3. SPRING—The Awakening.

Gardening.

Preparation of the soil.

Very easily grown vegetables—lettuce, peas, beans, carrots.

Common flowers—verbenas, phlox, sweet peas, etc.

Care of plants.

Awakening in the Plant World.

Grass.

Flowers—learn the flowers in vicinity.

Trees—pussy willows. Fruit trees blossoming.

Awakening in the Animal World.

Birds, their return, nesting—baby birds.

Butterflies.

Rabbits.

New Life in the Chicken Yard.

Baby Chicks.

Ducks.

Pigeons, etc.

### 4. SUMMER—Growing Time.

Plant Life.

Vegetables in the garden and gathering them.

Flowers—do not pull up the flowers by the roots when picking bouquets.

Animals.

Fish in pond and streams.  
Tadpoles, frogs and toads.

Influence of nature upon play life.

Wind—flying kites.

Warm sun—marbles, ball, jacks, hop-scotch.

The circus.

Picnics and outings.

### III. **Manual Activities:**

#### **Occupation or Hand Work.**

Stringing straws and parquetry; chain making; parquetry pasting of circles to emphasize color; folding simple book and pasting pictures; drawing of circles in color; folding cradle; construction of milk wagon from home materials; free-hand cutting of circles.

#### **Mother Play.**

The family.  
Play with the limbs.  
Falling! Falling!

### IV. **Art Activities:**

Cut out pictures, fold paper and cut.  
Draw lines, squares, circles.  
Design.

## V. Language:

Through the language work of the kindergarten, the child should build for himself a better vocabulary, express himself in simple but correct sentences, overcome defects and begin to acquire a taste for good literature.

The child should gain power by means of:

### 1. The repetition of nursery rhymes.

Mother Goose rhymes are valuable for training the ear in rhythm, helping to memorize, and stimulating the imagination. They also furnish a point of contact between home and school, as these rhymes are learned in earliest childhood. At least the following should be memorized:

Little Miss Muffett	Bye Baby Bunting
Humpty Dumpty	Baa, Baa, Black Sheep
Jack and Jill	Little Boy Blue
Jack be Nimble	Little Jack Horner

### 2. Finger Plays.

What the child imitates he begins to understand.

Finger dramatizations of short and extremely simple mental pictures in prose or jingle are a means of expression of the child's play instinct.

A little ball, a bigger ball,  
 A great big ball I see  
 Now count the balls that we have made,  
 One, two, three.

Here stands a piano  
 Four keys in a row,

Will play you a tune,  
Do, mi, so, do.

Brave little soldiers march for me,  
Swift little soldiers, run for me,  
Stout little soldiers jump for me,  
Wave the flag and beat the drum,  
Down the street the soldiers come.

### 3. Conversation.

Good results in oral expression are best obtained by encouraging children to talk freely of things vitally interesting to themselves.

Careful attention should be paid to articulation, pronunciation, and distinct speech, though not in a way to discourage free expression.

Effort should be made to develop a clear, sweet speaking voice and to increase the vocabulary, especially of foreign children.

## VI. Literature:

### 1. Memorizing simple verses.

The value of memory gems is the beautiful thought well expressed.

The following are recommended:

Robert Louis Stevenson

Whole Duty of Children	The Cow
A Thought	Rain
Politeness	Block City
Time to Rise	Happy Thought
Looking Forward	

Christina Rosetti

Bread and Milk for Breakfast.

Boats Sail on the River.

Eugene Field  
Rockaby Baby

Fleecy clouds floating by  
Hide from me the bright blue sky.

A little brown bird  
Builds his nest in the tree,  
And sings me a song  
As sweet as can be.

Rain, rain, April rain,  
Brings the flowers back again.

The golden rod is yellow,  
The corn is turning brown,  
The trees in apple orchards  
With fruit are bending down.

2. Stories.

- The Thrifty Squirrels.....In the Child's World
- The Anxious Leaf.....
- .....Kindergarten Stories & Morning Talks
- Irmgard's Cow .....More Mother Stories
- The Brownies.....A Kindergarten Story Book
- Elves and the Shoemaker...The Children's Hour
- The Untidy Housewife.....The Children's Hour
- Dilly Dally.....Tell It Again Stories
- The Lazy Kitty.....Tell It Again Stories
- Apple Seed John.....In the Child's World
- Orioles Journey.....C. S. Bailey
- Swallows' Goodbye.....Anon
- Contented Earth Worm...In the Child's World
- The Robin .....Mother Goose
- The Chestnut Boys.....In the Child's World
- A Lesson of Faith.....For the Children's Hour



Elder Brother.....For the Children's Hour  
 Seed Babies' Blanket....For the Children's Hour  
 The Country Mouse and the City Mouse.....  
 .....Stories to Tell to Children

## VII. **Music:**

The emphasis of kindergarten music should be on enjoyment and happiness. Through it the child gains ideas of tone and begins a training in appreciation through:

1. Listening to music; singing, piano, and phonograph. Give only the best and that suited to the child's ability to enjoy.

2. Simple tone work; as reproducing sounds, calling, whistling and nature sounds.

3. Singing.

The songs should be simple and few, with good music within range of the child's voice and words related to his interests. Attention should be paid to soft tone, quality of lightness, and the correction of monotones.

4. Ear training.

Through rhythmic play the child is taught to distinguish differences in pitch, time, and intensity; to recognize melodies on piano and phonograph; and to respond in movement to various rhythms.

5. With toy instruments, drum, triangle, cymbals and bells the child has opportunity for rhythmic play.

6. Material.

First year children use songs from  
 Songs for a Little Child's Day.....

..... Poulsson

Mother Goose .....	Crowinshield
Song Primer .....	Alys Bentley
Second year.	
Other songs from the same books, with selections of holiday, trade and nature songs from	
Holiday Songs.....	Poulsson
Song Stories of the Kindergarten....	
.....	Hill
Child Land in Song and Rhythm....	
.....	Jones and Barbour

### Instrumental.

#### Songs.

Star Spangled Banner.	
Come, Little Leaves.....	Walker-Jenks
The Squirrel.....	Songs of Happiness
Fall Song.....	Songs of Happiness
Jack-o'-Lantern .....	Songs of Happiness
The Squirrel.....	Finger Plays
The Autumn Wind.....	Songs of a Little Child's Day
Mr. Squirrel.....	Small Songs for Small Singers
The Little Worm.....	Finger Plays
The Pop Corn People.....	Gaynor I
Where Do All the Daisies Go.....	Walker-Jenks
Out in a Green Orchard.....	

### VIII. Physical Education:

#### 1. Games.

Kitty! Kitty!; The Little Mice Are Creeping; I Went to See a Friend One Day; Looby-Loo; Mother Goose Games; Ball Games—rolling, bouncing, tossing; Marble Games; Running, Skipping, Hopping; Drop the Handkerchief.

Second Gift Games—The Mulberry Bush; Hide the Ball; When We're Playing Together; Hoop Games; Ball Tag.

Little Ball, Pass Along....Walker-Jenks  
In My Hand a Ball I Hold.....

..... Walker-Jenks

2. Rhythm.

Teach simple steps and obedience to commands, "March," "Halt."

Walking; marching; running; tip-toe; hopping; skipping.

Washing Song in

Instrumental Sketches.....K. Montz

Did You Ever See a Lassie....M. Hofer

**IX. Number Work:**

The teaching of form and number is incidental. In all games, plays and manual work there are countless opportunities for practical experience with both numbers and form.

The child gains fundamental concepts through

1. Counting concrete objects, balls, cubes and other forms.
2. Grouping and arranging units in twos and threes.
3. Division of units, separating building blocks.
4. Measuring in folding, cutting and building.

**X. Memory Gems:**

1. Flag Salute.

I pledge allegiance to my Flag and to the Republic for which it stands; one nation, indivisible, with liberty and justice for all.

We give our heads and our hearts to  
God and our country—one country,  
one language and one Flag.

2. I am an American citizen. America is my country. I will try to be a true and faithful citizen to my country every day of my life. The ensign of America is our Flag. It safeguards our homes, our schools and our country. We salute our Flag because we love and honor it.
3. Our Father, help us today to work with willing hands. Help us to speak the truth and to be loving, obedient little children. May our dear America be a better country because we little children live in it. (Anon.)
4. Prayer at Close of School.  
Our Father, we thank Thee that America is our country. We thank Thee that we live under the Stars and Stripes. Help us always to be obedient, loyal American citizens. (Anon.)
5. Where Did You Come From, Baby Dear.  
Mother Goose Jingles.  
Kindergarten! Kindergarten,  
Is the place where children go,  
Is the garden where God's flowers  
Bud and blossom as they grow.
6. "I love you, Mother," said little John;  
Then forgetting work, his cap went on,  
And he was off to the garden swing,  
Leaving his mother the wood to bring.

“I love you, Mother,” said little Nell,  
 “I love you better than tongue can  
 tell.”

But she teased and pouted for half a day,  
 Till her mother rejoiced when she  
 went to play.

“I love you, Mother,” said little Fan,  
 Today I’ll help you all I can.” .  
 Ready and willing her word to keep  
 She rocked the babe till it fell asleep.

Then stepping softly she took the broom,  
 And swept the floor and dusted the  
 room,  
 Busy and happy all day was she,  
 Busy and happy as child could be.

“I love you, Mother,” again they said;  
 Three little children going to bed.  
 How do you think that mother guessed  
 Which one really loved her best?

## XI. Games:

### BEAN BAG GAMES

Bag Pile.	Circle Ball.
Bean Bag Board.	Criss-cross Goal.
Bean Bag Box.	Over and Under Relay.
Bean Bag Circle Toss.	Target Toss.
Bean Bag Ring Throw.	Teacher and Class.

### ZIGZAG GAMES

Blind Man’s Buff.	Tug-of-war.
Barley Break.	Chicken Market.
Baste the Bear.	Circle Relay.
Bear in the Pit.	Club Snatch.
Bird Catcher.	Cross Tag.

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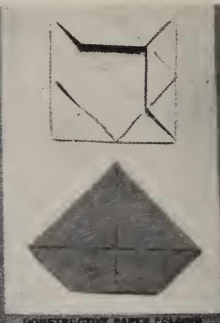
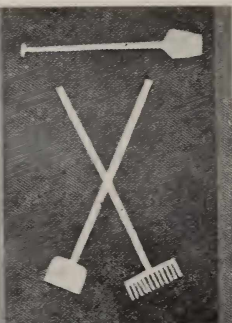
Black and White.	Fox and Geese.
Black Tom.	Have You Seen My Sheep?
Blind Bell.	I Say "Stoop."
Body Guard.	Japanese Tag.
Buying a Lock.	Potato Race.
Cat and Rat.	Prisoner's Base.
Catch the Fish.	Three Deep.

QUIET SCHOOL-ROOM GAMES FOR STORMY  
DAYS

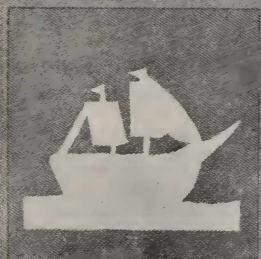
Automobile Race.	Beast, Bird or Fish.
Bend and Stretch Relay.	Buzz.
Blackboard Relay.	Cross Questions.
Changing Seats.	Minister's Cat.
Circle Seat Relay.	Prince of Paris.
Follow the Leader.	Up, Mr. Jenkins!



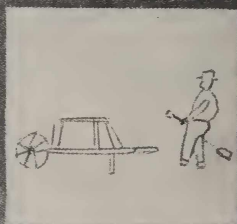
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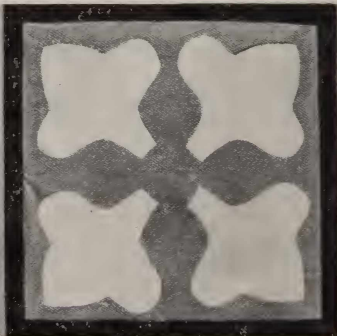
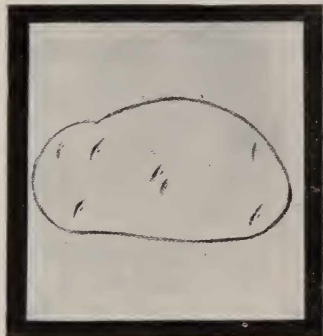
CONSTRUCTIVE PAPER FOLDING



CONSTRUCTION



ILLUSTRATIVE DRAWING



## FIRST GRADE

### I. Phonics:

Thorough mastery of Phonic Chart, Primer and First Reader, including all phonics and word drills therein contained.

### II. Reading:

1. Word drills.
2. Use of word and sentence methods.
3. Reading of at least four standard Primers and four First Readers.

### III. Seat Work:

1. Letter cards.
2. Number cards.
3. Parquetry.
4. Cutting.
5. Stick laying.

### IV. Language:

1. Nature study.
2. Story telling.  
Reproduction.  
Dramatization.
3. Memory work.
4. Pictures.

### V. Music:

1. Rote songs.
2. Hand signs.
3. Tone work. Scale syllables.
4. Folk dancing and singing games.

### VI. Drawing:

1. Free illustration.



2. Free hand cutting.
3. Construction work, dictation.

VII. **Numbers:**

1. Combinations to 12.
2. Counting from 1 to 100, and backwards from 100 to 1.
3. Number cards for seat work.
4. Reading and writing of numbers to 100.
5. Counting by 2's to 20 and by 5's and 10's to 100, and by 3s and 4s to 12.

VIII. **Writing:**

1. Blackboard writing.  
Movement drills and letter forms.

IX. **Personal Hygiene:**

X. **Nature Study:**

1. Fall.
2. Winter.
3. Spring.

XI. **Story Telling:**

XII. **Memory Gems and Poems:**

**I. Phonics:**

Teach not only the mechanical process of reading, derived from the phonic, word and sentence method, but lead the pupil to see a mental picture of the content or thought to be conveyed in the story as a whole.

**II. Reading:**

Assignment of lesson.  
Word drill.  
Phonetic drill.  
Read sentences.  
Rhyme and action.  
Dramatic games.

2. Minimum requirements.

First Half Year:

Two Primers and two First Readers.  
Phonics, all common consonant sounds.  
Story book. Be able to tell story.  
Vocabulary of 150 words.

Second Half Year:

Two First Readers.  
Phonics, vowel diagraphs, and combinations.  
Dramatization.  
Silent reading with questions for thought.

3. Material.

Perception cards.  
Phonetic cards.  
Word building cards.  
Pictures.  
And other devices.

Each child should have a word box containing about the first fifty words of the Primer and the four punctuation marks — period, comma, question mark, and exclamation point. There should be two or three copies of each different word.

**Reading Boxes.** Secure nice, clean thread boxes, one for each pupil. As soon as a word is developed and learned, the teacher may write it for each box upon small oblong pieces of paper or cardboard and place in the boxes. Add new words daily. Supply a few extra words; as *I, see, do, you, have, like, etc.* The words should be of fair size, written neatly in ink, the cardboard pieces about an inch wide and in length according to the word. Later, boxes containing script and print may be used in many ways. Some of these are:

Find words from boxes to match those upon the blackboard or that have been written on large sheets of paper.

Find a given number of words from the reading boxes. Write them.

Build short sentences from boxes to match those on the board.

Build short sentences from boxes to match those of the lesson in the reader.

Let the pupil build short sentences of his choice and write them.

Distribute slips containing short sentences. Find words from the boxes

to match those upon slips, which may then be written upon tablets. Use slips as writing copies.

Add the color words to the boxes and let pupils find them and match them with paper forms of the same color.

Pick out all the words that show what something can do; all that show the kind of an object.

Pick out all the words that are the names of things; the names of colors.

Add the names of numerals to the box. Select and place in regular order. Select names of numerals and match them with cut out or mounted calendar figures. Select names of numerals and place suitable names after them; as, 6 birds, 4 dogs.

Match names of objects with tiny mounted pictures of the same; as, dog, cat, bird, tree, dolly, etc.

Put all the known words in one column, all unknown ones in another. This gives an opportunity for individual help. Find all unknown words only. Devise other plans.

Mental growth is governed largely by interest and attention. Attention is hard to control in young children; hence the need for concrete material and compelling devices.

Let pupils cut paper ladders, or draw ladders in soft, broad lines upon the

board, and write a long word from their lessons upon each round. Sometimes they may write the new words upon the rounds and use in class for drill.

Other devices are: make word snowball; pick apples or nuts from tree and ground; make bricks in wall; find autumn leaves, or apples or flowers and put them in a basket. All these exercises keep up the necessary momentary interest.

#### 4. Stories.

The Three Bears	The Little Red Hen
The Lion and the Mouse	Red Riding Hood
The Crow and the Pitcher	How the Robin Got Its
Cinderella	Red Breast
	The Gingerbread Boy

#### 5. Dramatization.

Little Miss Muffet	Little Jack Horner
Little Bo-Peep	Jack and Jill
Jack Be Nimble	Sing a Song of Sixpence

#### 6. Poems.

Bed in Summer	My Shadow
Which Loved Best	Sleep Baby Sleep
Kris Kringle	What Does Little Birdie
Twinkle, Twinkle, Little Star	Say

#### 7. Blackboard, Chart, Primer and First Reader.

Learning to call at sight from blackboard, chart and books all words found in the Primer and First Reader.

Reading at sight sentences formed from the words learned.

Phonic drill or separation of spoken words into their elementary sounds and association of these sounds with the letters which stand for them.

Drill in articulation.

Intelligent, distinct and ready reading of lessons on the blackboard, Primer and First Reader.

Demand correct expression from the very first. Mere word-calling is not reading.

Develop the power in the child to grasp the groups of words at sight.

Require the pupil to get the thought always.

### Spelling.

Words selected from reader and word lists prepared by teacher, oral and written. Copy words from blackboard. Phonic drills.

### III. Seat Work:

The teacher should have a definite object in view in planning seat or occupation work.

Examine the work and require each child to make an effort, and see that he gets the best results possible; not especially as good as some one else can do but his best and improve on his own work.

Do not destroy work that can be put into permanent form, or pieces that children value. Make booklets and allow children to take them home at the close of the term.

Require neatness and avoid tasks that are too difficult and discouraging.

**Suggestive List of Seat Work**

## 1. Letter Cards.

Copy alphabet—large and small letters.

Copy words from word lesson on board.

Copy short sentences; use period.

Copy longer sentences using period and comma.

Copy interrogative sentences, using interrogation point.

Make short sentences from list of words.

Free copy of lessons or short stories.

## 2. Number Cards.

Use printed number cards.

Copy figures to ten until children know correct positions.

Copy combinations to twelve without plus, minus and equal signs.

See Number Outline.

## 3. Cutting and Tearing: Free Hand:

Cut from large forms placed in front of room.

Forms may be of animals, fruit, vegetables, or flat views of houses or other objects.

Tear trees, leaves and any form with irregular edges.

Tear leaves from the natural leaf and observe various irregularities in leaves from different varieties of trees.

Copy at first, then tear from memory.

## 4. Tablets:

Copy at first and later invent borders and symmetrical figures.

Combine units and make surface coverings—illustrated in oil cloth and wall paper.

Find different points of contact in squares, squares and circles, etc.

Make flat forms of houses, etc., as with cutting.

Make these forms permanent in parquetry.

5. Parquetry and Pasting:

Copy from tablet forms.

Use parquetry papers to correspond with tablets used.

Pupils can fold and cut forms for ordinary seat work, thus gaining greater independence.

6. Folding and Construction:

The valuable lessons taught in folding are: to take dictation and concentrate; neatness, accuracy; variety of form and value of apparently useless material, which is a good lesson in economy and resourcefulness.

Folding is an introduction to more complicated construction work.

Folding is divided into two divisions: Geometric and artistic forms, some knowledge of which pupils bring into the primary from a kindergarten. These forms can be used as units in the arrangement of larger units or borders, frames, etc.

IV. **Language:**

1. Original statements about the home; appearance, furniture, decorations, utensils, familiar talks about the occupations of father and mother, and conversations about getting ready for winter in the home. Laying in the stores of food, fuel and clothing.



2. **Morals and Manners:**  
Cleanliness, neatness, politeness, gentleness, kindness, kindness to animals and love and truthfulness.
3. **Positions:**  
Health, sleeping, eating and drinking, clothing and cleanliness.
4. **Poem:**  
Mother Goose; Little Boy Blue; Little Bo-Peep; Ding Dong Bell; Pussy's in the Well; Old King Cole; Sing a Song of Sixpence; There Was An Old Woman Who Lived in a Shoe.
5. **Fable:**  
The Fox and the Grapes; The Crow and the Pitcher; The Dog and His Image.
6. **Story:**  
The Little Red Hen; Balder the Beautiful; Little Tuppen.
7. **Nature story:**  
The Wee, Wee Man, Golden-rod and Aster; Clytie.
8. **Picture Study:**  
The Wasp, Bonheur; Plowing, Bonheur; Flock of Sheep, Bonheur.
9. **Oral Work.**
10. **Aims.**  
Free expression.  
Clear articulation.  
Sentence structure.

11. Source.

Home experiences.  
School activities.

12. Drill.

Child's name.  
Address.  
Name of school.  
Pronoun I.  
Errors of speech.

V. Music:

1. In the first grade our aim is two-fold: to help the child find his singing voice, and to awaken such an interest that he will sing for the joy of singing. Tonality and rhythm are all-important.
2. The young voice is capable of great sweetness. Care should be taken to preserve the same light quality as in the speaking voice. For vocal exercises, children stand with hands on hips and at pitch given by teacher sing "ōō, a (as in awe), ō" to "do—mi—so—do—so—mi—do." "Do" should be pitched from "E" to "A." Buoyancy and lightness of tone to be emphasized.
3. Hand-signs may be explained and learned by use of scale-story.  
Do—strong father  
Ti—cry-baby  
La—sad-sister  
So—bright-brother  
Fa—gloomy brother  
Mi—sweet sister

Re—restless brother  
Do—father down-stairs

(Tell children that mi and fa, ti and do, live close together. “Ti” crying for father, “Fa” going to “Mi” for comfort.)

Very few so-called “monotones” are true monotones. Individual work for a very few minutes, or working with small groups, will produce immediate results. Use the children with true, clear voices as little teachers. Calling names as “Ma-ry” in octave intervals, and games of peddler, where the children call “banan-os,” “strawberries,” etc., are of great help.

4. A child first learns to sing as he learns to speak, by imitation. The possibilities of rote singing may be developed by:  
Tonal analysis, distinguishing

High from low;  
Loud from soft;  
Long from short;  
Smooth from staccato;  
Sad from gay.

5. Recite, with expression, words of rote songs to exact time of notes. Recognize phrase repetition. Clap lightly for rhythm.

Simple ear-training. Sing words to phrase of familiar song hummed by teacher or children with true voices. In the A first grade pupils should sing simple intervals from dictation and from syllables sung to “oo” by teacher.

6. Clear enunciation and pronunciation. At all times, strive for individual expression.

VI. **Drawing:**

1. Figures.  
Lines, squares, circles.
2. Color.  
Color in flowers, trees, fruits, fields, birds, bubbles.  
Make blue sky, green fields.  
Use crayon for fine lines and broad stripes.
3. Vegetables.  
Pumpkin, carrot, potato.  
First in black.  
Second in color.
4. Trees.  
Cut and draw bare trees.  
Cut, draw paint shapes of evergreens.
5. Booklets.  
Make Thanksgiving booklet.  
Borders of simple repeats of units, drawing or cutting.  
Christmas booklet.  
Cut and paste.  
Draw or cut toys.  
Make valentines.  
Use simple designs.
6. Landscape.  
Sky, green field, river.  
Use colored crayons.

**VII. Numbers:**

Numbers in the First Grade should be taught informally through properly motivated problems and games. The principle that the child learns to do by doing should be constantly kept in mind, and the number games and activities planned and arranged from the child's standpoint of interest and ability. Material should be drawn almost entirely from his everyday experience.

Many devices should be used to hold the child's interest.

**1. Aim.**

To develop in the child, by concrete means, a number sense which shall later lead to power, skill and accuracy.

**2. Means.**

Sense training through handling, visualizing, grouping and measuring.

Hand work which will develop the child's idea of quantity.

All material and its use should be determined by the child's experience. Folding paper lends itself especially well to the development of the idea of units and their relation in groups.

In connection with the general oral lessons and occupation work many facts concerning the simpler number relations should be informally presented and acquired.

3. Minimum requirements.

Count to 100 by 1's, 5's and 10's.

Read numbers to 100. Write numbers when there is use for them. From the first, pupils should make the figures correctly.

Drill in recognizing numbers through reading them on the calendar, on street cars, on doors of houses, and on pages of books.

4. Suggestions.

Bean bags with numbers on, thrown through a bean bag board.

Circles drawn on floor, each circle having a certain value, as 3, 5, 8.

Toss marbles, balls or bean bags into circle and let children keep their own score.

Bounce balls and count.

Children may count by 1, 2, 5 or 10, while others are doing a certain task; as, count to 20 while pencils are being passed, etc.

Count steps as you walk.

Count the desks. Counting of numbers should be taught by objects.

Large number cards may be used in the hands of children and for flash work.

Numbers on blocks to form combinations to 12, for flash work.

Domino cards with large dots.

Objects used for recognition of numbers in groups.

Telling number of page in reader.

Measure desks, books, boxes, floor, height of table and other things in school room.

Compare height of children.

Base many problems on the use of inch, foot and yard.

In teaching time, children can make their own clocks. A clock face with adjustable hands may be purchased.

When beginning to teach number combinations, have answers on board and have children repeat them, as:

$$\begin{array}{r}
 1 \quad 2 \quad 1 \quad 2 \quad 3 \\
 1 \quad 1 \quad 2 \quad 0 \quad 0 \\
 \hline
 2 \quad 3 \quad 3 \quad 2 \quad 3
 \end{array}$$

### VIII. Writing:

Writing in the First Grade may be taught by means of the blackboard.

Rhythm, swing of movement, accuracy of form, good slant and muscular freedom, should be watched for and encouraged. Children should write the drills on the blackboard at about the height of their own eyes, or a little lower.

Children should be taught to hold the crayon with the thumb and the tips of all the fingers on its length. Crayon will then be almost parallel with board.

Have pupils draw vertical lines of varying length, horizontal lines, small and large circles. Pupils copy from the board small

and capital letters, words and short sentences.

**IX. Personal Hygiene:**

The lessons are to teach habits of cleanliness and to be presented by means of inspection by the teacher, the observations of the children, demonstration of correct methods, dramatizing and in the form of stories.

Keeping clean—(Observation, use of pictures, presented in story form).

How animals keep clean.

Pussy washing face.

Dogs and cats lick fur.

Birds bathe—water and dust baths.

Children keeping clean.

Better appearance and feeling.

No bad odor.

Hands kept clean—(story form, inspection, observation).

Dirty hands.

Soil clothes, books, papers, etc.

Dirt and dust not good.

May cause sickness.

Things made dirty by handling  
body, face, eyes, ears, furniture, railings, walls, etc.

Finger nails and toe nails—inspection.

Use—protection—aid in picking up  
small articles—observation.

Not used to scratch with.

Compare with claws and hoofs of  
animals—observation, pictures.



Care—cleaning by soap, water and brush.

Use of vaseline—demonstrate.

Trimming nails—demonstrate.

Finger nails—follow shape of finger.

Toe nails—cut straight.

Biting nails—spoils nails—observation.

Care of sores and cuts (observation and demonstration).

Go to some older person at once.

Keep clean.

Clean skin—cut heals quickly.

If kept dirty—forms a sore.

Keep covered—clean white bandage.

Allow scab to form—covers sore.

Do not pick or scratch sore.

Keep flies away.

Care of face—(demonstration and inspection).

Washing—neck, eyes, nose, behind ears.

Wash ears with soft cloth.

Clean noses—prevent having colds.

Keep blow out clean—handkerchief.

Eyes—do not rub.

Protect from sun by a hat.

Something in eye—go to older person at once.

Care of hair—(demonstration).

Daily—brush and comb.

Keep scalp clean.

Brush dust from hair.

Washing—use of soap and hot water.  
Drying in sun.  
How often.

Lice—little animals that can move—  
(inspection).

Laying of eggs on hair—nits.

Use of warm vinegar.

Kerosene—does not injure hair.

Kills lice.

Scabs—sores on scalp—(inspection  
and demonstration).

Use of oil—soften.

Wash with warm water.

## X. Nature Study:

### 1. Fall.

Clean up the garden plot.

Collect seeds and prepare for next  
year's use.

### 2. Winter.

Requirement for living.

Man.

Food—meat, vegetables, fruits.

Clothing—articles of clothing.

Shelter.

Animals needed.

Sheep, pig, horse, mule, cow, goat,  
rabbit, chicken.

Value of each—stories.

Care given to animals in winter.

Occupations of the home, cooking,  
sewing, churning, feeding the  
stock, etc.

Amusements.

Indoor.

Outdoor.

Look for birds—put out food and water.

Physical phenomenon.

Forms of water—rain, snow, hail, fog, cloud, frost, dew.

### 3. Spring.

Plant life.

Plant gardens.

Distinguish the growth of common vegetables — cabbage, onions, beets, turnips, potato, tomato, squash, pumpkin, carrot, peas, beans.

The earthworm.

Hunt for wild flowers.

Distinguish flowers—sunflower, columbine, poppy, sweet peas, snapdragon.

Learn common trees—blue spruce, cottonwood, maple, poplar, pussy-willow.

Know the fruits—apples, grapes, plums, cherries.

Animal life.

Domestic—horse, etc.

Wild—bear, rabbit, squirrel, chipmunk, etc.

Fish and reptiles—snakes, frogs, toad, mountain trout, salmon, etc.

Insects—butterflies, ants, bees, flies, mosquitoes.

Birds—English sparrow, house-finch, robin, bluebird, magpie.

Return of birds.

## XI. Story Telling:

Too much emphasis cannot be placed upon the ethical, aesthetic, intellectual and spiritual value of the story for the best and fullest development of the child.

The keynote of children's stories must be within the range of their own experience.

Action is essential to child literature, and we get the best results when the story teller can see the picture so clearly that she reproduces it in the mind of the child. The story teller must have a message that cannot be missed.

Never point out a moral. Let it dawn upon the child's consciousness through the story.

The story teller should possess a strong personality, full of strong experiences and a rich imagination. She should be perfectly familiar with the story to be told and speak slowly and distinctly, using a tone that, in itself, suggests wonderful things to the imagination.

### Suggested Lists

#### Story Telling Method:

The Story Teller's Art.....	Charity Dye
Story Telling—What to Tell and How to Tell It .....	Edna Lyman
Story Telling in School and Home .....	E. M. and C. E. Partridge
Stories and Story Telling .....	P. St. John
How to Tell Stories to Children..	Sara Cone Bryant
Stories to Tell Children .....	Sara Cone Bryant
For the Story Teller.....	Carolyn Bailey

#### Story Books:

For the Children's Hour .....	Carolyn Bailey
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In Storyland .....	Elizabeth Harrison
The Story Teller .....	O'Grady & Throop
Overheard in Fairyland .....	Madge Bingham
Popular Tales from the Norse....	George E. Dasent
Folk Stories and Myths .....	Katie Wooden Kloak
Adventures of Nils .....	Selma Sagerlof
More Adventures of Nils .....	Selma Sagerlof
Jataka Readers.....(Babbit's Tales of India)	
Gordon Readers.	
Wigwam Stories of North American Indians.....	
.....	Catherine Judd
Curtis Book of the Indians.	
The Indian Primer .....	Florence C. Fox
Short Stories .....	L. A. Pittenger
Snowed in Book .....	Albert Biglow Paine
Deep Woods and Hollow Tree Book .....	
.....	Albert Biglow Paine
Eskimo Stories .....	Mary E. Smith
All the Year Around Book, I, II, III, IV.	
In the Child's World .....	Emilie Poulsson
Water Babies .....	Charles Kingsley
Five Little Peppers and How they Grew.....	
.....	Margret Sidney
Uncle Remus Stories .....	Joel C. Harris
Captain January .....	Laura E. Richards
Pied Piper and Other Stories .....	Alpha Banta
Boston Collection of Kindergarten Stories.....	
.....	J. L. Hammet & Co.
A Kindergarten Story Book .....	Jane L. Hoxie
Household Stories for Little People .....	
.....	Annie Klingensmith

## XII. Poems and Memory Gems:

### Autumn

Review of Kindergarten Poems.

Nursery Rhymes and Mother Goose Melodies.

**The World Is Such a Pleasant Place.**

The world is such a pleasant place  
For any child to be,  
With pleasant things to sing about,  
And pleasant things to see,

And other little children near,  
And pleasant roads to go;  
And many things a happening,  
Which only children know.

**Father, We Thank Thee.**

Father, we thank thee for the night,  
And for the pleasant morning light;  
For rest and food and loving care,  
And all that makes this world so fair.

Help us to do the things we should,  
To be to others kind and good;  
In all we do in work and play,  
To grow more loving every day.

**Putting the World to Bed.**

The little snow people are hurrying down  
From their homes in the clouds overhead.  
They are working as hard as ever they can,  
Putting the world to bed.

Every tree in a soft fleecy nightgown they  
clothe,  
Each post has its nightcap of white,  
And over the cold ground a thick cover  
they spread  
Before they say good-night.

And so they come eagerly sliding down  
 With a soft and silent tread,  
 Always as busy as busy can be,  
 Putting the world to bed.

—Esther W. Buxton.

### **The Flag Goes By.**

Along the street there comes  
 A blare of bugles, a ruffle of drums,  
 A flash of color beneath the sky.  
 The flag is passing by.

Hats off—

Blue and crimson and white it shines  
 Over the steel-tipped ordered lines.

Hats off—

The colors before us fly,  
 But more than the flag is passing by.

Hats off—

Along the street there comes  
 A blare of bugles, a ruffle of drums,  
 And loyal hearts are beating high.

Hats off—

The flag is passing by.

—H. H. Bennett.

### **Flag Salute**

I pledge allegiance to my flag and to the Republic  
 for which it stands; one nation indivisible, with liberty  
 and justice for all.

Lord's Prayer—Bible.

### **Pussy Willows Secret**

Pussy Willow had a secret  
 That the snowdrop whispered her;

And she purred it to the South wind,  
As she stroked her velvet fur.

And the South wind hummed it softly  
To the busy honey bees;  
And they buzzed it to the blossoms  
On the scarlet maple trees.

And these dropped it to the wood-brook  
Brimming full of melted snow;  
And the brook told Robin Redbreast,  
As he chattered to and fro.

Little Robin could not keep it;  
So he sang it loud and clear  
To the sleepy fields and meadows,  
“Wake up! Cheer up! Spring is here!”

### **Frogs at School.**

Twenty froggies went to school,  
Down beside a weedy pool;  
Twenty little coats of green,  
Twenty vests, all white and clean.

“We must be in time,” said they;  
“First we study, then we play;  
That is how we keep the rule  
When we froggies go to school.”

Master bull-frog, grave and stern,  
Called the classes in their turn;  
Taught them how to nobly strive,  
Likewise how to leap and dive.

From his seat upon the log,  
Showed them how to say “ker-chog!”



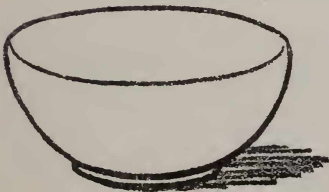
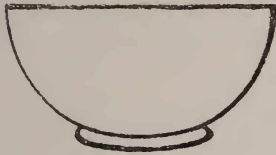
Also how to dodge a blow  
From the sticks which bad boys throw.

Twenty froggies grew up fast;  
Bull-frogs they became at last;  
Not one dunce among the lot;  
Not one lesson they forgot.

Polished to a high degree,  
As each froggie ought to be,  
Now they sit on other logs  
Teaching other little frogs.

### **Little Star.**

Little star, little star,  
Shining in the sky afar;  
First star of all the night,  
First to show your little light,  
Tell me why you come so soon,  
Where's the silver Lady Moon?  
Tell me, too, dear little star,  
Where your thousand brothers are.



**Autumn  
Leaves**



## SECOND GRADE

- I. Reading.....Second Reader
- II. Arithmetic.....Book in hands of teacher
- III. Spelling.....Included in Reading
- IV. Language.....Included in Reading
- V. Writing.....Blackboard exercises and Manual
- VI. Hygiene.....Forming of Habits
- VII. Music .....Book
- VIII. History .....
- IX. Nature Study.....
- X. Memory Work.....
- XI. Drawing .....
- XII. General Exercises .....Continuation of First Year, with patriotic exercises

**I. Reading:**

Second Reader; the blackboard and charts prepared by the teacher, giving list of new words taught for drill in pronunciation.

Continue phonic drill begun in First Grade.

Continue drill in articulation.

Accustom pupils to take in a sentence at a glance, and guard against hesitation and poor enunciation.

Drill in reading to secure an agreeable tone of voice, ready control of vocal organs, correct emphasis and inflection.

Short pieces memorized and recited.

**First half year**

Text book.

Read for, story, pronunciation, expression, enunciation.

Dramatization.

Phonics.

Word study.

Minimum requirements.

One text-book reader.

One supplementary reader.

**Second half year:**

Text-book.

Re-write story, sight reading, word study.

Two supplementary readers.

Phonics.

Memory gems.

Dramatization.

Foundation for dictionary work.

Material, sentence construction.  
Pictures.  
Make picture books.

## II. **Arithmetic:**

Read and write numbers to 200.  
Measurements.  
Inch, foot, yard, month of year, time, quarter,  
half dollars.  
Counting.  
By 2's to 100.  
By 5's to 100.  
Addition.  
Not to exceed of four numbers of two orders, no  
carrying.  
Subtraction, simple subtraction, no borrowing.  
Simple problems having one condition.  
Number games.  
Drill.  
Fractions when need for their use arises.  
Simple oral problems.  
Rapid drill.  
Number games.  
Symbols when need for their use arises.  
Original number stories using facts learned.

## III. **Spelling:**

Do not waste time on words pupils know.  
Use methods that will form habits of studying  
new words.  
Use methods that will train habits of exactness  
of new words.  
Word building.  
Spell difficult words of lessons.  
Write names of objects in school room.  
Use correctly in sentences designated words.

Give meaning of words.  
Correct pronunciation is important.  
Give a definite list of 100 words.

#### IV. Language:

Establish sentence sense.  
Develop question, sentence, exclamation.  
Drills.  
Errors of speech.  
Verbs.  
Pronouns.  
Pronunciation.  
Language forms.  
Capitals and punctuation involved in child's address.  
Period and question mark.  
Capitals in days of week, months, holidays.

##### 1. Oral expression:

Reading and discussion of stories and poems.  
Dramatization.  
Reproduction of stories and poems.  
Telling picture stories.  
Reproducing stories from different stand-points.  
Finishing stories.  
Original conversations.  
Picture stories.  
Ending stories.  
Keeping a diary.  
Original experiences and adventures.  
Writing original fables from given types.  
Stories based on or suggested by a given story or poem.  
Writing friendly letters.  
Writing a story from an outline.

## 2. Correcting papers:

Papers are to be corrected by the pupil under the supervision of the teacher.

V. **Writing:**

Training in position, movement, and manner of holding pencil.

Copying from blackboard.

Copying from reader.

Secure legibility.

VI. **Hygiene:****Habits to Be Formed**

Continue to train in the habits of Grade I by insisting upon daily practice of the habits suggested.

Cleanliness—How to care for face, neck, ears, hands, feet, nails, nose and teeth.

Tidiness—Hair, clothing, as shoes, stockings, buttons.

Sleep—Best time for sleeping, number of hours needed, ventilation.

Sight—Never work in poor light or with light shining directly in the eyes. Keep work at proper distance from eyes (not less than 12 inches).

Nose—Use of handkerchief. Breathing through nose (not through mouth).

Voice—Cultivate pleasant tones. Danger to voice of screaming.

Physical Exercises—Marching, rhythmic exercises, games indoors and outdoors.

Teeth—Regular visit to dentist to be emphasized by need of caring for six-year molars.



Obedience—Punctuality, promptness, orderliness in the home, on the street and in school.  
*Accuracy* in work.

## VII. Music:

Follow suggestions for first grade.

The little collection of songs learned by rote, and from hand-signs in the first grade, should be made cumulative. Sing for the joy of singing the songs the children love to sing. Music is essentially social, and the group-spirit all-important. Of course strive to avoid and correct mistakes, but never dwell upon them until the work becomes mechanical and automatic.

### 1. Tone-production.

Vocal exercises as in first grade.

Always insist upon soft head tones.

More difficult intervals in ear-training.

Note reading from board to be commenced.

Use, but not explain key signatures. Begin with scale written in whole notes; no time signature.

### 2. Devices.

Give simple song-stories to notes as:

Key of F—

so-fa-mi-re-do.

See my kitty run.

Key of E—

do-do-ti-ti, la-la, etc.

Down the mountain side I tumble

Turning wheels that roar and rumble  
and others similar.

Explain that "do" and his "family" may move around on the staff. Name lines and spaces.

Individual work, scale on board. Teacher points while children sing intervals, skipping around. This may first be done by whole class, then boys and girls separately, finally rows and individuals.

Teacher tells tone on which very simple familiar rote song begins and has children find syllable names for remainder of melody.

Later use time-signature, merely explaining that the first pulse is stronger than the others, and calling notes.

### 3. Songs.

Strive for imagination and forgetfulness of self. Let us never scorn even the most ludicrous efforts of self-expression.

A variety of tuneful, easy work to be desired; many rote songs and a few by note.

## VIII. History:

### 1. Primitive life.

Tree Dwellers and Cave Men.

Eskimos.

Indians of Forest and Plain.

Pueblos and Cliff Dwellers.

### 2. Holidays.

Lincoln and Washington's Birthdays.

Arbor and Bird Day.

Our Flag.

3. Present Day Life.

Service.

Parks and playground.

Schools.

Water supply.

Source of maintenance.

The people.

**IX. Nature Study:**

1. Winter. Problems of winter life.

Food.

Farmer aids in solving winter problems.

Harvesting grain for bread.

Beets for sugar.

Sending butter and milk.

Supplying eggs, poultry, turkeys for Christmas.

Mutton, beef, lamb, pork, veal, bacon, ham.

2. Clothing from wool—suits, overcoats, blankets, underwear, caps, gloves, socks.  
Cotton also used.

Hygiene of body and clothing.

3. Shelter, houses of wood, brick, cement, stone.

4. Care of animals.

Birds—put out food and water.

Horses—value and care—the mule.

Sheep, pigs, chickens, dogs, rabbits.

Foods—alfalfa, oats, barley, beets, hay, pasture.

Housing—barn, sheds, of what material and how obtained.

Drawings of domestic animals and cut out work.

Enemies of domestic animals—dog, coyote, mountain lion—bear.

Friends of domestic animals—shepherd dog—tales of dogs.

5. The seasons.

Fall.

Preparation for winter.

Activities of man.

Preparation of trees, bulbs, etc.

Seed time.

Migration.

Winter.

Sleep.

Snow—ice.

Hibernation.

Spring.

Planting.

Prepare soil.

Plant flowers.

Learn the common wild flowers, buttercup, clover, dandelion, violet, Dutchman's - breeches, shooting-star, spring beauty, forget-me-not.

Plant vines.

Plant potato in box and watch developments.

Birds—watch return of birds and study their nesting.

Trees.

Animals—the mouse and rat—the bat.

Insects—flies and mosquitoes, the fire-fly.

The house beautiful—make school-room beautiful with good pictures, flower-boxes and an aquarium.

Review work done in preceding grades.

Give examination upon the same, keeping a record of credits.

Summer.

The growing time.

Fruition.

Trips.

Vacation.

**X. Memory Work:**

**Guess**

I see two lilies white as snow,  
That mother loves, and kisses so;  
Dearer are they than gold or lands,  
Guess me the lilies—baby's hands!

I know a rosebud fairer far  
Than any buds of summer are:  
Sweeter than sweet winds of the South;  
Guess me the rosebud—baby's mouth!

I know a place where shines the sun—  
Yes, long, long after the day is done;  
Oh, how it loves to linger there;  
Guess me the sunshine—baby's hair!

There are two windows where I see  
My own glad face peep at me;  
These windows beam like June's own skies;  
Guess me the riddle—baby's eyes!

**The Dandelion**

Dainty little dandelion,  
Smiling on the lawn,  
Sleeping through the dewy night,  
Waking with the dawn.

Fairy little dandelion,  
In its misty shroud,  
Passes from our sight away,  
Like a summer cloud.

### "The American Flag"

(Three Girls)

All—We wear today the colors,  
To which our men were true;  
Long may they wave above us,  
The red, the white, the blue.

Red—Bright as the rays of morning,  
When comes the dawn's first gleam,  
Within our much-loved banner  
The crimson bars are seen.

White—Pure as the snowflakes falling  
Or early morning light,  
Among the bars of crimson  
Appear the bars of white.

Blue—Bright as the sky at evening,  
When gleam the stars of night,  
The blue within our banner  
Enfolds the stars of white.

All—And the red, white and blue  
Forever "shall wave  
O'er the land of the free  
And the home of the brave."

(School) Sing.

Three cheers for the red, white and blue,  
Three cheers for the red, white and blue;  
The Union, the Union forever,  
Three cheers for the red, white and blue.

**XI. Drawing:**

Blossoms, sprays of flowers, grasses, leaves, insects, birds, etc.

Designs based on plant forms or other forms.

Borders which consist of arrangements of some unit along a line in repetition or alternation.

All-over patterns which consist of repetitions of the same unit in all directions, by drawing the units within circles, squares, triangles, etc.

The shading of drawings of single, round and cylindrical models.

All surfaces darken slightly *toward* the source of light.

*Shadows* are *darker* than *shades* on the same colored surface.

Shadows soften in outline as they recede from the source of light. Care should be taken to place the model in a steady, strong light from one side only.

The shading should be done with a very soft pencil, after the outline of the form has been drawn in light lines with a harder pencil. Small square areas may be filled in with different tones of pencil lines as a preparatory exercise. The strokes of the pencil should appear separate. The lead should be blunt to give the broad, soft lines most desired.

Memory drawings of animals, birds, etc., may well be attempted, and supplemented by observations when opportunity offers.

Drawing of fruits and vegetables, using crayons.

Blend colors representing fall flowers, leaves and grains.

Picture study.

Simple wash landscapes with sky, ground and distant trees.

Thanksgiving problem; as booklet decorated with cut paper.

Draw Jack-o-lantern or other problems suggesting Hallowe'en.

Picture study.

Make borders and surface patterns by combining large and small spots.

Design for booklet cover. This may be picture study booklet.

Simple line capital letters.

Picture study.

Illustrate Christmas story, or make and decorate Christmas box or folder.

Picture study.

Draw toys from objects; as ball or top. (Objects should be shown to class, discussed, then drawn, each pupil drawing the same view.)

Winter landscape with trees.

Illustrate game or sport.

Picture study.

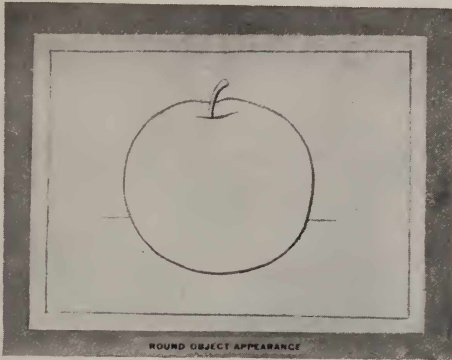
Indian wigwam or canoe cut in paper and decorated.

Valentine problem.

Design for manual training problem.

Picture study.

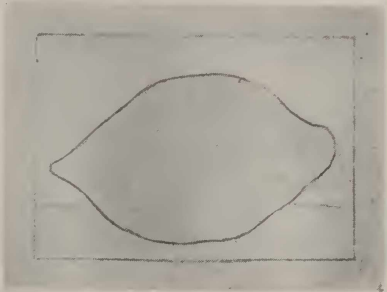




ROUND OBJECT APPEARANCE

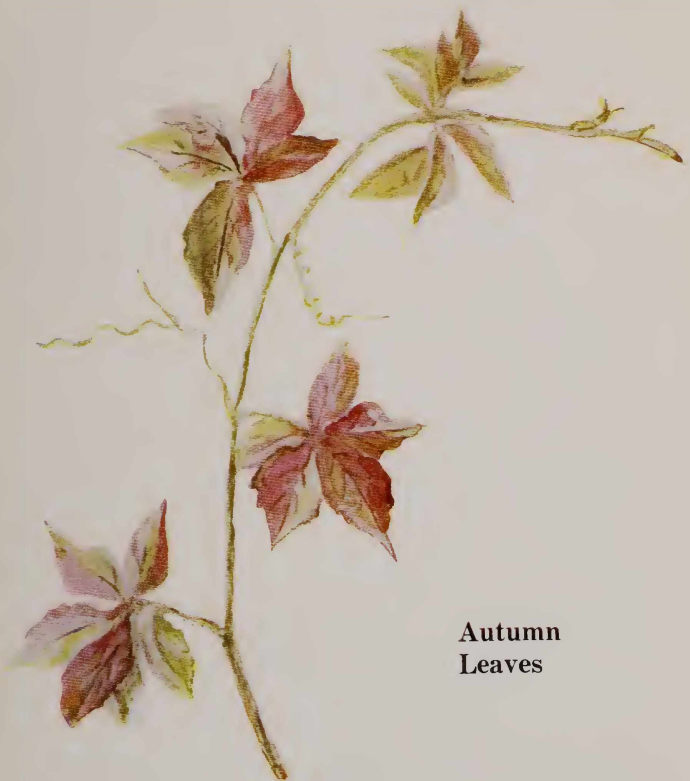


VEGETABLE FORMS



## THIRD GRADE

- I. Reading.....Third Reader
- II. Arithmetic.....Elementary Text-book
- III. Spelling .....Text-book
- IV. Language .....Text-book
- V. Writing .....Manual
- VI. Geography.....Observational and Pictorial
- VII. Hygiene.....Forming of Habits
- VIII. Memory Work.....One Poem each quarter
- IX. Music .....
- X. Nature Study .....
- XI. Drawing .....
- XII. General Exercises.....  
.....Patriotic readings and selections



**Autumn  
Leaves**

**I. Reading:**

Word drill.

Read without correction.

Criticize, note errors.

Re-read with correction.

Sentences from word construction.

Thought, speed, accuracy, expression.

Minimum requirements for year.

Basic Reader—two.

Supplementary Readers—four.

Standard for efficiency.

Ability to pronounce words and sentences seen.

Ability to understand the meaning of words and sentences seen.

Ability to enjoy good literature.

Ability to read orally, clearly and effectively.

Ability to reproduce.

**II. Arithmetic:**

1. Integers.

Counting 5s, 10s; 3s, 6s, 7s, 9s; forward and backward from 100.

Notation and numeration, Roman numerals to V.

Fundamental operations.

Addition: limit to numbers of three and four orders.

Subtraction: limit to numbers of three orders.

Multiplication: by one, later by two figures.

Division: short, four orders by one digit 10, 11, 12.

**2. Fractions.**

Write simple fractions. Separate a whole into parts.

Equivalents:  $1/2$ ,  $2/4$ ,  $3/6$ ,  $4/8$ ,  $5/10$ .

Addition and subtraction; simplest fractions oral.

Decimal point in writing dollars and cents.

**3. Measurements.**

Liquid and dry measure.

United States money.

Time, the clock face.

**4. Applied problems.****5. Daily drills.****6. Combinations.****7. Accuracy.****8. Speed.****III. Spelling:**

With Reading and Language.

Phonic drills until pupils are able to give sounds of letters and common phonograms.

No diacritical marks to be used.

Word building exercises.

Oral spelling of words from Reader.

Abbreviations and contractions used in Reading and Language.

Writing easy sentences dictated by the teacher.

Use both pencil and blackboard in this work.

**IV. Language:**

Four-fifths of the language time in the third grade is given to oral work.

Oral expression.  
Think sentence before speaking.  
Drills.  
Error of speech. Verbs, pronouns.  
Language games.  
Written composition.  
Language forms.  
Contractions—don't, won't, I'll, isn't, wasn't.  
Capitals—places, holidays, beginning of each line of poetry.  
Indentation of paragraph.  
Abbreviations—Mr., Mrs., Dr. and name of months.  
Period, question mark, exclamation mark.

**V. Writing:**

Training in position, movement and manner of holding pencil.  
Letters, words and sentences from blackboard.  
Words and sentences from Reader.  
Secure good form.  
Pupils may use slate or paper and hard pencil.  
Drill on muscular movement.  
Write capitals.  
Write small letters.  
Work for speed.

**VI. Geography:**

**Observational.**

1. Season changes.  
Spring:  
Effect upon man life.  
Summer:  
Animal life.  
Autumn:  
Plant life.  
Winter.

2. Weather conditions.
  - Heat, sunshine rain.
  - Cold, cloud, snow.
  - Sky, sun, moon.
3. Surface features.
  - Valleys, mountains, plains, hills.
  - Rivers, lakes, oceans, bays.
4. Occupations.
  - Farming, dairying, fruit producing.
  - Raising cattle, hogs, sheep.
  - Gardening, ranches.
5. Commerce.
  - Buying, selling, trading.
  - Manufacturing: Raw materials, finished products, materials of home production, materials brought to the home.
6. Transportation.
  - Wagons.
  - Trucks.
  - Trains.
  - Mail.

## **World Geography**

### **Descriptive and Pictorial**

7. Stories of child life in other lands.
  - Cold lands, hot lands, frozen lands, desert lands, high lands, low lands.
8. Map work.
  - Location, direction, symbols, names.
9. Pictures.
  - Cut, paste in booklet and write short story about the picture.

**VII. Hygiene:**

1. Food.

Kind best suited to little children.

Proper use of sweets, effects of too much food and of too frequent eating, proper mastication.

2. Drinking.

Do not drink while mouth is full of food. Good drinks—milk, water, cocoa.

Poor drinks—tea, coffee, soda, beer, cider.

3. Table manners.

Let children demonstrate setting of table and proper use of knife, fork, spoon, napkin; how to pass dishes so as not to touch inside, or to touch the food of others; wash hands before eating.

4. Courtesy in school and home life and on street.

5. Bedroom Habits.

At night remove all day clothing and spread out to air. Open window top and bottom. In the morning open windows wide, exposing bed clothing to sun and air.

6. Physical Exercises.

Do not fail to have frequent marching and singing games to break up the formal recitation periods. The teacher should play games out of doors with children at recess.

7. Self-reliance.

The responsibility of the child for his own physical condition should be emphasized from now on.



Avoid inculcating in the pupil the habit of depending on teacher or parent too much; e. g., pupils should now put on or take off wraps and rubbers, as taught in grade 1, without being told to do so by the teacher.

### VIII. Memory Work:

#### All Things Beautiful

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all.

Each little flower that opens,  
Each little bird that sings,  
He made their glowing colors,  
He made their tiny wings.

~~Cancelled~~  
The cold wind in the winter,  
The pleasant summer sun,  
The ripe fruits in the garden,  
He made them every one.

He gave us eyes to see them,  
And lips that we might tell,  
How great is God, our Father,  
Who hath made all things well.

#### The Beauties of Early Spring

Patter little drops of rain,  
Patter on the window-pane;  
How I love to watch them pass  
In their races down the glass!  
Soon the shower will be o'er,

Then the sun will shine once more.  
But I love to hear the rain,  
Beat against the window pane.  
Soft and gentle April showers  
Will bring Maytime's pretty flowers.

### **Beautiful**

Beautiful sun that giveth us light;  
Beautiful moon, that shineth by night;  
Beautiful planets in the heaven so far;  
Beautiful twinkle of each little star.

Beautiful waters, so blue and so clear;  
Beautiful sound of the surges we hear;  
Beautiful brooklet, its ripples so sweet;  
Beautiful flowers, that bloom at our feet.

Beautiful springtime, when all is delight;  
Beautiful summer, so warm and so bright;  
Beautiful autumn, with fruits and with grain;  
Beautiful winter, with snowflakes again.

### **October**

October gave a party;  
The leaves by hundreds came,  
The chestnuts, oaks, and maples,  
And leaves of every name.  
The sunshine spread a carpet;  
And everything was grand,  
Miss Weather led the dancing;  
Professor Wind the band.

### **The Daisy**

I'm a pretty little thing,  
Always coming with the spring.

In the meadows green I'm found,  
Peeping just above the ground,  
And my stalk is covered flat  
With a white and yellow hat.

Little maiden, when you pass  
Lightly o'er the tender grass,  
Step aside, and do not tread  
On my meek and lowly head;  
For I always seem to say,  
Chilly winter's gone away.

### **Sweet and Low**

Sweet and low, sweet and low,  
Wind of the western sea;  
Low, low, breath and blow  
Wind of the western sea;  
Over the rolling waters go,  
Come from the dying moon and blow  
Blow him again to me,  
While my little one, while my pretty one sleeps.

Sleep and rest, sleep and rest,  
Father will come to thee soon;  
Rest, rest, on mother's breast,  
Father will come to thee soon;  
Father will come to his babe in the nest  
Silver sails all out of the west,  
Under the silver moon.  
Sleep, my little one, sleep my pretty one, sleep.

### **IX. Music:**

Follow suggestions for preceding grades.

As in the other grades, love and inspiring self-confidence are most essential. If individual work is persisted in, a sixth or seventh grade

boy will feel no more self-conscious when singing alone than when reciting alone.

1. Note-reading.

In order to be independent singers, it is absolutely necessary for children to be familiar with note-reading. If this study be approached gradually, and constantly reviewed in its simplest form, it will cease to be the "bug-bear" which it has too often become.

Teach the eight tones and seven intervals, including five whole steps and two half-steps.

Review lines and spaces of staff.

Review scales with varied key signatures as in second grade. Show where "do" is found and explain that "do" is "key-note," the signature merely supplying the sign. Keys and key signatures not required to be taught.

Use, but do not explain time fraction in signature.

2. Proper phrasing depends upon good breath control. A good breathing exercise: simple, erect position, shoulders slightly elevated by placing hands on hips, abdominal breathing.
3. Ear-training. As in preceding grades, but increasing in difficulty.
4. Vocal exercises. As in preceding grades, range from C to A. Head-tones always.
5. Ready recognition of accent and development of rhythmic sense.

6. As the song is to be our basis of study, all parts of the work must be related, and no abstract theory taught.

Continue rote-songs as formerly, being careful about proper pitch and pure tone.

New songs both by rote and by note.

Until now the child has had experience in singing melody only. Explain to him a little of the importance and beauty of harmony before attempting two-part work. If possible, illustrate with the piano.

The last half of the year the children may be arbitrarily divided for two-part singing, but be sure to have children with true ears as leaders on alto side.

The parts may be occasionally interchanged on exercises, never on songs.

## **X. Nature Study:**

### **1. Fall.**

Plant life.

Gather seeds and make a seed chart for spring planting.

Clean up the garden and work in manure.

Plant hyacinth bulbs, also narcissus.

Trees.

Change of color and leaves.

Falling of leaves.

Comparison of deciduous and evergreen.

Fruits and nuts common in locality.

Shrubs, raspberry sage brush.

Flowers—plant iris, holly-hock, larkspur, phlox, wild cucumber seeds.

Animal Life.

Migration of birds—keep lists as seen.  
The squirrel, chipmunk, gopher or prairie dog, antelope, beaver.  
Insects—the cecropia moth.

Animal Life.

Study winter birds.

Bears, coyote, etc.

Industries—make booklets, designs for book covers, motif from flower, leaf or seed.

### 3. Spring.

Change of seasons, length of day and night.

Influence of sun and rain, clouds.

Kinds of soil.

Irrigation as needed in garden.

Plant Life.

Make garden—plant seeds.

Plant flowers.

Plant shrubs—lilacs, vines, honeysuckle.

Trees—study buds.

Mushrooms.

Birds—killdeer, junco, night-hawk, grossbeak, creeper, cow bird, mocking bird, heron, wild ducks.

Study nests—make excursions for that purpose.

Animal Life.

Frogs, toads.

## 4. Summer.

Observe garden—it's needs.

Insects in garden, cabbage-worm, tomato-worm, plant-lice, squash-bug, potato-beetle, bees, wasps, butterflies.

Remedies for injurious insects, spraying with various poisonous mixtures.

Animal Life.

Birds—watch families.

Pond and stream—snails, perch, bass, cray-fish.

Make excursion into the country. Do not pull the wild-flowers up by roots.

XI. **Drawing:**

Drawings from grasses and grains.

Practice applying flat washes and graded washes.

Simple wash landscapes containing trees.

Picture study.

Draw and paint autumn leaves.

Draw and paint vegetables and fruits.

Picture study.

Landscape showing autumn coloring.

Cut paper landscape suggesting harvest or to illustrate story.

Line capital alphabet. (Squared paper may be used.)

Picture study.

Christmas card including lettering.

Calendar, or Christmas work, with special attention to spacing.

Picture study.

Outline drawing of simple pottery shapes.  
Winter landscape with snow, hill and distant trees.

Line action figures.

Illustrative drawing.

Picture study.

Combine landscape and figures; as children coasting.

Valentine.

Simple spacing problem for decoration of handwork.

Picture study.

Drawing of cylindrical objects. (Objects should be shown to class, discussed, then drawn, each pupil drawing the same view.)

Animal drawing in line.

Animal booklet using animal motif for decoration.

Picture study.

Color work; tints and shades of one color.

Surface pattern and decorative units using stick printing.

Use color schemes from nature.

Picture study.

Crayon decoration for handwork problem.

Paint or draw flowers and leaves.

Draw Union Jack, color with water color or crayon.

Picture study.

Use symmetrical flower shapes cut from folded paper as stencil units for pattern to be repeated.





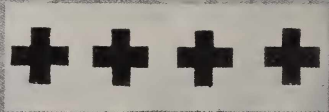
ILLUSTRATIVE DRAWING



CONSTRUCTION



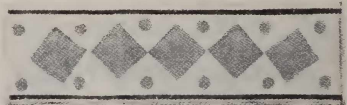
PICTURE STUDY

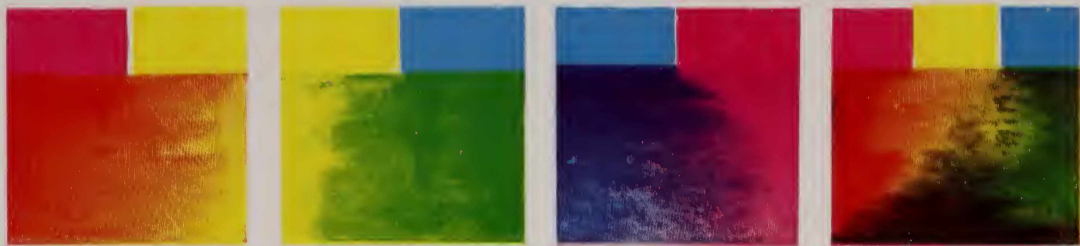
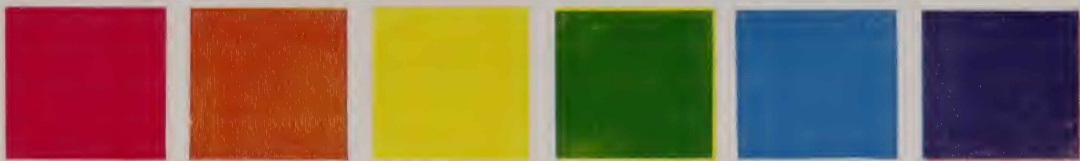


VISUALIZATION



DRAW OF PAINT





**Color Chart**

**FOURTH GRADE**

- I. Reading .....Text-book
- II. Arithmetic .....Elementary Text-book
- III. Language .....Text-book
- IV. Spelling .....Text-book
- V. Geography .....Elementary Geography
- VI. Writing .....Manual
- VII. History .....History Stories
- VIII. Hygiene and Sanitation.....  
.....Oral Work—Health Chores
- IX. Nature Study .....
- X. Memory Work .....
- XI. Music .....
- XII. Drawing .....
- XIII. General Exercises .....
- .....Continuation of Third Year

**I. Reading:**

- Continue drill upon difficult words.  
 Application of phonetic knowledge.  
 Word grouping.  
 Practice silent reading.  
 Commence instruction in use of dictionary.  
 Emphasize thought getting rather than mechanical side of reading.  
 Minimum requirements.  
 One Fourth Reader as a text, two supplementary Readers.

**Literature and Picture Study****1. Stories:**

The Crow and the Cheese.....	Aesop
The Camel and the Tent .....	Aesop
Alladin and the Wonderful Lamp.....	Arabian Nights
.....	Arabian Nights
Nahum Prince.....	Edward Everett Hale
Little Daffodilly .....	Hawthorne
Jungle Book and Just-So Stories .....	Kipling
Stories from Fifty Famous Stories Retold .....	Baldwin
.....	Baldwin

**2. Poems:**

October's Bright Blue Weather ....	H. H. Jackson
Discontent .....	Sarah Orne Jewett
A Sudden Shower .....	Riley
The Brook Song .....	Riley
Paul Revere's Ride .....	Longfellow
The Windmill .....	Longfellow
The First Snowfall .....	Lowell
Boy's Song .....	Hogg
The Barefoot Boy .....	Whittier
In School Days .....	Whittier
Bean Porridge Hot .....	Hatch

Robert of Lincoln .....Bryant  
 The Twenty-third Psalm  
 The Boy's Protest .....New York Independent

3. Pictures for study:

The Horse Fair .....Rosa Bonheur  
 Changing Pastures .....Rosa Bonheur  
 Who'll Buy a Rabbit .....Bremen  
 The Balloon.....Dupre  
 The Shepherdess .....Millet  
 Sheep Shearing.....Millet  
 Shoeing the Horse .....Landseer  
 Dignity and Independence .....Landseer  
 Can't you Talk? .....Holmes  
 The Boy Columbus  
 Portraits of Landseer and James Whitcomb Riley.

II. **Arithmetic:**

1. Reading and Writing Numbers.

To 100,000. Roman numerals through L.  
 Dollars and cents in decimal form.

2. Counting.

By 6's, 7's, 8's and 9's to twelve times each  
 of these numbers.

3. Addition.

Adding numbers in series presented vis-  
 ually and orally.

Drill in abstract work and give one-step  
 problems.

4. Subtraction.

Drill in abstract work and give one-step  
 problems.

5. Multiplication.

Tables developed through 12x12.

Multiplicands with dollars and cents.  
Multipliers with two figures; short  
process of multiplication by 10 and  
100.

6. Division.

Long division, dividends of four figures.

7. Measurement.

Ounce, pound, inch, foot, yard and mile.  
Square inch.

Review of denominate units already  
learned.

8. Fractions.

Idea of halves, fourths, eighths, thirds,  
sixths, fifths, and tenths of single  
things and of groups. Comparison of  
halves with quarters and eighths, of  
thirds with sixths. Finding more than  
one fractional part of single things ob-  
jectively. Finding more than one  
fractional part of groups of things  
which are multiples of the denom-  
inator.

**III. Language:**

Three-fourths of the language time should be  
given to oral work.

1. Oral.

Concise statements.

Elimination of "and," "so" and "why"  
habits.

Distinct speech.

Drills.

Errors of verbs, pronouns, pronunciation.

Reading and discussion of stories and  
poems.

- Dramatization.
  - Telling picture stories.
  - Reproducing stories from different stand-points.
  - Original conversation.
  - Original experiences and adventures.
2. Written Composition.
- Fix sentence sense.
  - Simple letter writing.
  - Language forms.
  - Social letter forms.
  - Capitalization of titles of books and poems.
  - Apostrophe in possessive singular.
  - Paragraph indentation.
  - Writing a story from an outline.
3. Word Study.
- Drills to correct bad form and establish good form.
  - Study of words for beauty, accuracy and clearness of expression. Opportunities to use the words, thus intelligently added to the pupil's vocabulary, must be definite and frequent.
  - Common contractions.
  - Abbreviations of days, months, titles of respect, and places used in writing letter headings and addresses.
  - Some common synonyms and homonyms.
4. Mechanical Forms.—Review and further application of the work of the Third Year.
- Sentences.
  - Statements.
  - Questions.
  - Exclamatory sentences.
  - Capitals.

To begin quotations, days of the week, names of the months, places and abbreviations used in writing friendly letters.

Punctuation.

Period after abbreviations.

Apostrophe in contractions and to denote possession.

Exclamation mark.

#### **IV. Spelling:**

Teach elementary sounds of letters by proper diacritical marks. Name and define classes of letters and words. Continue work as in previous grade.

Give thorough drill on each elementary sound and the symbol that represents it. Teach first the long and short vowels and their symbols and advance gradually until each of the vocals, sub-vocals and aspirates has been made the subject of special drill. A knowledge of the phonic elements and their symbols is fundamental, since without this knowledge the pupil is not self-helpful in the mastery of new words, either in the reader or any other textbook.

All new words should be spelled orally, then written.

The teacher is to emphasize written spelling, but due attention is to be given to oral spelling. Do not neglect it in the lower grades.

Give attention to the division of words into syllables as found in the reader, also marking accented syllables. Continue drill in marking and sounding, as in preceding sections.

Note carefully all new words. The best time to learn to spell them is when we first meet them. We



thus form the habit of noting new words carefully. Pronounce and spell all difficult words found in the lessons of the month.

Faults in teaching spelling.

Poor selection of material.

Testing rather than teaching.

Too long lessons.

Lack of careful assignment, e. g., "Take the next column."

Lack of suggestions for study.

Too much emphasis on oral spelling.

One hundred spelling demons.

which	some	write	loose
buy	Tuesday	busy	just
sure	tired	instead	again
having	piece	truly	business
meant	where	would	know
February	ready	though	laid
knew	beginning	they	whole
often	hoarse	there	since
been	writing	lose	answer
wear	built	doctor	minute
grammar	easy	very	ache
raise	sugar	many	done
women	here	could	hour
forty	guess	tear	coming
blue	half	won't	wrote
tonight	separate	used	making
heard	Wednesday	two	does
color	whether	any	every
through	none	read	shoes
straight	friend	hear	week
can't	seems	among	said
says	choose	early	their
break	cough	enough	believe
don't	always	once	much
country	too	dear	trouble

**V. Geography:**

1. Home or Out-of-Door Geography.  
Observational.  
Seasonal changes, to include sun's path.  
Weather conditions.  
Surface features.  
Type forms in the neighborhood, a basis for field work.  
Extension of field work to include similar larger types.  
Industrial activity in its relation to the environment.
2. The earth as a whole or globe studies.  
Continents and oceans.  
Directions.  
Latitude and longitude.  
Size of the earth.  
Motions of the earth.  
Climatic conditions on the earth.
3. Journey Geography.  
Study the following region, using the outline plan below.  
North America:  
Western Plains—wool, corn, or wheat.  
Cotton belt—cotton or sugar.  
Mountains—coal or lumber.  
South America:  
The rain forests of the Amazon—rubber.  
Europe:  
Rhine valley; Italy; or Russia.  
Asia:  
China and Japan; or India.  
Africa:  
Congo.
4. Outline or plan:  
Location on map of region visited.

Trace route of travel.  
 Study of people.  
 Industries.  
 Products used at home and abroad.  
 North America as a whole—  
 Location and surrounding oceans.

5. Oceans:

Water of the ocean; taste, color, movement.  
 Extent: How supplied with water, temperature, parts of the ocean.  
 Value: As a source of rain water; for pleasure resorts along shores; for navigation; as food supply.  
 Harbors: Seaports.  
 Uses of wharves, lighthouse, lightships, signals.  
 Entrance to harbor: The channel buoy, pilots.  
 Climate and industries of the different sections.  
 People, history of settlement.

6. United States.

Location in continent.  
 Boundaries, size, surface.  
 States by sections. Capitals.  
 Industry.

**Mining:**

Gold  
 Silver  
 Copper  
 Iron  
 Coal

**Manufacturing:**

Sugar refinery  
 Iron foundry  
 Shipyards  
 Coke ovens  
 Clothing

**Farming:**

Cotton growing  
 Beet raising  
 Dairy farms  
 Truck garden-  
 ing

Domestic animals, wild animals.

7. Colorado.

Location and boundaries.  
 Cities and towns.

8. Rivers.

Source—creek, stream.

Changes and growth: Its upper part, middle part, lower course.

River system: river basin.

Principal rivers of Colorado.

Describe surface of Colorado. Mountains, plains.

Animals—domestic and wild.

Plants.

9. Transportation.

Public highways.

Waterways.

Railroads.

Aeroplanes.

VI. **Writing:**

1. Place emphasis on—

Correct position.

Correct drill movements.

Application of movements in forming letters.

2. Drill for rhythm, for accuracy in space, height and slant of all letters, on push and pull movements, on inverted ovals, on reverse ovals.

VII. **History:**

1. Discoverers and Explorers.

Age of discovery. Beginnings of trade with the East.

Marco Polo, Italian—opened the way for trade with the East, 1298.

Prince Henry, Portuguese—voyages to find a new route to the East, 1460.

Vasca da Gama, Portuguese—southwestern route to the Indies, 1497.

Columbus, Italian, under the auspices of Spain—in search for the ocean route to the Indies, finds a new world, 1492.

Vespucci, Spanish—gives the new world a name, 1498.

#### English in America.

Cabot, English—search for a new route to the Indies, 1498.

Drake, English—first Englishman to sail around the world, 1577.

#### Spanish in America.

Balboa, Spanish—across the continent from coast to coast; Panama, 1513.

Magellan, Spanish—sailed around the world, found the famous route to the Indies, 1519.

De Baca, Spanish—across the continent from coast to coast; Florida to Lower California, 1528.

De Soto, Spanish—from coast to Mississippi River, 1542.

#### French in America.

Champlain—French. Search for a route to India, 1608.

Joliet and Marquette. Great Lakes and Mississippi Valley.

La Salle, French. Great Lakes and Mississippi Valley, 1682.

2. Colonization.

Attempts.

St. Augustine. Florida, by the Spanish, 1565.

Fort Caroline, Florida, by the French under Laudonierre, 1565.

Roanoke, Virginia, by the English, under Sir Walter Raleigh, 1585.

Permanent settlements.

Virginia, 1607.

Motive for settlement.

John Smith and his experiences.

Plantation life.

First law-making body in America met in Jamestown, 1619.

New York, 1614.

Henry Hudson and the Dutch.

Establishment of New Amsterdam.

Life in New Amsterdam.

Governor Stuyvesant.

One of the great estates.

Conquest of Dutch Colony by the English.

Massachusetts, 1620.

Motive for settlement.

Voyage.

Planting colony.

Life under Governor Bradford.

Development of industries.

Customs.

Indian troubles.

Comparison with life in Virginia.

## Maryland, 1634.

Motive for settlement.

Lord Baltimore.

Voyage.

Planting colony.

State Pioneers—

Thomas and Michael Cresap.

Trade and difficulties with her neighbors.

Colonial life—government.

Comparisons made with other settlements.

## Pennsylvania, 1682.

William Penn and the Quakers.

Motive for settlement.

Treatment of Indians.

Philadelphia.

Franklin.

Comparisons with other settlements.

## 3. French and Indian War, 1759.

Cause.

French forts.

English determined to drive out French.

Washington, as messenger and soldier.

The war.

Results.

## 4. National Holidays.

Thanksgiving: Customs; past and present.

Story of the Feast of Tabernacles.

Norse Story of Baldur.

Greek Story of Ceres.

Harvest Home in England.

Origin of American Thanksgiving.  
History of the day as a national event.  
Customs of today.

Christmas.

Christmas in England or, Colonial  
Christmas in Maryland and Vir-  
ginia.

Lincoln's birthday.

Washington.

The father of his country.

Home at Mt. Vernon.

Public life.

French and Indian War.

Commander-in-chief in Revolu-  
tionary War.

First President.

Stories to tell:

Betty Randolph and Her Morning  
Visitor.

Cornwallis' Shoe Buckles.

Washington's Christmas Gift.

Colorado Day.

Memorial Day.

Fourth of July.

### VIII. Hygiene and Sanitation:

1. The work of the first four grades should be given orally.

2. Ventilation.

Why we should have plenty of fresh air.  
Ill effects of poorly ventilated homes and  
schools.



## 3. Exercise.

Correct posture.

Regular habits.

Cleanliness.

Germ in dust and dirt.

Importance of cleanliness and care of all food supplies.

Why flies and mosquitoes should be kept out of house.

What should be done with garbage.

## 4. The teeth.

Structure of the teeth. Their formation and number; temporary and permanent teeth; danger in cracking hard substances; how teeth may be cared for.

## 5. The "Health Chores" of the "Modern Health Crusades" may be done in all four grades.

## 6. Food and Drink.

Why we need food; food for power; food for warmth.

Why we need varieties of food; a good diet for young people.

Why we need drink; amount of water in the body; amount of water in the food.

Why water is the best drink. Source of water supply and its protection. Why tea and coffee are not good drinks for children.

Alcohol an injurious drink.

**IX. Nature Study:**

1. Fall.

Put things in order for winter around house and grounds.

Assist in canning and preserving.

Report on school garden.

Products raised.

What was done with products—results.

Have display of vegetables and flowers.

2. Winter.

Physical.

Observation of changes in temperature.

Length of day and night, prevailing currents of air, winds.

Frost.

Keep a weather record.

Phases of the moon—the eclipse.

Constellations—Big Dipper, Little Dipper, Orion, Cassiopeia's Chair, Pleiades, Pole Star, Venus, Jupiter, Mars, The Milky Way.

Make a collection of minerals and rocks.

Animals.

Rats, flies and mosquitoes as disease carriers.

Traps and cement foundations.

Milk and babies' diseases.

Yellow fever.

3. Spring.

Plant Life.

Home yard—keep down weeds everywhere.

**School gardens.**

- Plant many vegetables.
- Learn to transplant.
- Review methods of destroying injurious insects.

**Trees.**

Study, kinds, cottonwood, evergreen, pussy-willow, linden, maple, elm, box-elder, pine, fir, spruce.

Plant trees at home. Forestry.

Observe Arbor Day.

Make drawings of leaves in booklets.

Collect specimens of the different kinds of woods.

**Animal Life.**

Start pen of chickens.

Study chicken pests—lice, mites, rats, weasels, moulting, disease.

Learn proper housing.

Plant seed—sunflower, etc.

Learn cost of feed.

Comparative habits of animals, offensive and defensive.

Structure, use of senses of common animals.

Build bird houses.

**4. Summer.****Plant Life.**

Use of vegetables from gardens.

Destroy weeds and injurious insects—what about lady-bug.

Gather wild flowers for study and comparison, with the cultivated, but do not pull up the roots.

Wild flowers, oxalis, phlox, geranium,  
snapdragon, sweet clover, dog-  
tooth, shooting-star, columbine,  
harebells, etc.

Animal Life.

Birds.

Physical Phenomenon.

Study constellations on summer nights.

Occupations.

Learn to use a camera.

Examination with reports of credits  
kept.

## X. Memory Work:

### Ferns

Ferns, beautiful ferns,  
By the side of the running waters,  
Lovely and sweet and fresh  
As the fairest of earth-born daughters;  
Under the dreamy shade  
Of the forest's mighty branches,  
Curving their graceful shapes  
To the playful wind's advances.

Ferns, delicate ferns,  
Neighbors of emerald mosses,  
Having no thought or care  
For worldly attainments or losses.  
Children of shadow serene,  
Fresh at the heart through the summer,  
Over the cool springs they lean,  
Where the sunbeam is rarely a comer.

Ferns, feathery ferns,  
Delicate, slender and frail,  
Nursed by the streamlet whose song

Is music for hillside and vale.  
Purity, modesty, grace,  
Emblems of these to the mind,  
Loving the quietest place  
That ever a sunbeam will find.

—Selected.

### THE LITTLE SUNBEAM

A little sunbeam in the sky  
Said to itself one day,  
“I’m very small, but why should I  
Do nothing else but play?  
I’ll go down to the earth and see  
If there is any work for me.”

The violet beds were wet with dew,  
Which filled each drooping cup;  
The little sunbeam darted through  
And raised their blue heads up.  
They smiled to see it and they lent  
The morning breeze their sweetest scent.

The sunbeam next did not disdain  
A window low and small;  
It entered at the cottage pane,  
And danced upon the wall.  
A pale young face looked up to meet  
The radiance she had watched to greet.

I cannot tell the history  
Of all that it could do;  
But this I tell, that you may try  
To be a sunbeam too—  
By little smiles and deeds of love,  
Which cheer like sunshine from above.

—Selected.

## DISCONTENT

Down in a field, one day in June,  
The flowers all bloomed together  
Save one, who tried to hide herself,  
And drooped, the pleasant weather.

A robin who had flown too high,  
And felt a little lazy,  
Was resting near this buttercup  
Who wished she were a daisy.

For daisies grow so smart and tall;  
She always had a passion  
For wearing frills around her neck  
In just the daisies' fashion.

And buttercups must always be  
The same old tiresome color,  
While daisies dress in gold and white,  
Although their gold is duller.

"Dear robin," said this sad young flower,  
"Perhaps you'd not mind trying  
To find a nice white frill for me  
Some day when you are flying?"

"You silly thing!" the robin said;  
"I think you must be crazy;  
I'd rather be my honest self  
Than any made-up daisy.

"You're nicer in your own bright gown;  
The little children love you.  
Be the best buttercup you can,  
And think no flower above you.

“Though swallows leave me out of sight,  
 We’d better keep our places;  
 Perhaps the world would all go wrong  
 With one too many daisies.

“Look bravely up into the sky,  
 And be content with knowing  
 That God wished for a buttercup  
 Just here, where you are growing.”

—Selected.

### AN EDUCATOR

“In learning,” proudly said the birch,  
 “I once played quite a part;  
 Whenever little boys were dull,  
 Why, I could make ’em smart.”

—From St. Nicholas.

## XI. Music:

### 1. Songs.

Simple chord-work.

Continue sight reading.

Rote songs; patriotic, national, easy  
 classic or folk songs.

### 2. Breathing exercises, tone work and ear training.

### 3. Suggested songs.

Home Sweet Home.

Star Spangled Banner.

Carry Me Back to Old Virginia.

Old Folks at Home.

The Hunters.

**XIII. Drawing:**

1. Leaves, grasses, sprigs.  
Simple flowers, sunflowers, buttercup,  
tulips.
2. Fruits and vegetables: Pumpkin, beets, radishes, carrots, apples, lemons.
3. Objects in black and white.
4. Design holiday cards.  
Use coloring if available.





**Vegetables and Fruit**

**FIFTH GRADE.**

- I. Reading .....Text-book
- II. Arithmetic .....Text-book
- III. Spelling .....Text-book
- IV. Language .....Text-book
- V. Writing .....Manual
- VI. Geography .....  
.....Elementary Geography Complete
- VII. Hygiene .....Elementary Hygiene
- VIII. History .....Beginner's History
- IX. Memory Work .....
- X. Music .....
- XI. Nature Study .....
- XII. Drawing .....
- XIII. General Exercises.....Patriotic Selec-  
tions, Patriotic Readings and Story  
Telling.

**I. Reading:**

Pupils in the fifth and sixth grades should understand the mechanical features of a book which include:

- The title page, author, publisher's name.
- Meaning of copyright.
- Meaning of preface.
- Table of contents; how it differs from the index.
- Reason for division into chapters.
- Emphasize the use of dictionary.
- Oral reproduction.
- Teach silent reading.
- Sight reading.
- Rapid reading.
- Read for expression and enunciation.
- Read for thought and story.
- One basic reader, two supplementary.

**II. Arithmetic:**

1. The fundamental operations—drills for speed and accuracy.
2. Factoring: The L. C. M. and G. C. D. of small numbers by factoring.
3. Fractions, reduction, addition, subtraction, multiplication and division.
4. Decimals.
  - Decimal notation.
  - Addition, subtraction, multiplication, division.
5. Denominate numbers.
  - Use of common tables.
6. Mensuration.
  - Area of triangle.
  - Volume of a rectangular solid.

## 7. Project problems.

Cost of staple commodities.

Comparison of wholesale and retail prices.

Transportation costs.

Costs of roads.

Comparison of costs of rental of a home and purchase on borrowed money, involving some acquaintance with the facts of taxation, insurance, house up-keep.

III. **Spelling:**

Teaching a spelling lesson.

Teach one word at a time.

Teacher write the word on the board.

While writing it, the teacher pronounces it distinctly.

Class pronounces the word.

Individuals pronounce (several times if difficult).

Develop meaning orally by definition or use in a sentence.

Divide the words into syllables. Pupils spell orally by syllables. Word spelled in concert by individuals.

Pupils find difficult parts of the word and parts they already know.

To emphasize need of spelling, encourage children to make posters, print signs, write advertisements, write letters, etc.

Sometimes base spelling lesson on advertisements clipped from daily papers of bargains, real estate, etc.

General suggestions.

Always associate form, meaning and use of words.

Work to make children independent, develop the dictionary habit.

Let the child find and correct his spelling mistakes when possible.

Work to have children dissatisfied with poor spelling.

Develop a "spelling conscience."

Teacher gives definition class writes the word.

Children write words in a story.

One or two pupils write on the board, others on paper.

Children group words according to:

Meaning.

Form.

Derivation.

Children build words from given roots, prefixes and suffixes.

Word games of a competitive nature, oral and written.

The spelling text.

1. Selection of words.

Words in text often not in children's writing vocabularies.

Words which children mis-spell not in spellers.

Word lists needed, vary with environment; e. g., in western states, irrigate, seepage, coyote, chinook, lariat.

In coast states, buoy, surf, island.

2. Classification of words.

By number of syllables.

By sounds—diacritical markings.

By rules.

By structure—derivation of words.

By meaning and use.

3. Rules. A few to be taught inductively by grouping words already learned.

Drop final e before a suffix beginning with a vowel, e. g., confuse confusion, have having.

Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant on taking a suffix beginning with a vowel, e. g., plan planning, fun funny.

Permanent compounds with "full" and "all" drop one "l," e. g., spoonful, always.

Final "y" preceded by a consonant is changed to "i" on adding a suffix which does not begin with "i" or the "s." "c" and "g" before a, o, u, are hard.

Use of diacritical markings for non-phonetic words.

Comparison with words already known.

4. Meaning.

An equivalent word, phrase or clause, or example in a sentence given by teacher or other children.

Given in text directly or contextually.

Given in dictionary.

#### IV. Language:

Oral language should occupy at least three-fifths of the language time.

Suggested subjects:

Observation lessons and reports.

Good manners and right conduct.

Habits of animals.

Activities and interests of the community.

Sports and amusements.

Things they have felt, done, seen, heard, read or imagined.

Recitation by topic.

Biography.

Geography.

Current events.

Stories.

Pictures.

Story-Telling.

Myths and legends.

Biography.

Adventure.

Discovery.

History.

Nature work.

## 2. Written work.

Not more than two-fifths of the language time should be given to written work.

All written work should be brief.

Kinds of work.

Original prose compositions.

Letters of friendship.

Simple business letters.

Copying and dictation.

Pay attention to form, neatness, headings and general appearance of papers.

Language forms, capitals, quotations, paragraphing, titles, first four parts of speech.

## **Suggested Subjects for Original Compositions.**

The Lost Cent.

My Favorite Picture.  
Describe a Bird Without Naming.  
Vacation.  
Games.

3. Word study.

Common errors in speech.  
Study of words to express clearness,  
beauty, accuracy.  
Common synonyms and homonyms.

4. Teaching of mechanical forms. Study of perfect types.

Sentences.  
Declarative, interrogative, exclamatory.  
Capitals to begin,  
First word of every sentence.  
Important words in titles.  
Proper names and words made from them.  
First word in every line of poetry.  
First word of every direct quotation.  
Abbreviations.  
Initials.

**V. Writing:**

Review essential principles.  
Position, relaxation, rhythmic motion, visualization of letter forms.  
Use muscular movement in all written work.  
Drills, straight-line, two space oval.  
Practice letter forms that are awkwardly made.  
Manual for each pupil.

**VI. Geography:**

The Earth.  
The Hemispheres.  
Divisions of the Land.



Forms of the Land.  
Springs and Rivers.  
Day and Night—the Seasons.  
The Earth's Belts or Zones.  
Equator, Axis and Poles.  
Direction and Distance.  
Continents and Oceans.  
Questions on the Map of the Western Hemisphere.  
Questions on the Map of the Eastern Hemisphere.  
North America.  
Questions on the Map of the United States.  
The United States.  
North Atlantic States.  
Middle Atlantic States.  
South Atlantic and South Central States.  
North Central States.  
West Central States and States of the Plains.  
Western or Highland States.  
British America, Mexico and Central America.

1. United States.

Original Colonies—how settled.  
Number of states—when union was made.  
How and from whom territory was secured—Gadsden Purchase, Louisiana Purchase, Alaska.  
Principal industries of United States, how affected by climate and location.  
Great Lakes—location.  
Other lakes of United States.

2. Natural resources.

The island possessions—location—how and when secured.

3. Canada—to whom it belongs.

Industries.

Natural resources.  
Provinces and capitals.  
Principal industries of Canada. How affected by climate and location.

4. North America.

Location.  
Surrounding oceans.  
Connection with South America.  
Industries and natural resources.  
Countries and capitals.  
Parts owned by different nations.  
Climate—people.  
Exports.

5. Rivers of North America.

Transportation by water.

6. Central America.

Climate—natural resources.  
People and industries.

7. Isthmus of Panama.

• Panama Canal—how built—its purpose.

**VII. Hygiene:**

1. The body as a whole.

Bony structure.  
Muscles.  
Nerves.  
Blood.  
Organs.

2. The skeleton—its purpose.

Number of bones.  
What they are composed of.  
Form as to use.  
Tell how broken bones are set and mended.

Effect of posture on bones of child.  
Kinds of joints.

3. The muscles—their function.

Formation.  
How attached to bones.  
Effect of exercise.

4. The nerves—their function.

Relationship to brain.  
Spinal cord.  
Kinds of nerves.

5. The blood—its function.

Veins—arteries.  
Composition of blood.  
How purified.  
How sent to all parts of body.

6. The vital organs.

Function of brain—location.  
Heart—location—valves.  
Lungs—location.  
Formation—function.  
Disease of lungs—tuberculosis.  
How prevented.  
Need of fresh air.  
Stomach—function—location.  
Pancreas—location and function.  
Liver—location—function.  
Bile and spleen.  
Kidneys—location and function.  
Intestines.

7. Effect of alcohol and tobacco on vital organs.

8. Emphasize fresh air—pure water, sleep and exercise.

9. Need of wholesome food—the balanced ration.

### VIII. History:

How the Americans lived on the eve of the Revolution.

Why the American colonists quarreled with their Mother Country.

The rebellious colonies form a Congress and declare themselves independent of England.

The War for Independence and how it was won.

The new nation goes into business for itself.

Doubling the size of the country: The Louisiana Territory.

The War of 1812: The United States fights for the freedom of the seas.

Coming to the Age of Machinery.

Life in the different sections of the republic; an industrial and a social contrast.

The republic expands to the Pacific.

The North and South quarrel over the extension of slavery to the territories.

One nation or two?

The progress of the Age of Machinery.

The United States gains "over sea" possessions.

### IX. Memory Work:

#### **The Brown Thrush**

There's a merry brown thrush sitting up in a tree—

He's singing to you! he's singing to me!

And what does he say, little girl, little boy?

"Oh, the world's running over with joy!

Don't you hear, don't you see?

Hush! look! in my tree

I'm as happy as happy can be."

And the brown thrush keeps singing, "A nest do  
you see,  
And five eggs hid by me in the juniper tree?  
Don't meddle! don't touch! little girl, little boy,  
Or the world will lose some of its joy!  
Now I'm glad! now I'm free!  
And I always shall be,  
If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,  
To you and to me, to you and to me;  
And he sings all the day, little girl, little boy,  
"Oh, the world's running over with joy  
But long it won't be  
Don't you know? don't you see?  
Unless we are as good as can be!"  
—Lucy Larcom.

### The Tree

The Tree's early leaf-buds were bursting their  
brown;  
"Shall I take them away?" said the Frost, sweep-  
ing down.  
"No, let them alone  
Till the blossoms have grown,"  
Prayed the Tree, while it trembled from rootlet to  
crown.

The Tree bore its blossoms, and all the birds sung;  
"Shall I take them away?" said the Wind as it  
swung.  
"No, let them alone  
Till the berries have grown,"  
Said the Tree, while its leaflets, quivering, hung.

The Tree bore its fruit in the midsummer glow;  
Said the girl, "May I gather thy sweet berries now?"

“Yes, all thou canst see;  
Take them; all are for thee,”  
Said the Tree, while it bent down its laden boughs  
low.

—Bjornstjerne Bjornson.

### The Rainbow Fairies

Two little clouds one summer's day  
Went flying through the sky.  
They went so fast they bumped their heads,  
And both began to cry.

Old Father Sun looked out and said:  
“Oh, never mind, my dears,  
I'll send my little fairy folk  
To dry your falling tears.”

One fairy came in violet,  
And one in indigo,  
In blue, green, yellow, orange, red—  
They made a pretty row.

They wiped the cloud tears all away,  
And then, from out the sky,  
Upon a line the sunbeams made,  
They hung their gowns to dry.

—Selected.

### X. Music:

Refer to suggestions for previous grades.

The study of part-singing should now be on such a basis as to induce much interest. The light voices of the boys will be at their best in this grade, with knowledge and power sufficient to make part-singing a source of enjoyment rather than of labor.

1. All high, thin voices should be on the soprano side, also all children inclined to be monotonous. Children singing alto should have true ears and be able to sing "do-low so-do" in Key of D with ease.
2. Note-reading of easy two-part selections should be done rapidly. Sight-singing of simple unison songs. Syllables may be sung later as a test.  
Rote-songs as formerly.
3. Develop appreciation of musical content.
4. Theory. To be presented as necessity arises. Drills are to familiarize the children with the staff, clef, key and time signatures, relative note and rest values. Teach use of sharp, flat and natural. Discuss all signs appearing in lesson. Refer to glossary.  
Explain the use of chromatics.  
A little note writing from dictation, by ear, or from memory, is invaluable. Be sure that children think tones, not merely notes.
5. Breathing exercises, tone-work, as formerly. More difficult problems in ear-training.
6. Short sketches of the composers' lives, current musical events, and clippings from papers or magazines dealing with all musical subjects.

## XI. Nature Study:

1. Learn to know many kinds of trees, minerals and rocks and make collections.

2. Learn the different kinds of wood, etc. Forestry.
3. Plant trees.
4. Learn about the weather.
5. Keep records of it, etc.
6. Plants and trees.

What plants have green leaves during the winter? Into what distinct types may these be divided ?

Of the pasture and field plants, which ones have a rosette of leaves? Did these plants blossom last summer? Will they next? In general, what are the characteristics of these biennials?

Which plants do you see broken off and rolling and tumbling along in the wind? Is this accidental or has it a purpose?

Are there any flowers in bloom? What special method do they have that they may set seed when there are no insects around?

Examine the dead plants and list those which have all their seeds scattered—those which still retain some of their seeds. Is there any relation between type of dispersal and length of time seed is retained after maturity?

Which plants have died completely (annuals) and which have only died down to the ground, but have the roots still living (perennials and biennials)?

In general, what are the main differences between annual, biennial and perennial plants?



- Do any of the fungi live over the winter in such form as to be readily seen (other than spores)?
- How does the winter affect the water plants? Do they die down or remain green? Does freezing in the ice injure them in any way?
- Which trees, other than evergreens, persist in holding some of their leaves even during the winter?
- What nuts, fruits or seeds are still on the trees and shrubs awaiting their turn to be scattered?
- Is there any relation between the edibility of these by animals and the fact that they are still untouched?
- Notice the buds and the twigs of the different maples. How do they differ? It is possible to identify trees solely from their twigs and buds. Can you do it?
- Compare the different oaks—how does the burr oak tree differ from the red oak? scarlet oak? black oak? white oak?
- Look under the oak trees and collect the dried leaves and the acorns of each. Each kind is distinct from each of the others.
- The poplars are interesting during the winter. Notice the character of the buds. They are widely different in different kinds.
- What two kinds of buds are found on the fruit trees? Distinguish them on apple, cherry, peach, pear and plum trees and grape vines.

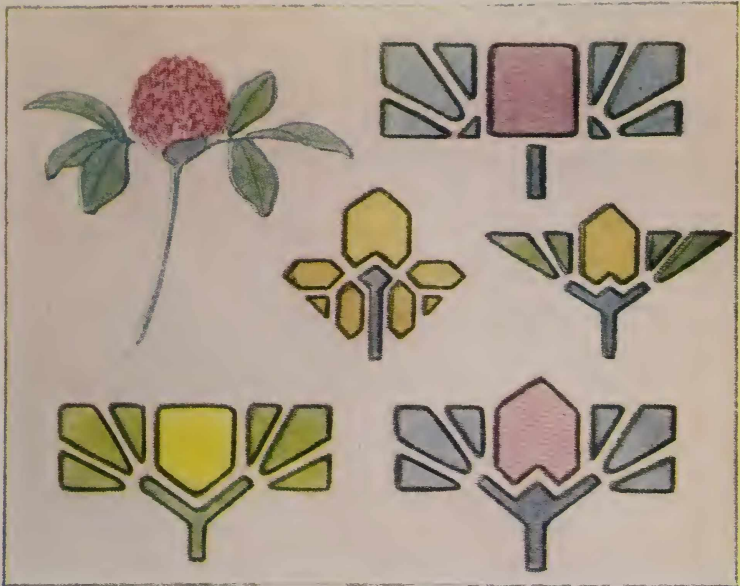
How does this difference affect the way in which we prune our fruit trees? What harm is easily done by careless pruning?

## XII. Drawing:

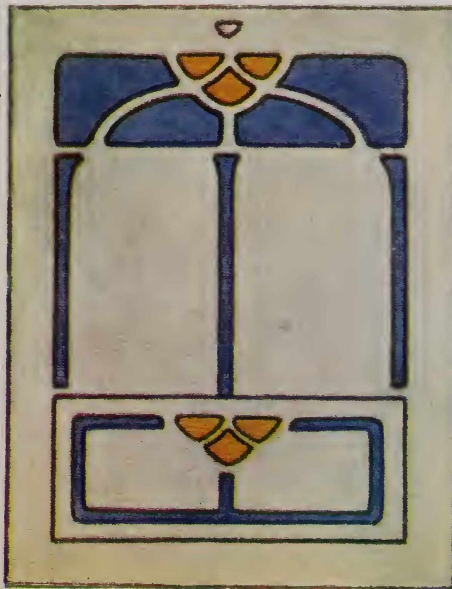
### Suggested Outlines According to Months

- Sept. Pencil drawing of twigs with flowers or leaves.  
Render similar studies in color.  
Picture study.
- Oct. Object drawing of vegetables in accented outline.  
Represent fruits in color.  
Design using motifs suitable for Hallowe'en.  
Picture study.
- Nov. Simple landscape compositions rendered in pencil and color.  
Picture study.
- Dec. Lettering with pencil and pen.  
Spacing letters for Christmas problem.  
Picture study.
- Jan. Outline drawing of Egyptian lotus.  
Study principles of subordination and harmony.  
Spacing problem using lotus as motif.  
Representation of cylindrical objects with attention to fore-shortening of circle.  
Picture study.
- Feb. Simple still life group containing cylindrical objects, render in light and shade.  
Representation of simple objects based on the cube, one point perspective.

- Illustrative drawing including winter landscape.  
Picture study.
- Mar. Animal and bird sketches from pictures.  
Simple pose drawing—avoid features.  
Picture study.
- April Practice making washes of grayed colors.  
Cut simple stencil and use for complementary color scheme.  
Use stencil or block to decorate handwork; as doily or box.  
Picture study.
- May Make stencil decoration for portfolio or similar problem.  
Draw Spring flowers and leaves, and trees in pencil or color.  
Picture study.
- June Landscape drawing.  
Illustration of transportation, including landscape.



Units of  
Design  
from  
the Clover



Design for a  
Rectangular  
Surface

**I. Reading:**

## 1. Text-book.

Silent reading, supplementary work.

Questions for subject matter.

Develop thought.

Train for speed.

Memory work, one poem a month.

Home reading, with book report.

Report to be handed in; title, author, publisher.

## 2. Classification.

Fiction, History, Adventure.

Style

Humorous, pathetic, thrilling, dry.

Principal characters.

Subordinate characters.

Where was the scene laid.

Relate the most vivid scene.

## 3. Poems for Memorizing.

To a Water Fowl—Bryant.

About Ben Adhem—Hunt.

The House Beautiful—Stevenson.

## 4. Extension Reading.

The Man Without a Country—E. E. Hale.

Courtship of Miles Standish—Longfellow.

Mrs. Wiggs and the Cabbage Patch—

Rice.

**II. Arithmetic:**

Review divisors and multiples.

Aliquot parts of 100.

Fractions:

Review four fundamentals.

Quick oral drills in fractions.

Decimals, notation and numeration—review and extension, reduction bills and accounts.

Business problems.

Denominate lines and angles, measures of solids, measures of surfaces.

Percentage.

Simple percentage.

Find given per cent of number.

Find what per cent one number is of another.

Business forms:

Store accounts, farm accounts, post office and express money orders.

### III. Spelling:

1. Oral and written.
2. The rules for spelling plurals.
3. The rules for spelling derivatives.
4. Word-building and word-analysis involving common prefixes and suffixes.
5. Synonyms—the exercises in this line will tend to widen the vocabulary of the pupil and thus assist him materially in his composition work.
6. Free use of dictionary.
7. Drill on words common in business usage.
8. Include words in short sentences.
9. Correct syllabication.
10. Pronunciation.
11. Spelling contests.

### IV. Language:

Two-thirds of the language time to be given to oral work.

1. Oral composition.

Develop paragraphs.  
Study of poems.  
Debates.  
Errors of speech, verbs, pronouns, pronunciation.

2. Written Work.

Sentence structure; margins, indentation, correct spelling, punctuation and capitals.  
Social letters, telegrams.  
Composition on real experiences.  
Picture study.  
Language forms.  
Correct usage of adjectives, adverbs.  
Develop parts of speech.  
Letter writing.  
Story telling.  
Sentence analysis.

**V. Writing:**

1. Place emphasis on:  
Controlled letter and word drills, uniformity of slant, height and spacing of letters in all writing.
2. Give daily drills for developing and controlling movements.  
Observe loop letters.  
Single stroke letters.  
Do not shade, uniform strokes.

**VI. Geography:**

1. South America.  
Location, size, climate.  
Countries, rivers.  
People, nationality, customs.

Products, exports, imports.  
Industries, mining, stock raising, farming.

2. Europe.

Plants, animals and people.  
General facts, products, industry, history.

3. Africa.

Climate.  
Races of men.  
History of people.

4. General Review.

**VII. Physiology:**

1. Definition of terms.

Physiology.  
Human physiology.  
Anatomy.  
Hygiene.  
Organism.  
Organ.  
Function.  
Tissue.

2. Cells.

Kinds of cells.  
Structure of cells.  
Activities of cells.  
Growth and repair.  
Division.  
Motion.  
Importance of cells in the work of the  
body.

3. Nutriments.

Foods classified:  
Proteids: examples and uses.



Carbohydrates: examples and uses.  
Fats: examples and uses.  
Inorganic salts and water.

Food habits.

Study of rations.

Habits of eating.

Overeating.

Frequency of eating; appetite as a guide.

Vegetarianism.

Proper use of condiments.

Cooking.

Three reasons.

Best methods.

Beverages.

Water: why use plenty.

Value and danger of other drinks.

Alcohol: undesirable effects.

4. Fermentation and germ diseases.

Kinds of ferments.

Organized: yeasts, bacteria.

Unorganized: ptyalin, pepsin, etc.

Points of similarity and difference.

Bacteria.

Description: size, multiplication, forms.

Where found.

Beneficial bacteria; many kinds.

Harmful (pathogenic) bacteria: few kinds.

Immunity.

Natural: all possess it to some extent.

How increased or decreased.

Artificial: acquired by having disease, vaccination, etc.

Methods of killing bacteria discussed.

Sterilizing.

Disinfecting.

Pasteurizing.

5. Digestion of food.

Object of digestion.

Salivary digestion, or digestion in the mouth:

Mechanism.

The teeth: sets, kinds, parts, materials, decay.

The tongue: structure and uses.

The salivary glands: location and use.

Processes.

Mastication: importance, Fletcherism.

Secretion of saliva: how stimulated; quantity.

Starch digestion: work of ptyalin; how long continued; how stopped.

Salivary digestion.

Diseases of mouth and throat.

Tonsilitis: symptoms, treatment.

Diphtheria: distinguished from tonsilitis; antitoxin treatment; quarantine.

Mumps: often serious; isolate patient.

Care of teeth: keep clean; consult dentist.

Gastric digestion, or digestion in the stomach.

Mechanism: the stomach.

Location, shape, capacity.

Coats, openings, valves.  
Gastric glands.

Intestinal digestion.

Mechanism: small intestine, large intestine, pancreas, liver.

Location and structure of each.

Processes.

Muscular movements: peristaltic.

Secretion of intestinal juice: composition.

Work of pancreatic juice.

Work of bile.

Work of large intestine.

## 6. Blood

Quantity.

Composition.

Plasma.

Red Corpuscles; size, shape, color, origin, use, fate.

Clothing; description, favorable condition, purpose.

Disease of the blood.

Blood poisoning.

Cause; pus-forming bacteria.

Prevention; disinfect wounds.

## 7. The Heart.

Location, size, shape, coverings.

Internal anatomy; auricles, ventricles, valves septum.

Regulations.

Impulse to beat.

Inhibitory influences.

Acceleratory influences.

The arteries and veins; structure and functions.

- The capillaries; structure and use.
- Circulation of blood and lymph.
- Abnormal circulation.
  - Fainting.
  - High pressure.
- The Lymph.
  - Source.
  - Uses.
  - Disposal.
  - Location.
- Respiration.
  - The nose and pharynx: description.
  - Sense of smell.
  - The trachea and lungs.
- Diseases.
  - Colds.
  - Pneumonia.
- The respiratory organs.
  - Tuberculosis.
    - Cause: tubercle bacilli.
    - Varieties.
    - Means of checking tuberculosis.
    - Treatment: pure air, nourishing food, exercise, sunshine.
- Mechanism and chemistry of respiration.
  - Rib breathing and diaphragm breathing; need of large capacity.
- The Skeleton: Bones, Cartilages, Ligaments.
- Skeletons the pupils have seen.
  - Outside skeletons.
  - Inside skeletons.
  - Mixed skeletons.
- Functions of the skeleton.
- Chemical composition of bone.
  - In children.
  - In adults.

Care of the bones.

Habits and nutrition of child.

Repair of broken bones.

Cartilage: structure and uses.

Joints.

Structure.

Classification.

Sprains and dislocations: prevent inflammation; give rest or little exercise.

Care of the feet: proper shoes to wear.

Muscles and Tendons.

Muscles the pupils have seen: the various colors of muscles in fowls, fishes, quadrupeds.

Tendons: studies in class, using such material as the leg of a chicken.

Muscles classified as to—

Structure.

Form.

Location.

Nerve control.

Conditions affecting efficiency.

Temperature.

Fatigue.

Nutrition.

Training.

Effects of use and disuse.

Exercise.

Physiological effects (eight).

Characteristics of a good exercise (five).

Corrective exercises for—

Round shoulders.

Drooping neck.  
Lateral curvature of spine.  
Lack of development of other parts.

### VIII. History:

1. Washington's administration.  
Cabinet.  
Civil affairs. First ten amendments to constitution. Naturalization law 1790.  
Location of the national capital, Washington.  
Foreign relations.
2. Industrial growth of the country.  
Steamboat, railroad, canal, telegraph.  
Atlantic cable.  
Discovery of gold in California.  
Edison, the greatest inventor of electrical machinery in the world.
3. Three great statesmen of the middle period.  
Henry Clay.  
Daniel Webster.  
John C. Calhoun.
4. The Civil War.  
Slavery—how the south and north regarded it.  
Danger of disunion.  
Lincoln, a northern statesman.  
Lee, a southern hero.  
Emancipation Proclamation.  
Outcome of the war.

“The roots of American civilization are in Europe. Our beginnings and early development form a part of one of the most far-reaching

changes of history; the expansion of Europe beyond the ancient limits of the Mediterranean world, the discovery of the American continents, the opening of direct sea routes to India and the far east, the commercial revolution, the first stages of the Europeanization of the world. Only in this larger setting can the history of the United States become really intelligible."

5. Greece.

Ancient peoples of the Mediterranean.

Greek exploration and colonization.

Greek influence on civilization—religion, art, gymnastics and the Olympic Games, the cities, schools, government.

Extent of Greek influence through Alexander's conquests.

6. Rome.

Beginnings.

Favorable location of the city.

Conquers, the world—the Roman Empire.

Roman life in Italy before the conquests.

Changes in Roman life and character brought about by conquest.

Roman influence on civilization—Rome, a melting pot of nations, Roman law and government.

7. Barbarian Conquerors of the Roman Empire.

Beginnings of France, Germany and England.

IX. General Exercises:

**FLAGS**

**Directors purchase Flag—flagstaff—display.**

The school directors of the several school districts in this state may purchase or cause to be purchased

a suitable American flag of standard bunting, not less than eight by twelve feet in size, and they may erect and maintain or cause to be erected and maintained upon each public school building or the grounds belonging thereto, a suitable flagstaff with the necessary appliances for displaying said flags, and may cause said flag to be displayed upon said staff upon all national and state holidays, the first and last days of each school term, and such other occasions as such school directors shall prescribe.

### **The Flag**

The following is to be carried on as nearly as possible in the form of conversation :

Q. What does the flag of a nation mean?—A. It is the emblem of that nation.

Q. Where is the American flag raised? A. It is raised over all United States Government buildings in Washington City, and also over each of the two Houses of Congress when they are in session.

Q. Is the flag seen over any buildings in this city? —A. Yes; it is seen over the city hall, the courthouse, schoolhouses, and all Federal buildings here and elsewhere.

Q. Where was the American flag first raised?—A. The American flag was first raised at Cambridge, Mass.

Q. When was it raised?—A. It was raised on January 2, 1776, when Gen. Washington took command of the American Army to fight the British.

Q. When we sail across the ocean on a steamship, what flag do we see floating above us?—A. The flag of the nation to which the ship belongs.

Q. What does that flag represent?—A. That flag is the symbol of the nation to which the ship belongs.



Q. Count the stars. What does each star represent? Now count the States on your map.—A. Each star represents one State of the Union.

Q. What do the stripes represent?—A. The stripes represent the original thirteen States.

Q. What does the blue background represent? A. The blue in the flag represents loyalty, which is the foundation upon which our country is built.

Q. Why should you be loyal to the Stars and Stripes?—A. Because it is the flag of my country.

Q. How should we arrange the United States flag and those belonging to other countries?—A. We should always put the United States flag above the others.

The instructor should have flags of other nations represented. If the pupils can furnish them it will be all the better. Arrange them on a level, around the lower part of the United States flagstaff. A flag salute may be given.

## X. Nature Study:

1. Make gardens, learn kinds of soil, have display of garden products.

Study to know weeds and insect pests.

Learn of the propagation of plants from cuttings and set out plants.

2. Learn the constellations, the earth and legends relating to it.

3. Birds.

How many kinds of birds have you seen this month? What sort of foods were they eating?

Where can we find a few of our summer birds who are spending the winter with us? Why is it that they have not gone south with the rest?

Watch the Juncos and white-throated sparrows. Where are they feeding? What are they eating?

Which way does the white-breasted nut-hatch go on the tree trunk? Notice his tail feathers. Are they soft or stiff at the ends? What sort of a bill does he have? What sort of feet?

Compare the nut-hatch with a downy or hairy wood pecker. Which way do they go on the tree trunk? What are their tail feathers, soft or stiff at tip? Why?

How does the chickadee differ from both of these, as to position on tree, bill, feet, tail, colors?

Which of these birds is the most friendly at the feeding station? The first to eat out of your hand? Which is last to do this?

Where do the birds stay during snow storms? During dark, dull, windy days?

What are the birds of prey feeding on during the winter?

Now that you have your feeding shelf started, what kind of food do the different birds prefer? They will pick out the kind they like. Keep a record of this.

How can we use the snow to tell us the story of the birds' activities?

#### 4. Insects.

Where is the place to find cocoons and chrysalides? How many kinds can you find?

Look on the fruit trees, on poplar trees for the oyster shell scale. Is it harmful or bene-

ficial? Do you find it in well kept orchards which have been thoroughly sprayed?

Where do you find the codling moth during the winter? What is it good for—if anything?

Notice the tent caterpillars' eggs in little rings around peach, walnut and butternut twigs. When were they placed there? By what?

What kinds of insects do you find under logs and stones? Are there any butterflies or moths among them? How may these be kept in the school room for study?

### 5. Mammals.

What is a tracking snow? Why is it hunters are always so eager to get out with the first one? (See National Geographic Magazine, May, 1918.)

How can you tell one track from another? In what ways do they differ?

Study a rabbit track. Which way was he going? Why does he make such a peculiar track? Can you distinguish between his various speeds?

Squirrel tracks. How do they differ from rabbit tracks? From skunk tracks?

Mouse tracks. How do you tell a mouse track? Where does it lead to? Come from? Why does she so often burrow just under the surface of the snow?

Fox tracks. Could you distinguish these from those of a small dog? Where does the fox generally go?

Work out the story of the tracks around the school yard. Reproduce them on the black-board. Have children work up stories and illustrate them by tracks.

6. Aquatic life.

What kind of life is to be found in the water during the winter? Where are all the rest of the aquatic forms, as frogs, toads, turtles, etc.?

7. Weather.

Review weather questions for November. Keep up that weather chart—with the temperature, etc. Compare with last month and same month last year. When is the shortest day? What happens after that?

What is an eclipse of the sun? of the moon? How often do they occur? Look up this in an almanac.

How does the ice on ponds and lakes make the "ice ridge" of soil along the shores? What is the principle which underlies this?

Why is the alternate freezing and thawing more injurious to plants than continuous cold weather?

What is the value of snow on the ground?

8. Miscellaneous.

How should man take care of himself to keep well and healthy during the winter?

After driving horses, how can we help them? Keep them from getting cold?

What is best way to keep chickens contented during the winter? How can exercise be furnished in a small chicken house?

References.

There are many times when questions arise which we cannot answer, but instead of letting them go unanswered, we should look up the answers. There are multitudes of books on the subject of nature study, many of them excellent ones, but there are comparatively few which have the material in such forms to be readily and easily available to the teacher.

**XI. Drawing:**

Conventional designs—unit design in borders.

Objects in class room.

Drawing from nature; flowers.

Simple landscapes.

Objects shaded, in black and white.

Insist upon neatness.

Don't include too much detail.

Lesson in color.

**XII. Memory Work:**

**No Flowers**

How bleak and drear the earth would seem

Were there no flower faces

To give the hills, the woods and fields,

Their pleasing charms and graces!

Could spring be spring without a flower

To smile at April's weeping?

•Would robins trill so gay a song,

Or May Day be worth keeping?

And only think how bare the hedge

Would look without its posies!

How queer 'twould be to have a June  
That did not smell like roses!  
No dandelions on the sward  
For childhood's busy fingers;  
No morning-glories, drinking dew,  
While golden sunrise lingers!

No violets, with hoods of blue,  
To nod at mild spring's coming;  
No clover blossoms—would we hear  
The busy bees' soft humming?  
And were there no forget-me-nots,  
No buttercups or daisies,  
The children would be lost for sports,  
The poet lost for phrases.

No flowers, with their refining power,  
No wafts from yon sweet heaven—  
No tokens of a love divine  
To erring mortals given!  
Ah, flowers, your smiling faces prove  
The source of all our pleasures  
Would not pronounce creation good  
Without thee, floral treasures!

—Selected.

### **The Gladness of Nature**

Is this a time to be cloudy and sad,  
When our mother Nature laughs around;  
When even the deep blue heavens look glad,  
And gladness breathes from the blossoming  
ground?

There are notes of joy from the hang-bird and wren  
And the gossip of swallows through all the sky;  
The ground-squirrel gaily chirps by his den,  
And the wilding bee hums merrily by.

The clouds are at play in the azure space  
And their shadows at play on the bright green  
vale,  
And here they stretch to the frolic chase,  
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower,  
There's a titter of winds in that beechen tree,  
There's a smile on the fruit, and a smile on the  
flower,  
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles  
On the dewy earth that smiles in his ray,  
On the leaping waters and gay young isles;  
Ay, look, and he'll smile thy gloom away.

—William Cullen Bryant.

### A Song of Waking

The maple buds are red, are red,  
The robin's call is sweet;  
The blue sky floats above thy head,  
And violets kiss thy feet.  
The sun paints emeralds on the spray  
And sapphires on the lake;  
A million wings unfold today,  
A million flowers awake.

Their starry cups the cowslips lift  
To catch the golden light,  
And like a spirit fresh from shrift  
The cherry tree is white.  
The innocent looks up with eyes  
That know no deeper shade  
Then falls from wings of butterflies  
Too fair to make afraid.

With long, green raiment blown and wet  
The willows, hand in hand,  
Lean low to teach the rivulet  
What trees may understand  
Of murmurous tune and idle dance,  
With broken rhymes whose flow  
A poet's ear shall catch, perchance,  
A score of miles below.

Across the sky to fairy realm  
There sails a cloud-born ship;  
A wind sprite standeth at the helm,  
With laughter on his lip;  
The melting masts are tipped with gold,  
The 'broidered pennons stream;  
The vessel beareth in her hold  
The lading of a dream.

It is the hour to rend thy chains,  
The blossom time of souls;  
Yield all the rest to cares and pains,  
Today delight controls.  
Gird on thy glory and thy pride,  
For growth is of the sun;  
Expand thy wings, whate'er betide,  
The summer is begun.

— Katharine Lee Bates.

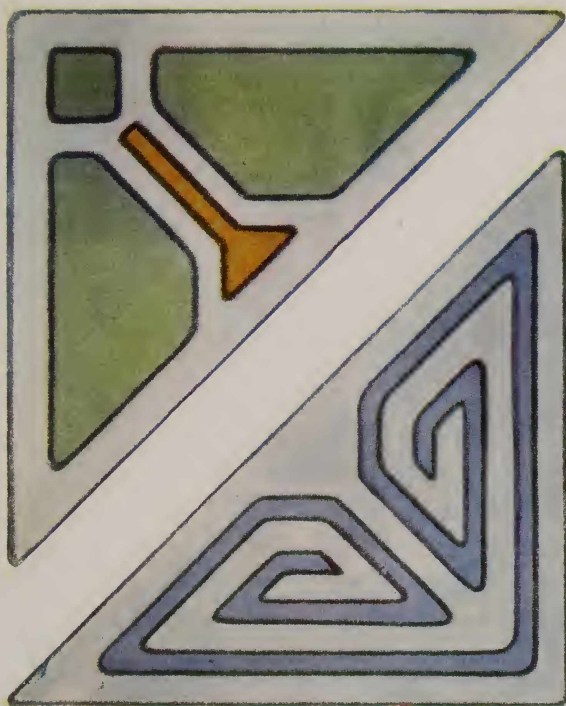
### **"God Save the State"**

God bless our native land!  
Firm may she ever stand,  
Through storm and night!  
When the wild tempests rave,  
Ruler of wind and wave,  
Do Thou our country save  
By Thy great might.



For her our prayer shall rise  
To God above the skies;  
On Him we wait:  
Thou who art ever nigh,  
Guarding with watchful eye,  
To Thee aloud we cry,  
God save the State.

—Charles Timothy Brooks.



**Designs for Corner Decorations**

**SEVENTH GRADE**

- I. Arithmetic .....Advanced text-book
- II. Spelling .....Text-book
- III. Grammar.....Advanced Oral  
and Written English, Studies in English
- IV. Writing .....Manual
- V. Geography .....Geography, complete
- VI. Physiology, Sanitation and Physiology, Part 2
- VII. History.....United States History
- VIII. Agriculture.....Elementary Principles. In-  
cluded in eighth grade outline. Begin  
with Plant Study.
- IX. Home Economics .....Text-book
- X. General Exercises .....Definite  
work and exercises along patriotic lines
- XI. Literature .....Miles Standish, Snow Bound
- XII. Nature Study .....
- XIII. Drawing .....
- XIV. Manual Training .....
- XV. Memory Poems .....

## I. Arithmetic:

The pupil who has finished the work in the sixth grade in mathematics should be able to perform the fundamental operations with common and decimal fractions with accuracy and a fair degree of speed. He should also have been taught the simple language and meaning of percentage in its relation to common fractions and to decimals.

The junior high school must continue this work and make all the necessary and desirable applications; it must provide opportunity for drill that should fix these processes and give facility in their use. The aim is to furnish such mathematical training as the average pupil is likely to find valuable for its own sake in the activities in which he has been, is and will be a part, and which will be necessary as a preparation for future study.

The mathematics of the three years of junior high school should be regarded as a unit. Many of the traditional subjects in arithmetic that do not function in the life of the average individual, or that are beyond the experience of the pupil of junior high school age, should be omitted in order that the course may be enriched by including, in addition to arithmetic, intuitive geometry, algebra, and introduction to demonstrative geometry, and if there is time simple numerical trigonometry.

Today, the best order of arrangement of the junior high school course in mathematics is under much discussion, but the following order is much favored:

### Arithmetic:

The fundamental operations of arithmetic.

Drill to acquire facility and accuracy.

Tables of weights and measures in general practical use.

Emphasis on simple fractions:  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{8}$ . Fractions other than these to have less attention.

Very simple short cuts in multiplication and division (such as replacing multiplication by 25 by multiplying by 100 and dividing by 4).

Percentage. Interchanging common fractions and per cents, finding any per cent of a number, finding what per cent one number is of another, finding a number when a certain per cent of it is known; such applications of percentage as come within the student's experience.

Arithmetic of the home: Household accounts, thrift, simple bookkeeping, methods of sending money, parcel post.

Arithmetic of the store: Short cuts in oral calculation, checking, discounts, invoice.

Arithmetic of the bank: Writing deposit slips, checks, notes, etc., interest, discounting notes.

Much review and drill and the measuring of results by standard tests. The use of the Courtis or Studebaker Practice Exercises in Arithmetic are most helpful.

#### •Intuitive Geometry:

The direct measurement of distances and angles by means of a linear scale and protractor.

Indirect measurement by means of drawings to scale.

Uses of square ruled paper.

Simple geometric constructions with ruler and compasses, T-square and triangle,

such as perpendicular bisector, angle bisector, parallel lines, etc.

Areas of the square, rectangle, parallelogram, triangle and trapezoid; circumference and area of circle; surfaces and volumes of cube, prism, and cylinder.

Familiarity with such forms as the equilateral triangle the  $30^{\circ}$ - $60^{\circ}$  right triangle, the isosceles right triangle; symmetry, axial and central; a knowledge of such facts as those concerning the angle sum for the triangle and the Pythagorean relation; simple cases of geometric loci.

Geometry of appreciation: Geometrical forms in nature, architecture, manufacture and industry.

The work in intuitive geometry should make the pupil familiar with the elementary ideas concerning geometric forms with respect to shape, size and position. This informal work in geometry should be so organized as to make it a gradual approach to and provide a foundation for the subsequent work in formal demonstrative geometry.

## II. Spelling:

Mastering of spelling demons.

Dictation exercise.

Rules for spelling.

Spelling contest.

Oral spelling contest.

Study suffix and prefix.

Composition exercise involving words learned.

## III. Grammar:

One-half of the time is given to written language.  
Oral.

Enunciation.  
Common errors of speech.  
Sentence structure. Short oral compositions.  
Written.  
Sentence structure.  
Expanding.  
Combining.  
Contracting.  
Letter writing—original composition.  
Punctuation.  
Word drills and vocabulary building.

### 1. Composition.

#### Oral composition.

One minute talks upon current events.  
Short debates.  
Arguments on school subject-matter.  
Discussing a book that has been read.  
Discussing newspaper cartoons.  
Preparing to dramatize a story.

#### Written Composition.

Original fables and fairy tales.  
Complete stories.  
Compose stories.  
Tell personal experiences.  
Interpret poems.  
Write letters.  
Study pictures.  
Write a play.

### 2. Formal Grammar.

The following outline will serve as a guide to the order of sequence that should be followed when reviewing the work of the Sixth Grade and carrying it on to complete the Seventh Grade requirement:

Sentence:

Defined; modal classification—declarative, imperative, interrogative, exclamatory.

Sentence divided into its two major parts:  
Complete subject; complete predicate.

Subject:

(a) Bare or simple; (b) modifiers of; this leads to recognition of noun, pronoun, infinitive, adjective and participle as parts of speech; the adjective modifier may be either one word or a group of words (phrase or clause).

Predicate.

(a) Bare or simple; (b) modifiers of; this leads to the recognition of verb, complement, adverbial modifiers (word, phrase or clause) and participle.

Complement.

(a) Object; (b) attribute (objective complement may be omitted); this leads to the identification of predicate noun and predicate adjective as attribute complements.

Further study of the noun.

Use of the noun in a sentence as an appositive; term of address (omit nominative absolute); exclamation; classification of noun—common, proper, collective; inflection—gender, number, case.

Adjective.

(Word, phrase or clause) recognition in any part of the sentence.

Further study of verb.

Classified as transitive or intransitive; regu-



lar or irregular (correct language forms help here and the rational use of the forms for present time, past time, and future time). The study of conjugation (as such) should not be taught in this grade, but should be reserved for the eighth grade if taught at all.

Adverb.

(Word, phrase or clause) recognition.

Preposition.

The immediate outgrowth from the study of phrases that are used either as adjectives or adverbs.

Connectives or conjunctions.

This should lead to the structural classification of sentences.

Classification of sentences according to structure.

Simple, complex, compound.

#### IV. **Writing:**

Drill on capitals and loop letters.

Uniformity of slant, height and spacing in all writing.

Drill for speed and rhythm.

Count to increase speed.

Practice movement.

Insist upon correct position, neatness and accuracy in all written work.

##### 1. Position.

Keep both feet flat on the floor and hold head and body erect. Have both arms on the desk well away from the

body. A right angle should be kept at the right elbow and the paper moved to fit this position so that all down strokes may be pulled toward the center of the body. The eye of the pen should be opposite the middle of the first finger nail, and the penholder should point between the elbow and shoulder of the right arm. There are three points of contact for writing—the large muscle in front of the right elbow, the third and fourth finger tips, and the pen point.

## 2. Movement.

All muscles must be relaxed before movement is taken. All movement is made on the fleshy muscle of the right forearm. All down strokes must be brought toward the center of the body. Every line made by the pen is accompanied by the same motion of the third and fourth finger tips.

## 3. Writing.

Use the same spacing as that shown on the penmanship sheets. Try to approximate the size and forms in the exercises given. Keep the down strokes parallel by pulling them all toward the center of the body. Swing the writing to the speed of four or five lines per minute, that there may be freedom shown in connecting strokes. Keep a light, unshaded stroke by using a coarse steel pen.

## V. Geography:

North America, United States, South America and Europe.

1. Location and size.
2. Surface.
  - Mountain Systems: Location, direction; ranges; heights; peaks; volcanoes.
  - Plateaus: Location; extent, arid or fertile.
  - Plains and Valleys: Location; extent, arid or fertile.
3. Drainage.
  - River Systems: Main stream; direction; size, branches; navigation.
  - Lakes: Location; extent; fresh or salt; value.
4. Climate.
  - Review location with reference to prevailing westerlies, north horse latitudes and northeast trades. Rainfall in principal sections. Account for distribution of rainfall. Point out the relation between distribution of rainfall and plant production. Places of temperate climate. Why? Effect of water bodies on land areas. Why are eastern shores more affected than western shores?
5. Life.
  - Vegetables: Distribution; course of distribution.
  - Animal: Distribution; course of distribution.
  - Human: Races; occupations; education; religion; government; center of population in the United States.
6. Resources.
  - Soil: Minerals; forests; fisheries; fur-bearing animals.

7. Productions—Occupations.

Agriculture: Kind of agricultural products grown; sections where grown; why? Number of people engaged.

Manufacturers: Location of centers; relation of location to power, i.e. waterfalls; principal kinds.

Mining: Kinds of minerals; location of most extensive mines.

8. Commerce.

Routes: Land; water. Exports, imports.

9. Chief Cities.

Reasons for location. Comparative map studies.

10. Mathematical Concepts.

Circle, radius, diameter, rotation, revolution, ellipse, pole, axis, inclination, oblate spheroid, meridian, parallel.

11. Form and Size of the Earth.

Proofs of the earth's shape.

12. Latitude and Longitude.

Location of places; value of a degree of latitude, of longitude; how determined; Longitude and Time.

13. Local and Standard Time.

Why standard time is used. Time belts. How local time differs from standard time. International date line.

**VI. Physiology:**

1. The Nervous System.

Terms to be understood: neuron, dendrite, axon, nerve fiber, nerve center, stimu-

lus, reaction, motor, sensory, afferent, central, peripheral, reflex.

Central nervous system, consisting of  
 Central organs: brain, cord, ganglia.  
 End organs: special sense organs and motor end plates in muscles.

Sympathetic nervous system consisting of.  
 Ganglia.  
 Sympathetic nerves.  
 Plexures (about internal organs).

Structure of the brain and spinal cord.  
 Functions of the different parts.  
 Cerebrum.  
 Cerebellum.  
 Medulla.  
 Spinal cord.

The cranial nerves:  
 General location and function.

The spinal nerves:  
 Classes, roots.  
 General function.

Reflex action:  
 Mechanism; reflex arc.  
 Advantages of reflex action: quick, correct, relief to brain.  
 Reflex action and habit.

Functions of the sympathetic system:  
 Control circulation.  
 Control secretion, excretion and digestion.  
 Harmonize action of various organs.

Care of the brain:  
 Need of exercise; kind and amount.  
 Rest and sleep necessary.

Diseases of the nervous system:

Idiocy: cause; training of feeble-minded.

Insanity: causes: heredity, ill health, alcoholism, trouble, over-work, injury.

Prevention: avoid causes, if possible.

Paralysis—cause: usually clot of blood.

Nervous prostration: causes: continued mental strain, lack of exercise, improper nutrition. Treatment: complete rest and change of scene and occupation; proper exercise and diet.

2. Stimulants and Narcotics.

Stimulants defined:

Tea, coffee, cocoa.

Active principle of each.

Best methods of preparing.

Benefits of use.

Dangers to the nervous, the dyspeptic, the young.

Dangers of the drug and patent-medicine habit.

Strychnine—caution: use only when prescribed by physician.

Narcotics defined:

Opiates: laudanum, paregoric, morphine, etc.; effects; habit.

Cocaine; chloral; enslaving influence.

Alcoholic drinks classified: examples and strength.

Physiological action of alcohol:

False stimulation or exhilaration.

Inhibition of brain functions.

Alcohol and muscular work: experiments.

Alcohol and arteries: observations.

Alcohol and exposure to cold: danger.

Pathological conditions due to alcohol.

Acute.

Mental.

Bodily.

Chronic.

Mental.

Bodily: nervous system, heart, arteries, stomach, liver, kidneys.

Relation of intemperance to poverty; to crime; to insanity; to disease in general.

Tobacco.

A variety of effects.

Arguments against its use.

“Boys who use cigarettes seldom fail in later life; they have no later life.”—*David Starr Jordan*.

### 3. Organs of Special Sense.

The eye.

Description, location and use of the principal parts.

Defects: their cause and remedy.

Nearsightedness.

Farsightedness.

Astigmatism.

Cataract.

Care of the eyes in regard to—

Eye rest.

Illumination of object.

Flickering light.

Glossy paper.

Cleanliness.

Removing foreign substances.

The expert oculist versus the "quack."

The ear.

Description and use of the outer, middle and inner ear.

Function of the semicircular canals.

Perception of pitch.

Deafness: causes and prevention.

#### 4. Control of Public Health and Sanitation.

Factors determining public health.

Thickly settled communities.

Personal habits.

Climate.

Cleanliness of surroundings.

Mosquitoes, flies, rats.

Pet animals: cats and dogs.

Plan of campaign for public health.

Prevent spread of disease germs.

By disinfecting.

By quarantining.

By care on the part of those who are sick.

Increasing individual resistance.

By sanitary conditions of home and neighborhood.

By instruction in hygienic living.

Preventable diseases: how spread and how prevented.

Tuberculosis.

Typhoid fever.

Diphtheria.

Scarlet fever, measles and whooping cough.

Smallpox.



The home.

Location: light and air.

The house.

Furnishing.

Cleaning: sweeping, dusting, vacuum cleaners.

Rugs versus carpets.

Sanitary cellar.

Heating and ventilation.

Lighting.

Water supply.

Necessity for pure water.

Location and construction of well.

Sewage: systems of disposal.

Health officials.

Duties and authority.

Need of co-operation on part of public.

## VII. History:

How the Old World found the New.

Colonization: Europeans come to live on the Atlantic Coast of North America.

Formation of an American people.

France and England fight for the mastery of North America.

Birth of a new nation: Thirteen English colonies establish the United States of America.

The problem of organizing a permanent union of states.

The making of a new nation (1790-1825).

## VIII. General Exercises:

### The Flag

The flag of a nation is the emblem of that nation. The American flag is raised every day over the

White House, every executive department building, each of the two Houses of Congress, and all Government buildings in Washington City, the Nation's capital. It also floats from all State and Federal buildings throughout the United States, and on the ships of the Navy and Army and all American embassies, legations, and consulates all over the world.

Gen. George Washington raised the first American flag on January 2, 1776, at Cambridge, Mass., when he took command of the American Army to fight the British. This flag had seven red and six white stripes, and the British crosses in the blue field where the stars now are. In the next year, by order of the Continental Congress, the British emblem was replaced by the white stars in the blue field. In 1794 the number of stars and stripes was changed to 15 each, after Vermont and Kentucky became States. In 1818 Congress restored the original 13 stripes to represent the 13 original States and decided that there should be one new star added on July 4 of any year for each new State admitted during the preceding year. Our flag is called the Stars and Stripes; the Stars represent our present growth, while the stripes refer to America's history. The blue in the flag represents loyalty, which is the foundation upon which our country is built. The States rest upon this foundation of loyalty as truly as the white stars rest on the blue foundation.

Betsy Ross, the daughter of an American patriot, made the first flag for our country and designed the star. Her home, on Arch Street in Philadelphia, where she made the flag, still stands and is carefully preserved as the birthplace of the American flag.

We have a national song to the flag, written by Francis Scott Key during our second war of independence. It is called the 'Star Spangled Banner.'

**The Star-Spangled Banner**

Oh, say can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last  
gleaming,  
Whose broad stripes and bright stars, through the  
perilous fight,  
O'er the ramparts we watched were so gallantly  
streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof through the night that our flag was  
still there.  
Oh, say, does the star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

On the shore dimly seen thro' the mists of the deep,  
Where the foe's haughty host in dread silence re-  
poses,  
What is that which the breeze, o'er the towering  
steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines on the stream;  
'Tis the star-spangled banner; oh, long may it wave  
O'er the land of the free and the home of the brave.

Oh, thus be it ever when free-men shall stand  
Between their loved home and wild war's desolation,  
Blest with victory and peace, may the heaven rescued  
land  
Praise the Power that hath made and preserved us a  
nation.  
Then conquer we must when our cause it is just,  
And this be our motto: "In God is our trust!"  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave.

**America**

My country! 'tis of thee, Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died! Land of the pilgrims'  
pride!  
From ev'ry mountain side let Freedom ring!

My native country, thee, Land of the noble free,  
Thy name I love;  
I love thy rocks and rills, Thy woods and templed  
hills;  
My heart with rapture thrills, like that above.

Let music swell the breeze, And ring from all the  
trees,  
Sweet Freedom's song;  
Let mortal tongues awake; Let all that breathe par-  
take;  
Let rocks their silence break, The sound prolong.

Our fathers' God! to Thee, Author of liberty,  
To Thee we sing;  
Long may our land be bright, With Freedom's holy  
light;  
Protect us by Thy might, Great God, our King!

**IX. Nature Study:**

Plants should not be considered in full bloom until the flowers are ready to receive or discharge pollen.

What insects hibernate or continue an active life through the winter? If possible, list those which have spent the winter as adults, as larvae in the pupal stage or in the egg stage.

With bird study keep a record each day of the number of forms seen and the number of each kind.

In this way you can see whether the species migrate in "waves" or in a straggling manner. Brief field recognition marks are given for each bird. Determine whether the first ones to come sing or not. Learn to recognize each by its call. If possible, find out what the food is.

Silver maple in bloom. Small flowers come out very early before the leaves. Are they insect or wind pollinated? What makes you think so?

Elm in bloom. How do these flowers differ from those of the maple in the way they are attached to the twig? Why?

Willow in bloom. Find some "pussies" that bear and some that receive pollen. Are these ever visited by insects?

Poplar in bloom. Same questions as above.

Date of first dandelion to bloom. If possible, account for its early appearance. Contrary to most popular opinion, dandelions do not pollinate. The fruits ripen without it.

Date of first chickweed to bloom. The flowers are very small and white and grow in lawns and waste places. The petals are so deeply divided as to appear double. Compare the length of the stamens and pistils. Either self pollinated or insect pollinated.

Date of first bloodroot to bloom. A well known woodland flower famous for blood red dye which it secretes. This was used by Indians for war paint.

Flicker—a rather large bird which shows a white rump when flying away.

Meadow lark—a bird about the same size, which shows two white tail feathers when it lights.

Mourning dove—a bird slightly smaller whose wings whistle and whose tail shows a white tip border when it lights.

Kingfisher—a bird found mostly near water; blue and white; flies high and direct.

Purple Grackle or Crow Blackbird. Aside from our crow, our largest common blackbird. Find out color of eyes. How do they look when they sing?

Red winged blackbird. Learn to distinguish between its ordinary call and call of alarm.

Robin. The males are more brightly colored than the females. Do they come first or last? Does a robin walk, run, skip or all of these? Examine tracks in mud and find out if necessary.

Blue bird. Notice how ordinary the bird looks unless the light strikes it right.

Junco—small gray birds showing two white tail feathers when flying. Determine color of breast and bill and learn call by all means.

Goldfinch. Yellow birds with black wings and tail. Most easily recognized by canary-like call.

Fox Sparrow—quiet birds which look and act like a thrush. Have dark spotted breasts and conspicuous tails colored like a red fox's tail.

Cedar Waxwing. Neat looking brown birds, easily recognized when flying flocks by call and by yellow tip border on tail.

Song Sparrow. The latter part of the month this bird quits its habit of sticking close to cover. The male begins singing and anyone who does not know the song is missing a treat. Common near water.

Chirping Sparrow. Common in evergreens, a most useful bird of diminutive size, but abnormally interesting habits. Song and brick-colored crown most characteristic.

Tree Swallow. Any swallow seen this month will probably be a tree swallow.

Other birds which may be seen this month include Brown Creeper, Downy and Hairy Woodpecker, White and Red Breasted Nuthatches, Yellow Billed Sapsucker, Crow, Cowbird, Cardinal and others.

Honey Bees. Date of first appearance. Visit what plants? Why these plants? Don't expect to see them on or near the ground first.

Mourning Cloak Butterfly. A black butterfly with cream-white wing borders. Notice appearance when on a dead twig. What does it look like then?

Ants. Where do you find them first in the spring? If possible, make an ant nest.

Lady-birds or Lady-bugs. Look in crevices and piles of leaves.

Start a house-fly campaign. See who can destroy 10 first, who a hundred, and so on. One now means hundreds in the fall.

On what date was a frog first heard?

Find out if bats are ever seen this month. If so, where. These are very beneficial animals and deserve protection.

When did first thunderstorm occur, and what kind of clouds accompanied the storm? Which way did the high clouds move, and which way the low? Write U. S. Weather Bureau, Washington, D. C., for free chart of cloud forms.

How many nights in the month did you see Venus, a bright star which is in the west shortly after sundown?

Determine which way Jupiter travels, seen in west at about 8 p. m.

Find examples of soil and stones broken by frost. Determine what good could arise from this. What relation is there between this and fall plowing?

Learn to recognize deltas, gorges, rivers, valleys, lakes, etc., in melting snow and ice. How does presence of snow and ice in spring affect perennial plants which have died back except for underground parts? Is it better or worse for these plants to remain covered the greater part of March?

Good weather follows wind blowing from which directions?

What would be the effect of plowing too early, particularly in a clay soil?

Watch for a circle around the moon. When did this appear and was it large or small?

How did the weather change following this? Was this change soon or not?

Learn how to read the weather chart in the post office. If possible predict weather from it yourself. Remember a series is necessary.

How do the streams differ now and in the winter as to clearness, size, etc.?

What kind of ground dries out most quickly and what kind least quickly?



What is the difference between the time the sun sets when you start keeping these records and the time it sets at the end of the month?

What is the difference between the time the moon rises one night and the time it rises the next night?

## X. **Drawing:**

Pictures.

Collect pictures.

Mount.

Criticise.

Portfolio.

Make portfolio for drawings.

Landscape.

Simple in detail.

Perspective, paint.

Birds.

Copy—color—size.

Plant study.

Flowers, twigs, sprays.

Paint in colors.

Use fresh specimens for each lesson.

Study pictures.

Note following points:

Location—where—there—place.

Accessory—minor details or trimmings.

Action—movement.

Principality—main part of picture.

Objects.

Draw in black and white.

Letters.

Plain forms in capitals.

Small case letters.

Holiday books.  
Simple designs.  
Use color scheme.

Home decorations.  
Color scheme.  
Pictures.  
Rugs.  
Draperies.  
Papering.

## XI. Manual Training:

### 1. Projects.

Hat-rack, flower-pot stand, nail box, whiskbroom holder, small shelf, game board, sleeve board, bread board, coat hanger.

### 2. Tools.

Jackplane, spoke shave, cross-cut saw, T-square, marking gauge, block plane, bench hook.

### 3. Processes.

End planing, beveling, testing for uniformity of width, sawing, planing, squaring, filing, sand-papering and staining.

### 4. Equipment.

The equipment herein suggested is not at all elaborate, but has been given with the idea of covering only the most necessary tools. There are many others which might be added and used to advantage. It is better, however, to have simple equipment well cared for in suitable cases and racks than to have abundance of equipment, much of which is seldom used and then often poorly cared

for. The following tabulated list is merely suggestive:

Work bench with vise.  
 Rip saw.  
 Panel saw, 22" 10 pt.  
 Coping saw, 12 blades.  
 Back saw, 12".  
 Drawing ruler, 12".  
 Marking gauge.  
 Pencil compass.  
 Try square.  
 Carpenter's square, blued steel, 24".  
 Smooth plane.  
 Jack plane.  
 Block plane.  
 Claw hammer.  
 Nail set.  
 File, half round, 6".  
 Oiler, steel, 1/2 pint.  
 Chisel, firmer socket, 7/8".  
 Chisel, firmer socket, 1/2".  
 Chisel, firmer socket, 1/4".  
 Carborundum stone, No. 109.  
 Bench brush, 8".  
 Brace, ratchet, 8".  
 Bit, 1" Irwin.  
 Bit, 1/2" Irwin.  
 Bit, 1/4" Irwin.  
 Bit, 1/8" Gimlet.  
 Screw driver, 6".  
 Countersink, rose head.

## XII. Memory Work:

Selections to be memorized:

The Landing of the Pilgrims.....	Felicia Hemans
The Daffodils.....	Wordsworth
To a Waterfowl.....	Bryant
The Recessional .....	Kipling

### The Recessional

God of our fathers, known of old—  
Lord of our far-flung battle-line,  
Beneath whose awful Hand we hold  
Dominion over palm and pine—  
Lord God of Hosts, be with us yet,  
Lest we forget—lest we forget!

The tumult and the shouting dies—  
The Captains and the Kings depart.  
Still stands Thine ancient Sacrifice,  
An humble and a contrite heart.  
Lord God of Hosts, be with us yet,  
Lest we forget—lest we forget!

Far-called our navies melt away—  
On dune and headland sinks the fire;  
Lo, all our pomp of yesterday  
Is one with Nineveh and Tyre!  
Judge of Nations, spare us yet,  
Lest we forget—lest we forget!

If, drunk with sight of power, we loose  
Wild tongues that have not Thine in awe—  
Such boasting as the Gentiles use  
Or lesser breeds without the law—  
Lord God of Hosts, be with us yet,  
Lest we forget—lest we forget!

—*Kipling.*

### To a Waterfowl

Whither, midst falling dew,  
While glow the heavens with the last steps of day,  
Far, through their rosy depths, dost thou pursue  
Thy solitary way?

Vainly the fowler's eye  
Might mark thy distant flight to do thee wrong,  
As, darkly seen against the crimson sky,  
Thy figure floats along.

Seek'st thou the plashy brink  
Of weedy lake, or marge of river wide,  
Or where the rocking billows rise and sink  
Or the chafed ocean side?

There is a power whose care  
Teaches thy way along that pathless coast—  
The desert and illimitable air—  
Lone wandering, but not lost.

All day thy wings have fanned,  
At that far height, the cold, thin atmosphere,  
Yet stoop not, weary, to the welcome land,  
Though the dark night is near.

And soon that toil shall end;  
Soon shalt thou find a summer home, and rest  
And scream among thy fellows; reeds shall bend,  
Soon, o'er thy sheltered nest.

—*Bryant.*

### The Landing of the Pilgrims

The breaking waves dashed high  
On a stern and rockbound coast,  
And the woods against a stormy sky  
Their giant branches tossed;

And the heavy night hung dark  
The hills and waters o'er,  
When a band of exiles moored their bark  
On the wild New England shore.

Not as the flying come,  
In silence and in fear;  
They shook the depths of the desert gloom  
With their hymns of lofty cheer.

Amid the storm they sang,  
And the stars heard, and the sea;  
And the sounding aisles of the dim woods rang  
To the anthems of the free!

The ocean eagle soared  
From his nest by the white wave's foam;  
And the rocking pine of the forest roared,—  
This was their welcome home.

There were men with hoary hair  
Amidst that pilgrim band,—  
Why had they come to wither here,  
Far from their childhood's land?

There was woman's fearless eye,  
Lit by her deep love's truth;  
There was manhood's brow serenely high,  
And the fiery heart of youth.

What sought they thus afar?  
Bright jewels of the mine?  
The wealth of seas; the spoils of war?—  
They sought a faith's pure shrine.

Ay, call it holy ground,  
The soil where first they trod;  
They left unstained what there they found—  
Freedom to worship God.

—*Felicia Hemans.*

**Daffodils**

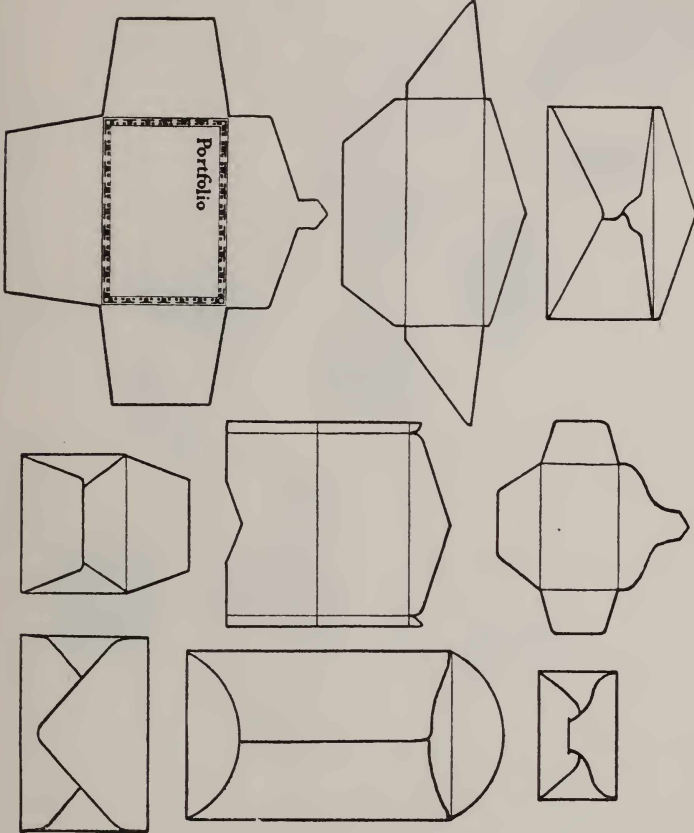
I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils,—  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of the bay.  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
Outdid the sparkling waves in glee,—  
A poet could not but be gay  
In such a jocund company.  
I gazed, and gazed, but little thought  
What wealth the show to me had brought.

For oft, when on my couch I lie,  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

—Wordsworth.







**Morning  
Glories**

**EIGHTH GRADE**

- I. Arithmetic .....Advanced Text-book
- II. Algebra .....Elements of Algebra
- III. History .....United States History
- IV. Civics .....Text-book
- V. Grammar .....English Book
- VI. Geography .....Mathematical  
Asia, Africa, Australia and Latin America
- VII. Writing .....Manual
- VIII. Spelling .....Three days in  
each week, words selected from grade texts
- IX. Agriculture.....Elementary Principles
- X. Literature .....
- XI. Music .....
- XII. Memory Work .....
- XIII. Drawing .....
- XIV. Manual Training .....
- XV. Home Economics .....

**I. Arithmetic:**

1. Arithmetic of trade:
  - Invoices and bills.
  - Accounts.
  - Profit and loss.
  - Commercial discount.
  - Bank discount.
  - Foreign money.
  - Metric system (if there is time).
2. Arithmetic of building:
  - Excavating.
  - Board measure.
  - Lathing and plastering.
  - Painting and papering.
3. Arithmetic of investment:
  - Savings bank accounts.
  - Postal savings, thrift.
  - Elementary stocks and bonds.
4. Arithmetic of the home and farm:
  - Special emphasis on problems arising from the life in the community.
5. Mensuration:
  - Review of 7A work in mensuration.
  - Surfaces and volumes of prisms, pyramids, cones and spheres.

Cumulative reviews should be given throughout the entire course. The pupil should check his work by estimates and reverse processes. The final test to the success of the work should be—can the pupil apply his knowledge of arithmetic to the problems of everyday life with accuracy and a reasonable degree of speed?

**II. Algebra:**

## 1. The Formula:

As a concise language.

As a shorthand rule.

As a general solution.

As an expression of the dependence of one variable on other variables.

## 2. Graphs—their construction and interpretation in:

Statistics.

Representing dependence.

Solving problems.

## 3. Positive and negative numbers:

Their meaning and use.

Fundamental operations applied to them.

## 4. The equation:

Simple linear equations, their solution and application.

## 5. Constructive geometry:

Bisect lines—angles.

Draw perpendicular from point to line.

Erect perpendicular at a point in line.

Angles—acute, obtuse, right angles.

**III. History:**

## 1. Political and Territorial growth of the New Nation:

Starting the new government.

The first amendments.

Hamilton's measures for financing the government.

The development of the political parties.

Relations with Europe.

Troubles with England due to the French Revolution. Jay's Treaty.

Troubles with France.

The X Y Z Mission.

The "informal war" with France.

Domestic problems growing out of the French Revolution. The Alien and Sedition Laws.

The expansion of the new nation.

The attitude of Jefferson's party toward western development.

The Louisiana Purchase.

The reasons for the purchase.

The desire for more land and for a free water-route to the Gulf of Mexico.

The danger of French domination in the West.

Napoleon's willingness to sell the territory.

Results of the purchase.

Criticism immediately following the purchase.

Expeditions to explore the new territory.

The Florida Purchase.

The organization and settlement of the Middle West.

Surrender by the older states of their claims to western territory.

The organization of the Northwest Territory.

The Ordinance of 1787.

The organization of the region south of the Ohio.

The gateways to the West and the four ways of travel.

The settlement of the Middle West.

The settlement of the region south of the Ohio.

The settlement of the region north of the Ohio.

The movement down the Ohio and Mississippi.

The National Road and its effect upon settlement.

The life of the people on the frontier.

## 2. War of 1812. Commercial War.

### Causes:

Aggression by France and England on neutral trade. Berlin and Milan Decrees. Napoleon, Orders in Council, Impressment of seamen, England.

Retaliation by the United States: non-importation, embargo, non-intercourse acts. Macon's bill.

Comparison of opposing forces.

Opposition to the war. Hartford Convention, New England manufacturers.

Decisive battles.

"Constitution."

Treaty of Peace.

Name, date and place of signing.  
Terms.

Leading statesmen.

Effects.

Europe recognized America's commercial independence.

Increased manufacturing.

Building of canals and highways.

Emigration to the West.

Protective tariff of 1816.

3. The Spanish-American Republics and the Monroe Doctrine:

The Spanish colonies win their independence.

The Holy Alliance formed. The danger of this Alliance to the United States.

The Monroe Doctrine.

4. Development of the Nation:

Political development between 1815 and 1845.

Important political issues of the period.

The protective tariff.

Internal improvements.

The sale of public lands.

The United States Bank.

Political leadership.

Andrew Jackson, Webster, Hayne, Clay, Calhoun.

Rise of the Whig party.

Campaign of 1840. Harrison and Tyler.

Tyler's unpopularity. Ashburton Treaty.

Settlement of the territory west of the Mississippi.

Missouri, Arkansas and Iowa.

The Texas problem; admission of Texas.

## 5. Mexican War. Expansion:

## Causes:

Remote: efforts of the South to increase slave territory.

Immediate: dispute over boundary line between Texas and Mexico.

Four lines of campaign; leader of each and how executed.

Treaty of Peace; date and terms.

## Effects.

United States gains land to the Pacific.  
Slave territory increased.

## 6. Settlement of Far Western Country.

## 7. Industrial Revolution:

England's early leadership in industry.

Development of manufacturing in America.

The cotton industry. The cotton gin.

The woolen industry.

The invention of the sewing machine.

The iron industry.

The development of farm machinery.

Means of transportation and communication.

Canals.

The steamboat.

The railroad.

The express business.

The telegraph. The Atlantic cable.

Ocean navigation.

## 8. The Effect of the Industrial Revolution upon American life:

Women in the factories, child labor.

Labor movement.



Growth of cities.

Foreign trade.

The South and the industrial revolution.

9. Civil War:

Causes:

Fundamental:

Slavery resulting in Missouri Com-  
promise.

Compromise of 1850.

Kansas-Nebraska Bill.

Underground Railroad.

John Brown's Raid.

Anti-slavery movements and pub-  
lications.

Immediate:

Election of Lincoln.

Secession.

Firing upon Fort Sumter.

Declaration of war. Date.

Comparison of sections in population, eco-  
nomic resources, military spirit, geog-  
raphy.

Fourfold plan of the North. Campaigns  
and decisive battles in each.

East.

Plan: Capture Richmond and main-  
tain a blockade of the coast.

Battles.

Bull Run.

Antietam. Gave President Lincoln  
a reason for issuing the Eman-  
cipation Proclamation.

Chancellorsville. Gettysburg.

Grant's march upon Richmond.

Sheridan in the Shenandoah Val-  
ley.

Battle of the Wilderness. Cold Harbor.

West.

Plan: To open the Mississippi and divide the Confederacy.

Battles.

Forts Henry and Donaldson.

Shiloh.

New Orleans.

Vicksburg.

Thomas's campaign, Chickamauga, Chattanooga, Nashville.

Sherman's march to the sea.

Surrender of General Lee to General Grant.

Place, date and terms.

Johnson's surrender to Sherman.

Place, date and terms.

Work of the navy.

Financial conditions during the war: tariff, internal taxation, greenbacks.

Attitude of Europe towards the war.

England a Southern sympathizer, why?

Russia friendly to the North, why?

Emancipation Proclamation. The thirteenth amendment.

Effects.

Assassination of President Lincoln.

Reconstruction of the South.

Negro problem.

Amendment to the Constitution.

Increase in all industries.

10. Fifty years of progress after the Civil War:  
The Rise of the New South.

- The situation at the close of the Civil War.
- The reconstruction of the planting system.
- The development of farming.
- The industrial revolution in the South.
- The growth of the Far West.
  - The Far West in 1860.
  - New western states and territories.
  - The problem of the public land.
- The triumph of industry.
  - The development of mining and manufacturing.
  - The development of transportation.
    - Railroads and ships.
  - The army of industry. Inventors, business men, wage earners.
  - The results of industrial development.
    - Development of export trade.
    - Disappearance of the frontier.
    - Business and industry gain on farming.
    - The growth of the cities.
    - Evils of industrial development.
- Immigration.
  - Principal sources of immigration before 1890.
  - Later changes in immigration.
  - Efforts to restrict immigration.
- Combination of capital and labor.
  - Competition leads to formation of "trusts."
  - The results of combination of capital.
    - Protective organization of employees.
    - Employers' organizations.
  - The great strikes.

Parties and political issues.

The Republican and Democratic parties.

The tariff and income tax issues.

The currency problem.

Foreign affairs.

Controversies with Great Britain.

Controversies with Germany over Samoa.

The Hawaiian question.

The growth of foreign trade.

#### 11. Spanish-American War:

Causes:

Remote: Spain's unjust government of Cuba. American commercial interests in Cuba.

Immediate: Sinking of the Maine.

Important commanders. Miles, Lee, Sampson, Shafter, Dewey, American. Admiral Cervera, Spanish.

Important battles. San Diego, San Juan, Manila.

Peace Treaty. Date and terms.

Effects.

United States became a world power. Cuba an independent government.

Philippine Islands, revolutionized by American methods in business and education.

#### 12. Recent Events:

The New Democracy.

Causes of the increasing interest in the machinery of government.

Popular education.

Problems of the cities.

- Education and employment of women.
- Political reforms.
  - Civil service reform.
  - Ballot reform.
  - The initiative, referendum and recall.
  - Reforms in the organization of political parties.
  - Direct primary.
  - Woman suffrage.
- The early years of the twentieth century.
  - The conservation movement.
    - Leaders.
    - The Reclamation Act.
    - The forest reserves.
  - The Panama Canal.
    - Early history.
    - Treaty with Great Britain.
    - Dispute over routes.
    - Panama "revolution" and cession of Canal Zone.
    - Building and opening of the canal.
  - Foreign affairs.
    - Treaty of Portsmouth.
    - Journey of the fleet around the world.
  - Tariff revision and the income tax.
  - Postal savings banks.
  - Parcel post.
  - Dissolution of the "trusts."
  - Organization of the Progressive party.
  - Wilson's first administration.
    - New laws. Tariff, income-tax, anti-trust.
    - Federal Reserve Banks.

Troubles with Mexico.  
 Civil war in Mexico.  
 The Vera Cruz expedition.  
 The difficulties with Villa.  
 American protectorates in Haiti  
 and San Domingo.  
 The purchase of the Danish West  
 Indies.

### 13. The Great War:

Europe on fire.  
 American neutrality.  
 President's proclamation.  
 Reasons for American neutrality.  
 Difficulties in way of strict neutrality.  
 Submarine outrage.  
 The Lusitania sunk.  
 America's protest.  
 War with Germany and Austria.  
 Germany renews unrestricted subma-  
 rine warfare.  
 German intrigue in United States.  
 War declared. Allies of America.  
 The German autocracy.  
 Nature of the German empire.  
 Prussia almost an absolute monarchy.  
 The Hohenzollern rule and its dream  
 of world domination.  
 The need of crushing German mili-  
 tarism.  
 A Democracy at War.  
 The draft.  
 War taxes.  
 National control of food, fuel and  
 transportation, express, telegraph  
 and telephone.

**IV. Civil Government:**

1. Savages:

Tribes.  
Laws.  
Customs.  
Character.  
Chief occupation.  
By whom governed.  
Symbol of authority.  
Life and language.  
Superstitions.

2. Herdsmen:

Government.  
Symbol of authority.  
Language and ideas.  
Life and recognized rights.  
Importance of rights.  
Effect of the recognition of rights.  
Law of inheritance.

3. Husbandmen:

Government.  
Mode of life.  
Intelligence.  
Languages.  
Industry.  
Crimes.  
Land boundaries.

4. Manufacturers:

Government.  
Occupation.  
Relation to herdsmen and husbandmen.  
Languages and ideas.  
Labor rights.  
Dependence.

Commerce.  
Prosperity.

5. Government in general:

Great Iroquois League.  
Six Nations.  
The council.  
Divisions of.

6. Government:

Define.  
Give example.

7. Civil:

Give meaning.  
Define Civil Government.  
Define body politic.

8. Origin of Government:

Different theories.  
Theory of divine right.  
Theory of force.  
Theory of sociability.  
Necessity of government.  
Object of government.  
The several departments of government

9. Forms of Government:

Classification: Monarchy, Aristocracy,  
Democracy.

Monarchy:

Define.

Titles—King, Prince, Sultan, Czar;  
common title, Monarch.

Kinds of Monarchies: Absolute,  
Despotic, Limited, Hereditary,  
Elective, Patriarchal, Theo-  
cratic.



Colonial Government:  
Settlement of America.  
Republican.

10. Congress:

House of Representatives.  
The Senate.

11. Powers of Congress:

Define.  
Necessity.  
National tax.  
State tax.  
County tax.  
City tax.  
Town tax.  
School tax.  
Taxes—  
    Direct—  
        Property Tax.  
        Poll Tax.  
    Indirect—  
        Duties.  
        Imposts.  
        Excises.

12. Prohibitions on Congress:

Writ of Habeas Corpus—  
    Define.  
    Object of.  
    Procured how?  
    Power of suspension.  
Ex Post Facto Law—  
    Define.  
    Example.  
    Applies to criminal laws.

13. Executive Department:

President.  
Term of office.

Life term or during good behavior.  
Objections of too long or too short.  
Term begins when?  
May serve how many terms?  
Custom established by whom?

Vice-President—

Election of Vice-President in Senate:  
When does the Senate elect the  
Vice-President.  
Why give this privilege to the  
Senate?  
Two highest on the list.  
Quorum necessary.  
Majority of whole number.  
Compare ballot with House.

Vacancy—

Ways vacancies may be made.  
How filled?  
Vacancies in the Vice-Presidency.  
Vacancies in both the Presidency  
and Vice-Presidency.  
Would the absence of the President  
from the United States create a va-  
cancy?

Salary—

How paid?  
Increased or diminished?  
Salary of Vice-President.

Oath of Office—

When taken?  
Administered by.  
President's oath contains two pledges.  
May affirm.

Cabinet—

Department of State.

Department of Treasury.  
Department of War.  
Department of Justice.  
Post Office Department.  
Department of the Navy.  
Department of Interior.  
Department of Agriculture.  
Department of Commerce.  
Department of Labor.

14. State Government:

The Governor.  
Lieutenant Governor.  
Secretary of State.  
Auditor.  
Treasurer.  
Attorney General.  
Superintendent of Public Instruction.

County Officers—

15. Local Government:

County Commissioners.  
County Clerk.  
County Treasurer.  
Sheriff.  
Register of Deeds.  
County Attorney.  
County Superintendent of Schools.  
Clerk of District Court.  
County Surveyor.  
Coroner.

**V. Formal Grammar:**

1. Sentence:

Definition.  
Modal classification.

Drill in recognition of the declarative, interrogative, imperative and exclamatory sentence.

Subject and predicate:

Formulation of definitions by the pupils of the class. Drill in separation of simple and complex sentences into subject and predicate.

Bare or simple subject:

The essential word or group of words in the subject. The bare subject is always a noun, or its equivalent: pronoun, infinitive, group of words used as a noun.

Classification of words or groups of words limiting the bare subject:

Adjective modifiers.

Appositives.

Possessives.

Bare predicate:

Drill for recognition of the bare predicate by eliminating all limiting words or groups of words in the predicate. The predicate verb is the essential part of the bare predicate.

The word or words which together with the predicate verb form the bare predicate of a sentence are complements of the verb.

Review:

Drill thoroughly in the separation of sentences into the parts so far considered.

Drill in the construction of sentences which shall contain all the parts so far considered.

Predicate verb.

Transitive and intransitive verbs.

Copulas and copulative verbs.

Predicate nouns and predicate adjectives.

2. Complements:

Attribute complement;

Object complement.

Objective complement.

Predicate modifiers:

Modifiers of predicate verb;

Adverbs.

Words or groups of words used as adverbs.

Modifiers of modifiers in both subject and predicate are either adjective or adverbial.

Phrases and clauses:

Subject.

Complement.

Adjective modifiers.

Adverbial modifiers.

Appositives.

3. Elements of Sentences:

The groups of related words found in sentences are used as adjectives, adverbs, or nouns.

Groups of words containing a subject and predicate and having the use in a sentence of a single word are called clauses.

Clauses are classified as follows:

Adjective.

Adverbial.

Noun or substantive.

Groups of words not containing a subject and predicate and having the use in a sentence of a single word, are called phrases.

Classification of phrases:

According to use:

Adjective, adverbial, noun or substantive.

According to form:

Prepositional.

Participial.

Infinitive.

4. Classification of sentences according to form.
5. Connectives:
  - Subordinate conjunctions.
  - Co-ordinate conjunctions.
6. Line analysis of simple, complex and compound sentences.
7. Independent elements:
8. Case:
  - Nominative.
  - Possessive.
  - Objective.
9. Gender:
10. Number:
  - Singular.
  - Plural.
11. Further study of nouns:
  - Common.
  - Proper.
  - Collective.
12. Further study of pronouns:
  - Personal.

Simple and compound.  
Relative.  
Interrogative.  
Demonstrative.  
Indefinite.

13. Further study of the adjective:

Qualitative.  
Demonstrative.

14. Further study of adverb:

To modify a verb, adjective, or adverb.  
To denote time, place, manner, degree, cause.  
To affirm or deny.  
As a connective.  
Comparison.

15. Preposition.

16. Further study of the verb.

Transitive.  
Intransitive.  
Copulative.

### **General Information**

Have each student bring in a copy of some newspaper of a given edition. The teacher should bring one of the same issue. The following outline of preliminary instruction in the use of the newspaper should be followed. Instruction from the newspaper should be given as frequently as once a week. This will greatly encourage the students and offer a means for the practical application of their newly-acquired knowledge. The papers purchased may be retained for future use or new ones obtained, as desired.

Teach the students where to find and read the name, date, price, weather indications, etc.

Teach them to look for familiar words.

Lead them to read the headlines and help them to understand the meaning of headlines.

Utilize the advertisements.

Read and discuss "Want ads," and teach the students how to use them.

Bring into the class selected clippings that contain words which the students have mastered.

Visit a newspaper office with the class, if practicable.

Discuss the workers who prepare the paper for us.

Reasons for reading the newspaper.

Value and meaning of good editorials.

Newspapers mold public opinion.

Differences in newspapers.

Reliable news.

Sensational statements.

Important current events.

Class discussions.

Important national and international conventions.

Messages of President, governor, and mayor.

Important acts of Congress, of the State Legislature, or of the local common council.

## **VI. Geography:**

### **Europe, Africa, Asia, Australia and Pacific Islands.**

1. Location and size.

2. Surface:

Mountain systems: Location, directions; ranges; heights; peaks; volcanoes.

Plateaus: Location; extent, arid or fertile.

Plains and valleys: Location; extent, arid or fertile.



3. Drainage:

River systems: Main stream, direction, size, branches, navigation.

Lakes: Location, extent, fresh or salt, value.

4. Climate:

Review location with reference to prevailing westerlies, north horse latitudes, and northeast trades. Rainfall in principal sections. Account for distribution of rainfall. Point out the relation between distribution of rainfall and plant production. Places of temperate climate. Why? Effect of water bodies on land areas. Why are eastern shores more affected than western shores?

5. Life:

Vegetables: Distribution, course of distribution.

Animal: Distribution, course of distribution:

Human: Races, occupations, education, religion, government.

6. Resources:

Soil: Minerals, forests, fisheries, fur-bearing animals.

7. Productions—Occupations:

Agriculture: Kind of agricultural products grown; sections where grown; Why? Number of people engaged.

Manufactures: Location of centers; relation of location to power, i.e., waterfalls; principal kinds.

Mining: Kinds of minerals; location of most extensive mines.

8. Commerce:
  - (a) Routes: Land, water; (b) Exports.
  - (c) Imports.
9. Chief cities:
  - Reasons for location.
  - Comparative map studies.
10. Mathematical concepts:
  - Circle, radius, diameter, rotation, revolution, ellipse, pole, axis, inclination, oblate spheroid, meridian, parallel.
11. Form and size of the earth:
  - Proofs of the earth's shape.
12. Latitude and longitude:
  - Location of places, value of a degree of latitude, of longitude; how determined. Longitude and Time.
13. Local and standard time:
  - Why Standard time is used. Time belts.
  - How local time differs from standard time. International data line.
14. World geography:
  - Trade Routes, World Commerce.
  - International breadth of view developed.
15. The United States:
  - A World Power.
  - Natural Resources.
  - Forests, Minerals, Water Power.
  - Inland Commerce. Foreign Commerce.

## VII. Writing:

- Use some definite system.
- Study commercial forms, business and social correspondence.

Teach suitable content of subject matter and see that the penmanship is neat, smooth and legible.

Business letters:

Letter should be short and to the point.  
Letter should be courteous and written in a business-like manner.

Gather data and prepare business letters pertaining to various kinds of business.

Social letters:

Letters of friendship.

Letters of congratulation.

Letters of advice.

Social letters of introduction.

Letters of sympathy or condolence.

Letters of recommendation.

The check:

Teach the system of banking.

The National Bank, State Bank, Private Bank.

Write a certified check, deposit slip, draft and note.

### VIII. Spelling:

Oral and written:

Oral appeals to the ear, sound pronunciation.

Written appeals to the eye, form letters in proper order.

Pronunciation:

Correct pronunciation important.

Methods:

Train habits of exactness.

Definitions:

Always give definitions.

Give:

Homonyms.

Synonyms.

Antonyms.

Use words in sentences.

A systematic drill on prefixes and suffixes.

Words related to the work of this grade.

**Topical Lists**—These are based on the vocabulary of literature, civil government, United States history, and business. The pupil should be drilled not only in the spelling of these words, but on their meaning and use. Whenever necessary he should be called upon to consult the dictionary for the meaning of words with which he is not familiar.

**Word-Analysis Involving Latin and Greek Roots**—The work in these lines will enable the pupil to see the relation between groups of words that are derived from the same root. This exercise, under the direction of intelligent instruction, will assist the pupil materially in understanding the meaning of many words.

**Special Exercises in Pronunciation**—Words likely to be mispronounced should receive special attention.

## **IX. Elementary Agriculture:**

### **Seventh and Eighth Grades.**

Seventh and eighth grades should be combined for the study of agriculture. In order to avoid repetition, one year should be devoted to plant studies and one year to animal studies.

The work in elementary agriculture should center as far as possible around the type of farming practiced in the community. Worth while topics or problems should be made the basis of the class room

work in agriculture, rather than four or five pages in an agricultural text book. In other words, the problem or project method of teaching should prevail.

Each member of the class should have a text book but the text should be regarded merely as a reference book.

A few reference books and a goodly supply of Colorado bulletins, together with a goodly number of Farmers' Bulletins, relating to poultry raising, gardening, swine, club work and similar topics, should be in every school library. These should be used continually for reference purposes.

Whenever possible, a seasonal sequence should be observed in the presentation of a problem or topic.

### **Suggestive Outline for a Two-Year Course in Elementary Agriculture**

(Prepared by G. A. Schmidt, Colorado Agricultural College.)

#### **SEPTEMBER**

##### **Plant Studies:**

1. Classes of Plants.
2. Study of fall weeds.
3. Study of a potato plant.
4. Parts of a plant.
5. Selecting seed corn.
6. Curing and storing seed corn.
7. Study of sugar beets.
8. Harvesting fruits and vegetables.
9. Storing fruits and vegetables.
10. Drying fruits and vegetables.
11. Weed collection.
12. Community crop survey.

**Animal Studies:**

1. Culling the poultry flock.
2. Importance of farm animals.
3. Kinds of farm animals in community.
4. Pure bred, grade and scrub animals.
5. Common classes and breeds of chickens.
6. Nutrients in foods and feeds.
7. Nutritive rations.
8. Importance of animal proteins.
9. Value of milk and eggs in the diet.

**OCTOBER****Plant Studies:**

1. Collecting soil samples.
2. Study of common soils.
3. Formation of soils.
4. How plants feed, grow and reproduce.
5. The manufacture of starch and other food-stuffs.
6. Elements of plant food.
7. Study of scale insects.
8. Study of other pests and plant diseases.
9. Preparing the garden for winter.
10. Winter protection of small fruits and shrubs.

**Animal Studies:**

1. Study of poultry houses.
2. Getting the poultry house ready for the winter.
3. Winter rations for poultry.
4. Cost of a ration.
5. Poultry records and accounts.
6. Judging poultry.
7. Sprouting oats for poultry.
8. Making a poultry booklet.

NOVEMBER

Plant Studies:

1. Corn, its production, value, and use
2. Study of an ear of corn.
3. Corn problems.
4. Placing three ears of corn.
5. Corn judging.
6. Learning to know the small grains.
7. Wheat, its production, value, and use.
8. Use and value of barley, rye and oats.
9. Making a farm crop booklet.

Animal Studies:

1. Types and breeds of cattle.
2. Importance and use of cattle.
3. The beef type and breeds.
4. The dairy type and breeds.
5. Judging cattle.
6. Placing cattle.
7. Making a cattle booklet.
8. Cost of nutrients in feeds.
9. Feeding standards.
10. Balanced rations for cattle.
11. The silo and silage crops.
12. Dairy cattle booklet.

DECEMBER

Plant Studies:

1. Good seed.
2. Examination of farm seeds.
3. Structure and kinds of seed.
4. Grading corn and small grains.
5. Physical properties of soils.
6. Chemical properties of soils.
7. Importance of humus and barnyard manure.
8. Keeping soils productive.
9. Crop rotations.

## Animal Studies:

1. Testing milk.
2. Testing skimmilk and cream.
3. Keeping milk records.
4. Keeping dairy feed records.
5. Finding the boarder cow.
6. Herd improvement.
7. Value of and importance of butter and cheese.
8. Winter care of honey bees.

## JANUARY

## Plant Studies:

1. Importance of soil water.
2. How soil water enters plants.
3. Rise of water in soils.
4. How soils can be made to hold more water.
5. Influence of drainage on plant growth.
6. Water capacity of soils.
7. Plant food removed by crops.
8. Plant food added to soils.
9. Making a soils booklet.

## Animal Studies:

1. Common breeds of farm horses.
2. Care and management of horses.
3. Feeding balanced rations to horses.
4. Some common unsoundnesses of horses.
5. Judging the age of horses.
6. Care and management of colts.
7. Feeding growing rations to colts.
8. Making a rope halter.
9. Splicing rope.
10. Learning to make the common knots.
11. Making a horse booklet.



FEBRUARY

Plant Studies:

1. Conditions essential for good plant growth.
2. Action of acids on limestone.
3. Testing soils for acids or alkalies.
4. Testing seeds for starch.
5. Study of a mold and other fungus diseases.
6. Study of a vegetable seed catalog.
7. Methods of raising vegetable and flower seedlings in flats.

Animal Studies:

1. Selecting breeding fowls for hatching eggs.
2. Breeding pens.
3. Care, feeding and management of breeding flock.
4. Common types and breeds of sheep.
5. Importance of sheep in Colorado.
6. Value and use of sheep.
7. Care and management of sheep.
8. Balanced rations for sheep.
9. Making a sheep booklet.

MARCH

Plant Studies:

1. Planning the home garden.
2. Making out a seed order.
3. Study of hotbeds and cold frames.
4. Testing seed corn.
5. Testing vegetable seeds.
6. Testing soils.
7. Planting trees and shrubs.
8. Pruning and grafting.
9. Study of root hairs.
10. Making a garden record and account book.

**Animal Studies:**

1. Selection and care of eggs for hatching.
2. Candling eggs.
3. Grading and marketing eggs.
4. Artificial incubation.
5. Natural incubation.
6. Types and breeds of swine.
7. Value and use of swine.
8. Care and management of pigs.
9. Growing rations for pigs.

**APRIL****Plant Studies:**

1. Forage crops.
2. Importance of legumes.
3. Nodules of legumes.
4. Value of alfalfa as a forage crop.
5. Treating seed potatoes.
6. Cutting and planting seed potatoes.
7. Preparation of the seed bed.
8. Staking out the garden.
9. Planting the garden.
10. Improvement of home and school grounds.

**Animal Studies:**

1. Early care of chicks.
2. Brooders and hovers.
3. Growing the chicks.
4. Good growing rations for chicks.
5. Care and management of the calf.
6. Growing rations for calves.
7. Importance of sanitary feeding troughs and utensils.
8. Preserving eggs.

MAY

Plant Studies:

1. Cultivation.
2. Importance of weed control.
3. Common spring weeds.
4. Transplanting.
5. Sprays and spraying solutions.
6. Methods of dry-land farming.
7. Irrigation.
8. Corn tests.
9. Potato tests.

Animal Studies:

1. Helpful birds.
2. Honey bees and their work.
3. Study of common insect pests.
4. Life history of flies and mosquitos.
5. Importance of producing clean milk.
6. Keeping milk sweet.
7. Killing and dressing poultry.
8. Marketing poultry.

JUNE

Plant Studies:

1. Study of a few common flowers.
2. Summer care and management of the garden.
3. Recognition and control of plant pests and diseases.
4. Eradication of weeds.
5. Making a survey booklet.

Animal Studies:

1. Control of poultry lice and mites.
2. Summer care of chicks.
3. Summer management of the laying hens.

4. The broody hen.
5. Disposal of surplus male birds.
6. Fattening poultry for the market.
7. Summer care of growing pigs.

## X. Literature:

Selections from authorized material. Suggestions: prose story; drama; poetry. Values in the longer selections recognized and definite study given to their larger interests; reading dramatic parts in character; biography.

The outline of American authors is given to assist the pupils in securing a correct localization of the writers in point of time, as well as a view of their relative rank. The class should memorize the outlines for the general information contained. It will not be necessary to spend time discussing it, except as it comes in naturally with the poems memorized.

### American Authors.

1. Colonial period. (1607-1765.)  
John Eliot, Cotton Mather, Jonathan Edwards.
2. Revolutionary period. (1765-1789.)  
Prose: Benjamin Franklin, Thomas Jefferson, James Madison, Alexander Hamilton, John Adams.  
Poets: John Trumbull, Francis Hopkinson.  
Orators: Patrick Henry, Josiah Quincy.
3. Period of the republic. (1789 to the present time.)  
National beginnings. (1789-1815.)  
Poets: Francis Scott Key, Joseph Hopkinson.

Biographers: John Marshall, William Wirt.

Essayists: Thomas Paine, Noah Webster.

Orators: Fisher Ames, John Randolph.

4. Golden Age. (1815-1870.)

Poets: William Cullen Bryant, Joseph Rodman Drake, Fitz-Greene Halleck, Edgar Allen Poe, John Greenleaf Whittier, Henry Wadsworth Longfellow, Alice and Phoebe Cary.

Historians: William H. Prescott, George Bancroft, John Lothrop Motley.

Essayists: Washington Irving, Ralph Waldo Emerson, James Russell Lowell, Oliver Wendell Holmes.

Humorists: Charles F. Browne ("Artemus Ward"), David R. Locke.

Orators: Daniel Webster, Edward Everett, Henry Ward Beecher, Wendell Phillips.

Novelists: James Fenimore Cooper, Nathaniel Hawthorne, Harriet Beecher Stowe.

5. Present Age. (1870 to present time.)

Poets: Thomas Bailey Aldrich, Sidney Lanier, Celia Thaxter, Walt Whitman, Eugene Field, James Whitcomb Riley.

Historians: John Bach McMaster, John Fiske, Theodore Roosevelt, Edward Eggleston.

Essayists: John Burroughs, Edward Everett Hale, George William Curtis, Charles Dudley Warner, Hamilton Wright Mabie.

Humorists: Samuel L. Clemens ("Mark Twain"), Robert J. Burdette.

Orators: James G. Blaine, William Jennings Bryan.

Biographers: John Hay, Ulysses S. Grant, Julian Hawthorne.

Novelists: William D. Howells, Henry James, Frank R. Stockton, Mary E. Wilkins, Lewis Wallace, Helen Hunt Jackson, Francis Bret Harte, George W. Cable, Thomas Nelson Page, James Lane Allen.

**Reading:**

Lowell's Vision of Sir Launfal.  
Shakespeare's Merchant of Venice.  
Scott's Lady of the Lake.

**XI. Music:**

Attractive presentation of the lesson at the adolescent age is particularly important. The class should not feel hampered by theory. Only enough should be learned to make the printed page reasonably intelligible.

1. Continue review commenced in seventh grade.
2. Class should be able to read ordinary music at sight, with clear enunciation, good interpretation, and correct use of the voice.
3. Review old songs learned in previous grades.
4. Continue work with scrap-book or bulletin board.
5. Teach (1) the relative minor in the Key of C, if any minors occur in the songs; (2) the names of the diatonic chords.
6. The new problem is the bass voice. Great care must be taken to avoid harsh, forced tones. At first allow a few girls, singing very softly, to help the bass.  
Show grand stave—treble and bass clefs, and teach lines and spaces of latter.

If desired (a) all parts may first sing bass, by note, (b) then altos and sopranos sing alto, (c) sopranos alone on their own part.

Vocal exercises, for bass only:

d r m f s f m r d

7. Keep in mind the aims of Public School Music.

## XII. Memory Work:

### THE AMERICAN FLAG (Drake)

When Freedom from her mountain height  
Unfurled her standard to the air,  
She tore the azure robe of night,  
And set the stars of glory there.  
She mingled with its gorgeous dyes  
The milky baldrick of the skies,  
And striped its pure, celestial white  
With streakings of the morning light;  
Then from his mansion in the sun,  
She called her eagle bearer down,  
And gave into his mighty hand  
The symbol of her chosen land!  
Flag of the brave! thy folds shall fly!  
The sign of hope and triumph high,  
When speaks the signal trumpet tone,  
And the long line comes gleaming on;  
Ere yet the lifeblood warm and wet,  
Has dimmed the glistening bayonet;  
Each soldier's eye shall brightly turn  
To where thy skyborn glories burn,  
And as his springing steps advance,  
Catch war and vengeance from the glance,  
And when the cannon mouthings loud  
Heave in wild wreaths the battle-shroud,  
And gory sabres rise and fall,

Like sheets of flame on midnight's pall;—  
 Then shall thy meteor glances glow,  
 And cowering foes shall sink beneath  
 Each gallant arm that strikes below  
 That lovely messenger of death.  
 Flag of the free heart's hope and home.  
 By angel hands to valor given;  
 Thy stars have lit the welkin dome,  
 And all thy hues were born in heaven.  
 Forever float that standard sheet!  
 Where breathes the foe but falls before us,  
 With Freedom's soil beneath our feet,  
 And Freedom's banner streaming o'er us?

THANATOPSIS  
 (Bryant)

To him who in the love of nature holds  
 Communion with her visible forms, she speaks  
 A various language; for his gayer hours  
 She has a voice of gladness, and a smile  
 And eloquence of beauty, and she glides  
 Into his darker musings, with a mild  
 And healing sympathy, that steals away  
 Their sharpness ere he is aware. When thoughts  
 Of the last bitter hour come like a blight  
 Over thy spirit, and sad images  
 Of the stern agony, and shroud, and pall,  
 And breathless darkness, and the narrow house,  
 Make thee to shudder, and grow sick at heart;—  
 Go forth, under the open sky, and list  
 To Nature's teachings, while from all around—  
 Earth and her waters, and the depths of air—  
 Comes a still voice—

Yet a few days, and thee  
 The all-beholding sun shall see no more  
 In all his course; nor yet in the cold ground,  
 Where thy pale form was laid, with many tears.



Nor in the embrace of ocean, shall exist  
Thy image. Earth, that nourished thee, shall claim  
Thy growth, to be resolved to earth again,  
And lost each human trace, surrendering up  
Thine individual being, shalt thou go  
To mix forever with the elements,  
To be a brother to the insensible rock  
And to the sluggish clod, which the rude swain  
Turns with his share, and treads upon. The oak  
Shall send his roots abroad, and pierce thy mould.

Yet not to thine eternal resting place  
Shalt thou retire alone, nor couldst thou wish  
Couch more magnificent. Thou shalt lie down  
With patriarchs of the infant world—with kings,  
The powerful of the earth—the wise, the good,  
Fair forms, and hoary seers of ages past,  
All in one mighty sepulchre. The hills  
Rock-ribbed and ancient as the sun,—the vales  
Stretching in pensive quietness between;  
The venerable woods—rivers that move  
In majesty, and the complaining brooks  
That make the meadows green; and, poured round  
all,

Old ocean's gray and melancholy waste,—  
Are but the solemn decorations all  
Of the great tomb of man. The golden sun,  
The planets, all the infinite host of heaven,  
Are shining on the sad abodes of death,  
Through the still lapse of ages. All that tread  
The globe are but a handful to the tribes  
That slumber in its bosom.—Take the wings  
Of morning, pierce the Barcan wilderness,  
Or lose thyself in the continuous woods  
Where rolls the Oregon, and hears no sound,

Save his own dashings—yet the dead are there;  
And millions in those solitudes, since first  
The flight of years began, have laid them down

In their last sleep—the dead reign there alone.  
So shalt thou rest, and what if thou withdraw  
In silence from the living, and no friend  
Take note of thy departure? All that breathe  
Will share thy destiny. The gay will laugh  
When thou art gone, the solemn brood of care  
Plod on, and each one as before will chase  
His favorite phantom; yet all these shall leave  
Their mirth and their employments, and shall come  
And make their work with thee. As the long train  
Of ages glides away, the sons of men,  
The youth in life's fresh spring, and he who goes  
In the full strength of years, matron and maid,  
The speechless babe, and the grayheaded man—  
Shall one by one be gathered to thy side,  
By those who in their turn shall follow them.

So live, that when thy summons comes to join  
The innumerable caravan, which moves  
To that mysterious realm, where each shall take  
His chamber in the silent halls of death,  
Thou go not, like the quarry-slave at night,  
Scourged to his dungeon; but, sustained and soothed  
By an unfaltering trust, approach thy grave  
Like one who wraps the drapery of his couch  
About him, and lies down to pleasant dreams.

### XIII. **Drawing:**

### XIV. **Manual Training:**

#### 1. **Projects:**

Taborets, book racks, necktie racks, broom  
holders, magazine racks, picture  
frames, foot stools.

#### 2. **Tools:**

Brace and bit, chisels, gauges, mallet, hand  
clamps and tools already introduced.





3. Processes:

Chiseling, cutting, sawing to fit; and processes already introduced.

**XV. Home Economics:**

1. Food:

The different food materials.

General and special information about each, including varieties, source, quality, brand, selection, cost, food value, ways of cooking, proper combination.

Recipes, types, variation thereof.

Technique of preparation.

Qualities each should possess when ready to serve.

Serving.

Preservation of food in the home.

2. The planning of meals:

The need to plan meals scientifically.

The food compounds.

The calorific value of proteins, carbohydrates, and fats.

Figuring the calorific value of food materials.

Tables showing calorific values of commonly used foods.

The protein requirement.

Facts regarding mineral food requirement.

The influence of the occupation upon the food requirement.

Other influences affecting the food requirements.

The requirements which each day's menus should fulfill.

Application of the above information to the planning of meals for the family.

Some good menus and reasons they are good.

### 3. Table setting and the serving of meals:

Social importance of the meal times.

Aim in serving is to subordinate the work of serving to the social side of the hour. To succeed in this without expert assistance it is necessary to understand the methods of the expert.

Laying the table: the cloth or other cover, the service plate, the individual "cover," the silver, tumblers, napkins, salts and peppers.

Good taste in the use of special lighting, place cards, favors.

Preparation of serving table.

The placing of the chairs.

Other preliminary preparations regarding dishes to be used hot; dishes to be used cold; dishes to be fitted with doilies; garnishes, relishes, bread, butter, sugar, cream, water, ice, fingerbowls, and coffee service.

Three styles of service.

Qualifications of an expert waitress.

Important rules in formal service; announcing the meal; order of serving guests; order of passing dishes of a single course; where to pass, serve, and place dishes; the placing of successive courses; the "working" plate; the service of a vegetable, of relishes and nuts, of after-dinner coffee, of fingerbowls, of cheese; the filling of tumblers; the removal of crumbs; the clearing of the table.

Type menu for formal luncheon or dinner.  
The actual service of a formal luncheon or dinner.

- The service of the home dinner with assistance.
- The service of the home dinner without assistance.
- The service of the home breakfast without assistance.
- The furnishings of the tea table.
- The service of the informal afternoon tea.
- The service of the formal teas.
- The service of the buffet luncheons.
- The service of the suppers.

4. Care of the house:

- How to sweep and dust.
- How to paper shelves and line drawers.
- Care of the china cupboard and of the pantry.
- Care of walls, woodwork, bare floors, rugs and other floor coverings; windows, window hangings, portieres and pictures.
- Care of a room; general care and the house cleaning of a room.
- Care of the basement; care of storage space, such as closets, cupboards, and drawers.
- The weekly washing and dry cleaning processes.
- The weekly mending.
- The care of bedding.
- The care and storage of summer and winter clothes.
- Responsibility of members of the family in care of the house.

### **Suggestive Equipment**

- A stove.
- A tight box for cupboard.
- A table, top of box, desk top, or shelf for working (cover with oilcloth or newspapers or both)—oilcloth.

A double boiler holding one gallon.

A six-quart agate or enamel-ware kettle with lid.

Glass lemon reamer.

One ladle.

Two medium-sized dishpans, 10 qts., enameled.

One glass measuring cup.

One aluminum measuring cup.

One pint bowl, enameled or china.

One tablespoon, holding 3 teaspoonfuls.

One teaspoon, standard size.

One large sharp knife, 6 in.

Two paring knives.

One steel case knife.

One steel table fork.

One large fork.

One egg beater.

One spatula, 9 in.

One large mixing spoon.

One small or medium enameled saucepan with handle.

Containers for supplies may be brought from the homes of the pupils. Discarded spice, coffee, oatmeal, and baking powder boxes may be used. These should be neatly labeled and neatly and systematically arranged.

Each child should bring a napkin from home for personal use. A napkin may be used to spread on the desk at lunch time, but paper napkins can be used, or even squares of plain paper or newspaper can be made to do service.

Tea towels and dishcloths should be supplied by the pupils and neatly hemmed. The members of the class should take turns at the laundering. Flour-sacking makes excellent cloths. Emphasis should be placed on efficient management and orderly conduct,



**COLORADO DATES YOU SHOULD REMEMBER**

In 1858, Colorado was settled by men of the Green Russell expedition and of the Lawrence party and other gold-seekers. In July of that year small deposits of placer gold were found in the Platte and on the bank of Dry Creek. In the fall a little village was started near the confluence of Cherry Creek and the Platte. It was first called "Auraria." In December some log cabins were built on the east bank of Cherry Creek. Later these twin hamlets were united, with the name of Denver.

In 1859, the memorable rush to Pike's Peak brought a hundred thousand fortune-hunters to what is now Colorado. The Pike's Peakers laid the foundations of this imperial commonwealth. This year George Jackson and John Gregory made important discoveries of gold deposits in the mountains about thirty-five miles west of Denver.

In 1861, Colorado Territory was organized with seventeen counties and a population of 25,331. William Gilpin was the first governor.

In 1868, a smelter was opened at Black Hawk. That was the beginning of a new era in the mining industry. The increased production of the precious metals saved Colorado in the lean years of the grasshopper raids, 1873-6.

In 1870, the first railroad reached Denver from Cheyenne. The same year the Kansas Pacific was completed to Denver.

In 1876, Colorado was admitted into the Union as the Centennial State. A stampede to Leadville followed.

In 1881, the Utes were removed and their reservations in western Colorado thrown open to settlement by whites.

In 1890, the Eldorado of Cripple Creek was discovered by Robert Womack.

In 1893, the right of suffrage was extended to women.

In 1899, Coloradoans engaged in beet-sugar culture, which has grown into a great industry.

In 1904, the U. S. Government began work on the Gunnison Tunnel.

In 1914, the prohibition amendment was passed.

A thousand years ago there were people who lived in the southern part of Colorado. They were called the Pueblo Indians, and Cliff Dwellers. This portion of Colorado was the northern outskirts of the Aztec Empire which was ruled over by Montezuma when Cortez invaded Mexico in 1519. These people evidently vanished and left no written records of themselves, excepting fragments in the shape of pictures and buildings. We have no knowledge of the cause of their disappearance. Traditions of the Hopis and Navajo Indians tell of a series of onslaughts on the Aztecs by the Utes and other warlike tribes. These people who lived in the southwest part of Colorado were partly civilized, and an agricultural people.

The tribes known as the Pueblos lived in the Arkansas Valley and farmed a portion of land that was semi-arid by irrigation. The city of Pueblo got its name from the Pueblo Indians.

The Cliff Dwellers and Pueblos were a different class or race of tribes.

The Utes and other wild Indians roamed the plains and camped in the mountain valleys. They did not till the soil. Fighting and hunting were their favorite occupations.

The southwest portion of Colorado was traversed by Spanish explorers, and in 1761 Rivera headed a party which is said to have mined the precious metals in the San Juan region. They also did some mining in the vicinity of Long's Peak, around George-

town and other places in our state, but it was not until in the '40's that the Spanish speaking people made permanent settlements in Colorado.

The eastern part of Colorado north of the Arkansas River was a part of the Louisiana Territory, belonging to France. The lure of gold brought French adventurers here, but they did not do any farming or mining to speak of.

For many years the trappers wandered up and down the streams of the Rocky Mountain country. They lived in tents or slept out in the open. In cold weather they sought the shelter of the forts on the Platte and in the Arkansas Valley which had been established in the years 1808-58.

The American explorers, Pike, Long, Fremont and Gunnison, boldly pushed into the western wilderness and gave reports of the country.

## COLORADO HISTORY

Cliff Dwellers.

Aztec.

Location—Mesa Verde.

Ruins on canon walls.

Work of a semi-civilized race.

Mummies of Cliff Dwellers.

Indians—

Chief tribes.

Utes.

Arapahoes.

Cheyennes.

Pawnees.

Kiowas.

Shoshones.

Piutes.

Noted Indian Uprisings.

Sand Creek 1864.

Beecher Island 1868.  
Meeker Massacre 1878.

#### Early Explorers.

1535—Cabeza de Vaca visited southern part of state.  
1540—Coronado crossed S. E. Colorado.

#### Santa Fe Trail.

Crossed southern part of state.  
Trail marked by Daughters of American Revolution.

#### Louisiana Purchase.

Region explored by Pike, Long and Fremont.

#### Trading Posts:

1822—On Arkansas River by men from Missouri.  
1826—Bent Brothers at La Junta.

#### Forts—Trading.

1826—Fort Bent.  
1835—Fort Lupton.  
Fort St. Vrain.  
1842—Near Fountain Creek.  
Fort Collins, Fort Sedgwick, Fort Morgan, Camp Weld, Fort Lyons (now Naval Sanitarium), Fort Logan.

#### Gold discovered about 1850.

Trappers found some.  
Cherokee Indians found quantity gold.  
Many gold seekers here by 1858.  
Gold found two miles south of Denver, in Dry Creek.

#### 1858—Denver, then Auraria, begun.

Second settlement called St. Charles.  
Third attempt named Denver after Governor of Kansas Territory.

- 1859—Many came from Omaha.  
Trip took forty-five days.  
Gold seekers followed the rivers.  
Arkansas, Platte, Smoky Hill.
- 1860—Mint established in Denver by private parties.  
Bought by U. S., 1862.

### **Territorial History.**

#### Colorado.

Originally part of Kansas Territory.  
Extended to top of range.

- 1858—November 6th, first election.  
Arapahoe county formed.
- 1861 — February 28th, Colorado Territory created.  
President Lincoln appointed W. Gilpin, Governor.  
Capital Colorado City at first. Golden next until 1867. Denver third, made permanent capital 1881.
- 1867—Applied for Statehood.  
Enabling Act passed both houses of congress.  
Vetoed by President Johnson.
- 1876—August 1st, admitted.
- Legislature first called in Denver by Governor Gilpin, 1861.  
Session 59 days.  
No representative districts.  
No counties.  
Governor divided members into House of Representatives and Council.  
House of Representatives—13.  
Council—9.

Created counties and Legislative Districts.  
 House increased to 26 members.  
 Council to 13.  
 Second Session of First Legislature, June,  
 1862, Colorado City.

### **Colorado State—1876-1919.**

Admitted August 1, 1876.

Centennial State.

Size 103,000 square miles.

Land unsettled.

Owned by state, over 3,000,000 acres;  
 150,000 obtained 1917 from U. S., not  
 previously located.

Owned by U. S., 10,000,000 acres, plus  
 Forest Reserves.

School lands, Section 16, 36 in each town-  
 ship.

Money obtained by rental or sale goes  
 to educational fund.

#### State Institutions:

Educational—No tuition charge for Coloradoans.

University of Colorado—Boulder.

School of Mines—Golden.

Teachers' College—Greeley.

Agricultural College—Fort Collins.

Normal School—Gunnison.

Agricultural School—Fort Lewis.

#### Penal—Adult:

Penitentiary—Canon City.

Reformatory—Buena Vista.

#### Penal—Minors:

Industrial School for Boys—Golden.

Industrial School for Girls—Morrison.

Benevolent—Defectives:

Insane—Pueblo.

School for Deaf and Blind—Colorado Springs.

School for Mental Defectives—Ridge, Grand Junction.

Dependent:

Soldiers' and Sailors' Home—Monte Vista.

Home for Dependent Children—Denver.

### **Civics of the State of Colorado**

Plan same as that of the United States.

Constitution of State, supreme law.

Government consists of three departments:

Legislative—law-making.

Executive—law-enforcing.

Judicial—law-interpreting.

Legislative Department called the General Assembly.

Consists of two bodies.

House, representing counties.

Senate, representing districts.

Term two years—meet first Wednesday in January.

Odd numbered years.

Length originally 90 days.

Now left with Assembly.

Session usually one.

1921 session, the twenty-third general assembly.

Extra may be called by Governor.

Membership, each House judges of qualification of members.

Quorum—in each is a majority.

Journal—each House keeps a Journal.

Qualifications—Persons must be 25 years of age.

A citizen of the U. S.

A qualified voter.

A resident for one year of the County.

Pay—\$1,000 for the two-year term.

Traveling expenses to and from Capitol.

Committees—Standing.

Elected at beginning of session.

Select.

Appointed for a definite duty.

Senate consists of 35 members.

Term four years.

One-half elected each even numbered year.

Powers.

To make laws with the House.

To confirm appointments of Governor.

Presiding officer.

Lieutenant Governor.

President pro tempore.

Elected on first and last days of session.

Representatives—65 from Counties.

Revenue bills must originate in House.

Presiding officer elected from members.

Votes as a member.

Law making.

Bill introduced by member in Senate or House.

Referred to committee.

Must pertain to one subject only.

Be read in full, on two different days.

Majority vote needed to pass bill.

Signed by presiding officer.

Sent to other House.

Referred to committee.

Sent to Governor.

He approves, signs.

Secretary of State affixes Seal of Colorado.



If Governor disapproves.

Returns bill to House it originated in with objections.

Two-thirds vote of both Houses will pass it over Governor's veto.

Unless returned within ten days it becomes a law, unless Assembly adjourns.

Initiative (Constitutional Amendment) (1910).

People have right to begin laws at election.

Petition by 8 per cent of voters.

Referendum.

People may insist on right to vote on bill the Assembly had before it.

Petition by 5 per cent of voters.

Executive Department.

Official term two years, beginning second Tuesday in January, odd numbered years.

Qualifications.

Citizen of United States.

Resident of State for two years preceding election.

Governor's salary \$5,000.

Powers and duties.

To execute the laws.

Commander-in-Chief of Militia of State.

Appoints many officials.

Most must be confirmed by Senate.

May remove incompetent official.

Pardons.

Signs or vetoes all bills.

Sends messages to Legislature.

Lieutenant Governor.

Presides over Senate.

Succeeds Governor if necessary.

Salary \$1,000 per year.

**Officials.****Secretary of State.****Duties.**

To keep laws passed by General Assembly.

To keep and affix the Great Seal of State.

To record public papers.

To have charge of election—ex-officio member of Labor Commission.

Salary \$4,000 a year.

**State Treasurer.****Duties.**

To receive and pay out all moneys of State.

To countersign warrants of State.

To give daily report of State finances to Auditor.

Salary \$6,000 a year.

Bond \$1,000,000.

**State Auditor.**

Keeps accounts of State.

Examines claims against State, issues warrants for just claims.

Has charge of insurance companies.

Salary \$4,000 a year.

**Superintendent of Public Instruction.**

Prepares questions for teachers' examinations.

Supervision of Public Schools.

Renders decisions construing school law.

Apportions funds.

Prepares blank forms.

Issues State Course of Study.

Salary \$3,000 a year.

**Attorney General.**

Has charge of all legal matters.

Salary \$5,000 a year.

State Boards made up of above executive officers.

State Board of Education.

Canvassers.

Equalization.

Auditing.

Board and Commissions many.

Game and Fish.

State Engineer.

Land Commission, Charities.

State Tax Commission.

Budget Commissioner, 1919.

### **Judicial Department.**

Supreme Court, seven members.

Term 10 years.

Three terms held each year in Denver.

District Court.

State divided into Judicial Districts (13).

(New district formed by act of last Assembly)

One or more judges in each.

Term 6 years.

District Attorney in each.

Term 4 years.

A term of court must be held in each county every year.

County Courts.

In each county.

At each county seat.

Presided over by county judge.

Original jurisdiction in:

Civil cases below \$2,000.

Wills, estates, appointment of guardians.

Criminal cases if accused is minor.

Appellate Jurisdiction.

From justice, police courts.

Acts as Juvenile court.

Denver has a separate Juvenile Court.

Justice courts, in counties.

## HOLIDAYS

In regard to holding school on holidays. No one would, of course, think of holding school on the Fourth of July, or Thanksgiving Day, but to my mind Washington's Birthday, Lincoln's Birthday, and Armistice Day present altogether different situations.

There is practically no public observance of these days. Moreover, by dismissing school the children not only miss one good day on which they should be making better preparation for American citizenship of the type exemplified by our national heroes, but we are losing the opportunity to have patriotic programs and to give special instruction in Americanism. It seems to me that in many instances at least a Board of Education might exercise its legal discretion and hold school.

By law, New Years Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, the Fourth of July, Labor Day, Election Day in November, Thanksgiving Day, and Christmas Day are legal holidays, and that negotiable paper falling due on those days is not payable until the following day; also that Courts are required to be closed on those days. The law, however, is silent as to whether schools may be kept open on any or all of them. I am of the opinion, that in the absence of a prohibitory statute, the question is one in the discretion of the Board of Education. In addition to the foregoing, Arbor Day and Good Roads Day are holidays required by law to be observed by suitable exercises in the schools. Flag

Day, Colorado Day and Columbus Day are holidays regarding which no observance is by law required.

**Colorado** (kol-o-ra-do), a western state of the United States, located in the center of the portion of the United States lying west of the Mississippi River. It is bounded on the north by Wyoming and Nebraska, east by Nebraska and Kansas, south by Oklahoma and New Mexico, and west by Utah. The state is quadrilateral in shape; bounded by the parallels  $37^{\circ}$  and  $41^{\circ}$  north and the meridians  $102^{\circ}$  and  $109^{\circ}$  west from Greenwich. It is about 370 miles long and 280 miles wide, and has an area of 103,925 square miles.

**Description.** The continental range of the Rocky Mountains extends across the state from north to south, near its center. Pike's Peak, west of Colorado Springs, is the most famous summit in the state, but not the highest, being one of the many that have an elevation of 14,000 to 14,500 feet. In the western section are three more or less prominent ranges, including the White River Mountains in the west, the Park and Saguache somewhat further east, and the Front Range near the Saguache. Among the mountains are numerous plateaus known as parks, of which the surface is quite fertile and the climate healthful. Two natural divisions characterize the general surface of the state, those embraced in the mountains and the plains, the former having an elevation of 5,000 to 14,500 feet while the latter is located from 4,000 to 5,000 feet above the sea. In many places the scenery is beautiful and grand, especially in the localities known as Monument Park and the Garden of the Gods.

The western part of Colorado is crossed from north to south by the great continental divide. On the eastern slope, flowing toward the Mississippi, are the South Platte and Arkansas rivers. The Rio

Grande drains the San Luis Valley, while the Grand (name now changed to Colorado) flows toward the southwest. The Yampa and the White are tributaries of the Green, which unites with the Grand in eastern Utah and forms the Colorado river. None of these rivers are navigable, but they with their numerous branches furnish a supply of water for irrigation purposes. Many of the streams flow through canons noted for their grandeur, and in many places are cold and thermal springs with distinctive medicinal properties. The most noted springs are located at Manitou, Canon City, Idaho Springs, Glenwood Springs, Hot Sulphur Springs, Steamboat Springs, and Pagosa Springs.

**Climate.** The climate is delightful, the air is dry, and the sunshine is abundant. Rains fall throughout the warm parts of the year and snows occur in winter, but both are moderate in quantity. The altitude and dryness minimize the heat in summer and the cold in winter. The perpetual snow line varies between 13,000 and 14,000 feet, except on the side of the mountains sloping toward the north and in deep canons, where it is considerably lower. Colorado has a mean annual rainfall of 14.8 inches, and it is distributed quite generally throughout the state, though it is heaviest in the mountains. In summer time the days are frequently quite hot, but the nights are cool and bracing. At Denver the mean temperature in January is 28.2° and in July 71.8°.

**Mining.** Colorado leads in the production of the precious and allied metals all other states in the Union, producing twice as much gold and silver as any other state and more than one-third of the total output of the United States. It has extensive coal resources, both bituminous and anthracite, and in the output exceeds all the states west of Illinois and is seventh in rank among the coal-producing states, being surpassed

only by Pennsylvania, Illinois, West Virginia, Ohio, Alabama and Indiana, in the order named. It ranks second among the states in the output of anthracite, being exceeded only by Pennsylvania. The coal fields are situated on both sides of the Rocky Mountains, those on the western slope being the largest and most important in quantity and quality. Other minerals found extensively include lead, iron, copper, zinc, gypsum, petroleum, onyx and kaolin. Cripple Creek, Leadville, Colorado Springs, Pueblo, Silverton, Creede and Telluride are located in the vicinity of productive mining districts, from which radium is produced. Minerals of great importance recently discovered are vanadium which is found in southwest part. Practically the world's supply of radium has been refined from vanadium mined in the Paradox valley. Molybdenum—used in tempering steel. Oil shale deposits in Grand Valley and De Beque region, largest and richest in the world.

**Agriculture.** Colorado was formerly regarded unsuitable for agriculture, owing to its aridity and elevation, but irrigation has been a potent influence in developing its resources. The rainfall is sufficiently large in some parts of the state in particularly favorable seasons, especially, to induce the vigorous growth of native grasses, and wherever water is available the returns from farming are very profitable. The main canals and ditches constructed for irrigation have a total length of about 12,000 miles, and the farms average 384 acres, which is much larger than the size of the average farm in the United States, due chiefly to the number of holdings used for stock grazing. Alfalfa is grown very extensively for fodder and yields from one to three cuttings per year. The culture of sugar beets has grown extensively the last decade, and the output is valued at about \$7,500,000 annually. Other crops grown

extensively are cereals, fruits, potatoes, and vegetables.

The state is favored with the growth of many nutritious grasses suitable for grazing, and stock raising was an important industry before general farming was attempted. Large herds of cattle are grown for meat and dairy products, both of which form important items in the business enterprises. Sheep raising is possible in all sections, but the largest flocks are in the southern counties. Swine are not raised as extensively as in the states of the Mississippi Valley, owing to the fact that corn is grown on a comparatively smaller area, but horses and mules are reared in large numbers.

**Transportation and Commerce.** None of the rivers are navigable, but the state has many lines of railroads, aggregating about 5,250 miles and they are well distributed in all sections. The lines include a number of trunk railways that connect the commercial centers of the state with the business emporiums of the Mississippi Valley and the Pacific Coast, including many branch lines that penetrate in all directions, affording unexcelled highways of commerce. Denver is noted as a market and wholesaling and jobbing center.

**Manufacturing.** The great variety of raw materials gives Colorado advantages as a manufacturing state. Among the leading industrial establishments are the iron and steel works at Pueblo and the foundries and machine shops at Denver. Coke is manufactured extensively, the state ranking fourth in the quantity of the product. A fine quality of brick clay is abundant in many localities, and especially in the vicinity of Denver, where the brick plants have a large output. Other industrial enterprises include flouring and grist mills, canning factories, creameries and cheese factories, printing and publishing



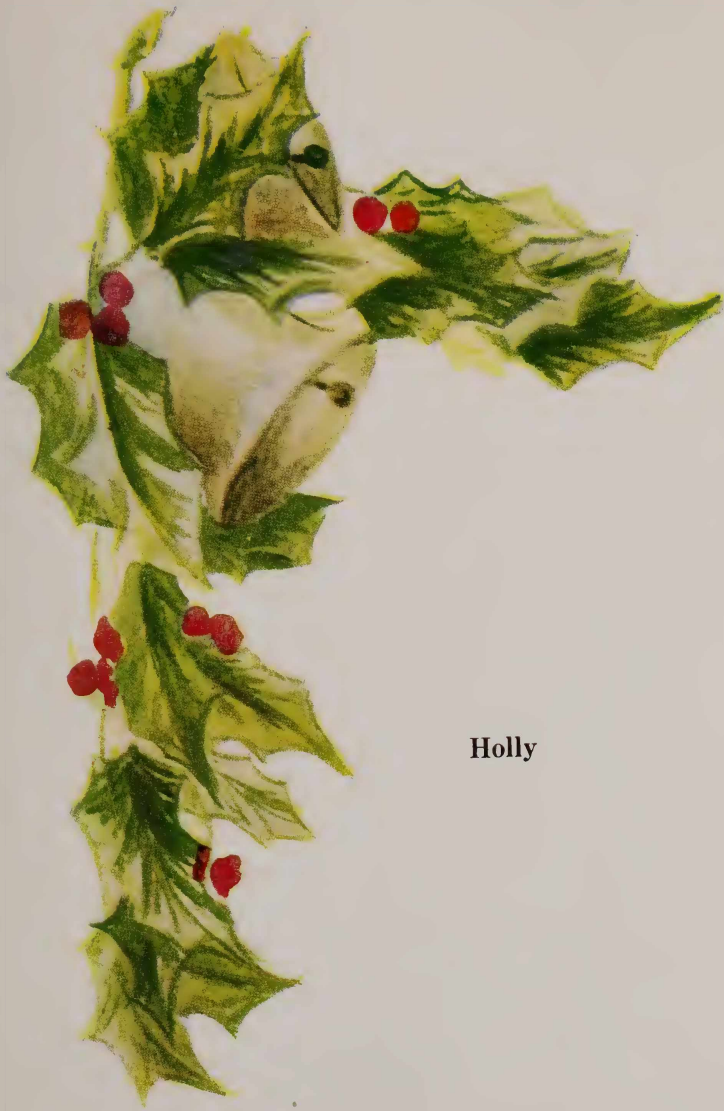
plants, beet sugar factories, and gold, silver, copper and lead smelting works. Sawmills are located in many places for cutting fir, pine and spruce forests, which cover a large area in the mountains below the snow line.

**Education.** Ample provisions have been made for the education of youth. The state has a permanent school fund obtained from the sale and rent of about 3,550,000 acres of school land, and the income is apportioned among the schools of the state. The University of Colorado is located at Boulder; the State School of Mines, at Golden; the State Agricultural College at Fort Collins; the State Teachers' College, at Greeley; the State Normal School at Gunnison; the Deaf and Blind Institute, at Colorado Springs; and the Industrial School, at Golden. Many private and denominational schools and institutions of higher learning are maintained, including Denver University, Denver; and Colorado College, Colorado Springs; Colorado Woman's College, Loretta Heights College; St. Regis' College, Denver.

**Inhabitants.** Colorado has a larger population than any of the Rocky Mountain States. About one-fifth are of foreign birth, and fully 40 per cent reside in the cities. Denver, the capital, is the largest city and chief commercial center. Other flourishing cities include Pueblo, Colorado Springs, Leadville, Cripple Creek, Boulder, Trinidad, Salida, Grand Junction and Rocky Ford. The state has had a steady growth in population.

**History.** Colorado was acquired in three sections. About one-half was acquired from France by the Louisiana Purchase, in 1803; a portion of the west and north by the Mexican Cession of 1848, and the remainder by purchase from Texas, in 1850. Coronado visited the region in 1541, and is supposed

to have been the first white man to set foot within the present limits of the state, which received its name from him. Zebulon Pike explored the region under government authority in 1806. The next expedition was undertaken in 1819 by Stephen S. Long, and John C. Fremont, who began a series of five explorations in search of practical railway routes in 1842. Immigration was attracted by the discovery of gold in 1858, at which time the parks were inhabited by the Ute Indians, and the plains by the Cheyennes, Arapahoes, Kiowas and Comanches. In 1861 it was organized as a territory, and admitted as a state in 1876, hence is popularly known as the Centennial State. In 1893 the state adopted woman suffrage at a special election by a majority of about 4,500 votes. The capitol building, which cost about \$2,500,000, was completed at Denver in 1894.



Holly

## NINTH GRADE

- I. Algebra .....
- II. English .....
- III. General Science.....

NOTE.—Elective subjects for this grade not outlined.

**I. Algebra:**

Review 8B work and continue subjects with more extended treatment—

1. Formula.
2. Positive and negative numbers.
3. Fundamental operation.
4. Simple equations.

Removal of parantheses.

Uses of axioms.

Special products.

Factoring.

Fractions.

Linear equations involving fractions.

Simultaneous equations.

Quadratic equations. Only so much of the quadratic equation as will give the pupil the ability to solve an affected quadratic by:

1. Factoring.
2. Formula.

Numerical Trigonometry (Time permitting):

Definition of sine, cosine, and tangent.

Their elementary properties as functions.

Their use in solving problems involving right triangles.

The use of tables of the functions.

Demonstrative Geometry:

A large body of fundamental assumptions may be accepted.

Many of the geometric facts previously inferred intuitively may be used as the basis on which the demonstration work is built.

Triangles.

Parallel lines.

Parallelograms.

Angle sums.

Areas.

Problems of construction.

Loci.

The aim of the course is to show the pupil what "demonstration" means.

Junior High School Mathematics, a preliminary report by the National Committee on Mathematical Requirements, published as Secondary School Circular No. 6, by the Department of the Interior, Bureau of Education, Washington, D. C., gives many helpful suggestions for a junior high school course in mathematics.

## II. **English:**

### 1. Parts of sentence: Oral analysis of sentences.

Essential parts:

Subject defined. A word, phrase, or clause; simple, complex, or compound; modified or unmodified.

Predicate defined. Simple, compound or complex; modified or unmodified.

Occasional parts:

Predicate complement defined. Word, phrase, or clause; simple, compound or complex; modified or unmodified.

Object complement defined. Word, phrase or clause; simple, compound or complex; modified or unmodified.

Objective complement defined.

Classification of sentences:

As to form. Simple, compound, complex.

As to meaning. Declarative, interrogative, imperative, exclamatory.

For special study. Clauses—

As to rank.

Independent, or coordinate.

Dependent, or subordinate.

As to use.

Noun, adjective, adverb.

## 2. Parts of speech:

Classified and defined.

Subdivisions.

Noun. Common, proper, abstract, collective.

Pronoun. Personal, relative, interrogative, adjective.

Adjective. Definitive, descriptive, proper, article, numeral.

Verb. Regular, irregular, transitive, intransitive, auxiliary, defective redundant, copulative.

Adverb. Time, place, manner, degree, cause, number, conjunctive, interrogative.

Conjunctions. Coordinate, subordinate, correlative.

Modifications.

Nouns and pronouns. Gender, person, number, case.

Adjectives. Number, comparison.

Verbs. Voice, mode, tense, person, number.

Adverbs. Comparison.

For special study.

Infinitives. Defined; kinds, roots, gerund; uses.

Participles. Defined; their uses.

Principal parts of verbs.

Synopsis of verbs.

Conjugation of verbs.  
 Nominative absolute, verbals, expletive,  
 retained object.

### Composition

1. Composition:

Oral.  
 Written.  
 Letter Writing.  
 Class Magazine.

2. Dramatization:

Short stories.  
 Observation of well formulated sentences.  
 Well directed criticism.

3. Classics:

First Semester—  
 Mikel: The Short Story for High School.  
 Irving: The Sketch Book.  
 Longfellow: Tales of a Wayside Inn.  
 Second Semester—  
 Stevenson: Treasure Island.  
 Burroughs: Birds and Bees.  
 Shakespeare: Merchant of Venice.  
 Arnold: Sohrab and Rustum.

4. Collateral Reading:

First Semester—  
 Short Stories by Poe, Kipling, O. Henry,  
 Stevenson, Harte, Bunner, etc.  
 Mark Twain: Innocents Abroad.  
 Irving: The Alhambra.  
 Hawthorne: Tanglewood Tales.  
 Irving: Tales of a Traveler.  
 McManus: In Chimney Corners.



Second Semester—

Mark Twain: Tom Sawyer.

Stevenson: Kidnapped.

Dickens: Oliver Twist.

Porter: Freckles.

Porter: Girl of the Limberlost.

Warner: My Summer in a Garden.

**III. General Science:**

1. Air:

Air as material.

Weight of air.

Working under water.

Altitude and air pressure.

Thermometers.

2. Seasons:

Temperature and heat.

Relation of the seasons to the sun.

How the air is warmed.

3. Weather:

Air pressure and winds.

Cyclones.

Hurricanes.

Thunderstorms.

Tornadoes.

4. Structure of Air: Molecular Theory:

Compressibility of air.

Expansion of gases.

Diffusion of gases.

5. Composition of Air: Atomic Theory:

Flame and the air.

Water produced by a flame.

## 6. Water:

The three states of matter.  
Facts about steam.  
Evaporation.  
Water pressure.  
Pressure in other liquids.  
Water power.

## 7. Earth's crust:

Physical structure of soil.  
Erosion.  
Sediment.  
Life in the soil.

## 8. Plant life:

Value of plants.  
Demand for food.  
The source of food.  
Assimilation and respiration.  
Reproduction.

## 9. Animals:

Process of animal nutrition.  
Mastication.  
Destruction by disease.  
Struggle for existence.



Lanterns  
and  
School



## SENIOR HIGH SCHOOL PROGRAM

GRADE	PRESCRIBED WORK	ELECTIVES
9B	English 1 Mathematics 1 Combined Subject { Drawing, Freehand } 1 { Physical Training } 1 { Music } 1	ELECT ONE OR TWO  History, Ancient 1 Latin 1 French 1 Spanish 1 General Science 1 Commercial Subject 1 { Commercial Arithmetic, { Related English, and { Penmanship Manual Training 1 Home Economics 1
9A	English 2 Mathematics 2 Combined Subject { Drawing, Mechanical } 1 { Physical Training } 2 { Music } 2	History, Ancient 2 Latin 2 French 2 Spanish 2 General Science 2 Commercial Subject 2 { Commercial Arithmetic, { Related English, and { Penmanship Manual Training 2 Home Economics 2
10B	English 3  *Physical Training 3	ELECT THREE  Geometry, Plane 1 History, Med. and Mod. 1 Greek 1 Latin 3 French 3 Spanish 3 Botany 1 Bookkeeping 1 Typewriting 1 Drawing, Freehand 2 Drawing, Mechanical 2 Manual Training 3 Home Economics 3

GRADE	PRESCRIBED WORK	ELECTIVES
10A	English 4 *Physical Training 4	Geometry, Plane 2 History, Med. and Mod. 2 Greek 2 Latin 4 French 4 Spanish 4 Botany 2 Bookkeeping 2 Typewriting 2 Drawing, Freehand 3 Drawing, Mechanical 3 Manual Training 4 Home Economics 4
11B	History, Amer. and Civics 1	ELECT THREE English 5 Greek 3 Latin 5 French 5 Spanish 5 Algebra, Intermediate History, English 1 Physics 1 Chemistry, Household 1 Physiology Bookkeeping 3 Stenography 1 Typewriting 3 Drawing, Freehand 4 Drawing, Mechanical 4 Manual Training 5 Home Economics 5 *Physical Training 5
11A	History, Amer. and Civics 2	English 6 Greek 4 Latin 6 French 6 Spanish 6 Geometry, Solid History, English 2 Physics 2 Chemistry, Household 2 Zoology Bookkeeping 4 Stenography 2 Typewriting 4 Drawing, Freehand 5 Drawing, Mechanical 5 Manual Training 6 Home Economics 6 *Physical Training 6

GRADE	PRESCRIBED WORK	ELECTIVES
12B	English 7	<p style="text-align: center;">ELECT THREE</p> Trigonometry Geometry, Descriptive Greek 5 Latin 7 French 7 Spanish 7 Chemistry, General 1 Geology Psychology Salesmanship Typewriting 5 Stenography 3 Drawing, Freehand 6 Drawing, Mechanical 6 Manual Training 7 *Physical Training 7 Home Economics 7 Normal Reviews 1
12A	English 8	Algebra, Advanced Geometry, Analytical Greek 6 Latin 8 French 8 Spanish 8 Chemistry, General 2 Astronomy Commercial Geography Commercial Law Economics Typewriting 6 Stenography 4 Drawing, Freehand 7 Drawing, Mechanical 7 Manual Training 8 *Physical Training 8 Home Economics 8 Normal Reviews 2

NOTE 1.—Figures after subjects indicate the number of semesters through which they are offered; e. g., English 1 is the designation of the first semester's work in English; French 5, the fifth semester's work in French. Subjects not followed by a figure are offered for only one semester.

NOTE 2.—All subjects have 5 periods per week. The Combined Subject of ninth grade consists of Drawing 2 periods, Physical Training 2 periods, Music 1 period.

## **SUGGESTIVE OUTLINE FOR TEACHER'S ACTIVITIES IN PARENT-TEACHERS' ASSOCIATIONS**

Supervised Study and Home Study.  
Project Methods.  
Recreation.  
Hot Lunch.  
The Standard Mental and Educational Tests.  
Junior High Schools.  
Teachers' Co-operation with the Home.  
Thrift Problems.  
Americanization.  
Home Economics.  
The Feasibility of County Nurses.  
The Teachers and Parents Co-operation in the Health Program.

### **THRIFT**

Thrift is care and prudence in the management of one's affairs.

#### **Ten Principles of Thrift**

"Conservation, in geography."  
"Opportunity, in biography."  
"Co-operation, in history and civics."  
"Industry and ideals of thrift, in literature."  
"Earnings, savings, and investment, in arithmetic."  
"Hygiene and sanitation, in physiology."  
"Economy in construction and use of materials, in shop work."  
"Economy and right use of foods, in cooking."  
"Economy of making and repairing, in sewing."  
"Enthusiasm, concentration, and singleness of purpose in all subjects."

### **Five Principles of Personal Thrift**

Learning how to keep healthy.

Learning how to work efficiently.

Learning how to save time, energy, money, and materials.

Learning how to spend wisely.

Learning how to invest money intelligently.

#### **Direct Instruction:**

Morning talks on the importance of small savings in school and at home—paper, pencils, light, food, and money; care of books, shoes, and clothing.

Discussion topics; a principle of thrift—learning how to invest money intelligently. Meaning of parsimony. American extravagance; nation's bill for luxuries; comparison with European countries. Principle of goods and services. Advantages of cash buying. Salvaging useful articles. Fire prevention.

Numbers: counting and adding money saved. Teach objectively with cents, nickels, and dimes combinations of numbers. Good and poor ways of spending money. Earning, saving, and sharing in home projects. Difference between thrift and stinginess.

Discussion topics: A principle of thrift—learning how to work efficiently. Meaning of economy. Wise use of time and recreation; work and sleep in right proportions. Formation of correct habits; good habits of study. What children have done that shows the value of thrift.

#### **Correlated Study:**

Arithmetic: keeping personal accounts of earnings and savings.



Arithmetic; commercial arithmetic, compound interest in relation to savings bank deposits. The earning power of money, insurance, preferred stock, and bonds.

## CITIZENSHIP AND HEALTH

### Citizenship:

Object—To develop an appreciation of what it means to be an American citizen, thereby creating a desire to meet intelligently the opportunities and to discharge faithfully the duties of such citizenship.

1. Manners:

Courtesy to teachers.  
Kindness to associates.  
Consideration for rights of others.  
Cleanliness and civility of speech.  
Cheerfulness.

2. Obedience:

Respect for law, order, and authority.  
Willingness to respond to directions.

3. Dependableness:

Truthfulness.  
Honesty.  
Self-control.

4. Workmanship:

Interested in work.  
Effort to do the best work.

5. Respect for property:

Care of buildings, furniture, and books.  
Consideration for property of others.  
Care of own property.

6. Patriotism:

Interest in community welfare.  
Willingness to render public service.

7. Reverence:  
    Attitude toward things sacred.
8. Attendance:  
    Regularity.  
    Punctuality.

### **Health Education:**

Object—To make health habits automatic through education, thereby adding years to the lives of the coming generation and increasing the sum total of their efficiency and happiness by the training they receive today.

1. Personal appearance:  
    Neatness of dress:  
        Clothing repaired.  
        Clothing clean.  
        Shoes clean.  
    Neatness of person:  
        Face clean.  
        Hands clean.  
        Nails clean.  
        Teeth clean.  
        Hair brushed.
2. Housekeeping:  
    Neatness of desk.  
    Neatness of floor.  
    Order of cloak room.  
    Care of books.
3. Posture:  
    Standing.  
    Sitting.  
    Walking.
4. Playground activities:
5. Class work in hygiene:
6. Height.
7. Weight.

**PRINCIPLES ENTERING INTO THE MAKING OF  
A DAILY PROGRAM FOR A ONE-  
TEACHER SCHOOL**

Your program should—

1. Fit your School.
2. Give place for every one of the subjects required to be taught.
3. Put the more important subjects in the better part of the day.
4. Adjust the length of the recitation periods to the age of the pupils and the nature of the subject.
5. Provide for study periods as well as recitations.
6. Provide wherever possible for a study period in a subject immediately following the recitation in this subject.
7. Give opportunity if possible for individual help of pupils.
8. Provide for variety of occupation, especially for younger pupils.
9. Furnish intervals for play and recreation.
10. Offer definite periods for the use of the library.
11. Be posted on the wall near the clock.
12. Be followed conscientiously.

**Plan for the Organization of the Course of Study in a One-Teacher School**

Division	E	D	C		B		A		
Year	I	II	III	IV	V	VI	VII	VIII	
Reading	Primers and 1st Readers Read Twice Daily	1st and 2nd Readers	3rd Readers	4th Readers			5th Readers		7
Language	Oral		Oral		Elementary Language		Grammar		4
Phonics and Spelling	Phonics	Phonics	Elementary Spelling		Advanced Spelling				4
Writing	All Divisions								1
Numbers and Arithmetic	Numbers	Numbers	Elementary Arithmetic		Arithmetic		Arithmetic		5
Geography	General Lessons				Elementary Geography		Advanced Geography		3
Physiology					Elementary Hygiene Alternate with Geography		Advanced Hygiene Alternate with Geography		*
History and Civics					Elementary History and Citizenship		Advanced History and Civics		2
Music	All Divisions								1
Drawing and Handwork	Given in connection with Language or General Lessons				Alternate Drawing with Writing or some other subject				*
Industrial Work	Given in connection with General Lessons				Agriculture; Domestic Science, Manual Training				1
	Total number of classes								28

\*Class periods counted in the alternations shown with other subjects.

**MODEL PROGRAM FOR A ONE-TEACHER SCHOOL**  
Morning

		Recitations	Study and Occupations				
Time	Min.	Classes	E Div.	D Div.	C Div.	B Div.	A Div.
9:00	5						
9:05	10	E Reading		Opening Exercises Reading	Reading	Reading	History or Agriculture
9:15	10	D Reading	Reading		Reading	Reading	History or Agriculture
9:25	15	C Reading	Handwork	Reading		Reading	Reading
9:45	15	B Reading	Play	Play	Reading		Reading
9:55	15	A Reading	Board Work	Board Work	Library	Library	
10:10	5	E Phonics		Phonics	Library	Library	Library
10:15	5	D Phonics	Play		Library	Library	Library
10:20	15	Recess			Supervised Play for all	Divisions	
10:35	10	E Numbers		Numbers	Arithmetic	Arithmetic	Library
10:45	10	D Numbers	Numbers		Arithmetic	Arithmetic	Arithmetic
10:55	15	C Arithmetic	Handwork	Numbers		Arithmetic	Arithmetic
11:10	15	B Arithmetic	Play	Play	Arithmetic		Arithmetic
11:25	15	A Arithmetic	Drawing	Drawing	Drawing	Arithmetic	
11:40	20	Drawing and					

Handwork—All Divisions, Mondays and Tuesdays  
 Manual Training (Boys) C, B & A Divisions, Wednesdays, Thursdays, and Fridays  
 Sewing (Girls) C, B & A Divisions, Wednesdays and Thursdays  
 Cooking (Girls) C, B & A Divisions, Fridays

12:00 1:00

Supervised Lunch and Supervised Play  
Afternoon

1:00	10	E Reading		Reading	General Lessons	Geography or Hygiene	Geography or Hygiene	
1:10	10	D Reading	Reading		General Lessons	Geography or Hygiene	Geography or Hygiene	
1:20	10	B Geography or Hygiene	Reading	Reading	General Lessons		Geography or Hygiene	
1:30	15	A Geography or Hygiene	Handwork	Handwork	Handwork	Spelling		
1:45	10	C Spelling	Play	Play		Language	Spelling	
1:55	10	B & A Spelling	Sandtable	Sandtable	Spelling			
2:05	15	E, D & C General Lessons				Language	Grammar	
2:20	10	Music			All Divisions			
2:30	15	Recess		Supervised	Play for All Divisions			
2:45	10	A Grammar	Sandtable	Sandtable	Language	Language		
2:55	10	B Language	Pictures	Pictures	Language		Grammar	
3:05	10	C Language	Pictures	Pictures		History or Agriculture	Grammar	
3:15	10	E & D Language			Language	History or Civics	History or Civics	
3:25	10	B History or Citizenship	Copying	Language	Language		History or Civics	
3:35	10	A History or Civics	Board Work	Board Work	Reading	History or Civics		
3:45	15	Writing	All Divisions, Mondays, Wednesdays, and Fridays					
		Agriculture	B & A Divisions, Tuesdays and Thursdays					

## SUGGESTIVE TIME SCHEDULE FOR ELEMENTARY GRADES

SUBJECTS	MINUTES PER WEEK							
	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Reading, Phonics, Word Drill . . . . .	450	440	325	250	150	150	140	140
English Composition, Grammar . . .	90	100	150	200	200	200	250	250
Spelling . . . . .	100	100	100	100	100	100	40	40
Penmanship . . . . .	75	75	100	100	100	100	80	80
Mathematics . . . . .		100	225	225	250	250	250	250
Geography . . . . .	30	30	70	120	200	200	*225	*225
Nature Study . . . . .	20	20	20	20	30	30	30	30
History . . . . .	30	30	30	30	30	30	*225	*225
Civics . . . . .	20	20	20	20	30	30	45	45
Hygiene . . . . .	30	30	30	30	30	30	30	30
Gymnastics and Setting-up Drills .	50	50	50	50	50	50	50	50
†Supervised Recreation . . . . .	30	30	30	30				
Music . . . . .	75	75	75	75	75	75	75	75
Art Education . . . . .	75	125	150	150	90	90	90	90
Industrial Arts . . . . .					90	90	120	120
Opening . . . . .	25	25	25	25				
Recess . . . . .	100	100	100	75	75	75	75	75
Total Minutes per Week . . . . .	1200	1350	1500	1500	1500	1500	1500	1500

\*Geography in 7 B and 8 A; History in 7 A and 8 B.

†Supervised recreation for fifth, sixth, seventh, and eighth grades is carried on outside of school hours.

## ONE TEACHER SCHOOL

9:00- 9:15		OPENING EXERCISES:	ANNOUNCEMENTS
9:15- 9:55	Algebra I		
9:55-10:40		Pl. Geom.	
10:40-11:20	Science	Science	Sophomore or Freshman Subject
11:20-12:00 NOON	English I		
1:00- 1:40		English II	
1:40- 2:20	History I		
2:20- 3:00	Latin I	Latin I	Sophomore or Freshman Subject
3:00- 3:30		Review classes and supervised study period	

Program provides for: English II  
Mathematics II  
History I  
Science I  
Latin I

Science I alternates with Latin; for example, both freshman and sophomore classes take Science the first year. The second year freshman and sophomore classes take Latin I. 7 credits may be earned in two years. In case a student enters a larger school, he will be able to graduate in two years with 15 credits, 3 of which may be language.



**TWO TEACHER SCHOOL**

	Freshman	Sophomore	Junior	
9:00- 9:15		OPENING EXERCISES: ANNOUNCEMENTS		
9:15- 9:55	English I	Pl. Geom.		
9:55-10:40	Latin I		Advanced Algebra	
10:40-11:20		Latin II	Physics	
11:20-12:00	Science	Science	Physics Laboratory	
NOON				
1:00- 1:40	Algebra I		English III	
1:40- 2:20		History II		
2:20- 3:00	History	English II		
3:00- 3:30		Study and	Conferences	

12 credits—three years—two teachers.

Science for first and second years combination classes.

Students taking Science I in freshman year will take Latin I and II in Sophomore and Junior years.

Principal: Algebra, Plane Geometry, Advanced Algebra, Science, History I.

Assistant: English I, II, III, Latin I and II and History I.

## THREE TEACHER SCHOOL

	Freshman	Sophomore	Junior	Senior
9:00- 9:15		OPENING EXERCISES : ANNOUNCEMENTS		
9:15- 9:55	English I			Advanced Algebra
9:55-10:40		Latin II	Physics	History IV
10:40-11:20	Latin I	Pl. Geom.	Physics Laboratory	
11:20-12:00	Science	Science	English III or IV	English III or IV
NOON				
1:00- 1:40	History I	English II		Chemistry
1:40- 2:20		History II	Advanced Algebra	Chemistry Laboratory
2:20- 3:00	Algebra I			Latin IV
3:00- 3:30	Supervised Study	Supervised Study	Latin III	

English III and IV alternate.

Physics and Chemistry alternate.

Students may take two years of Science and two of Latin.

Principal: Mathematics I, II, III, Physics or Chemistry, Science.

First Assistant: Latin I, II, III, IV, History I.

Second Assistant: English I, II, III, or IV, History II and IV.

Review and special classes organized when enrollment justifies.

## FOUR TEACHER SCHOOL

	Principal	Assistant	Assistant	Commercial Teacher
9:00- 9:15		OPENING EXERCISES : ANNOUNCEMENTS		
9:15- 9:55		English II	Algebra I	Beginning Shorthand
9:55-10:40	Physics	English III or IV		Bookkeeping
10:40-11:20	Physics Laboratory	Latin III	Pl. Geom.	Bookkeeping
11:20-12:00	History IV	English I		Bookkeeping
NOON				
1:00- 1:40	Science	Latin IV	Advanced Algebra	Typewriting
1:40- 2:20	Science Laboratory			Typewriting
2:20- 3:00	Chemistry	Latin I	History I	Commercial Arithmetic
3:00- 3:30	Chemistry Laboratory	Latin II	History II	Penmanship and Spelling

Agriculture 3rd and 4th periods.  
 Science may be substituted for language.  
 Physics taught alternately with chemistry.  
 English III and IV taught alternate years.

## FIVE TEACHER SCHOOL

	Principal	Assistant	Assistant	Assistant	Assistant
9:00- 9:15		OP	ENING EXERCISES:	ANNOUNCEMENT S	
9:15- 9:55		English I	History II	Shorthand	Shop
9:55-10:40	Physics	English IV	Algebra I	English III Bookkeeping	Shop
10:40-11:20	Physics Laboratory	English II		Typewriting	Agriculture I
11:20-12:00		Study Hall	Pl. Geom.	Typewriting	Agriculture I
NOON					
1:00- 1:40	Science I	Latin II	Advanced Algebra	Spelling Penmanship	Agriculture II
1:40- 2:20	History IV	Latin I	Study Hall	Com. Arithmetic	Agriculture II
2:20- 3:00	Business English		History I	Advanced Shorthand	

College preparatory English III and IV alternate.

Physics and Chemistry alternate.

Two years of Agriculture given. Agricultural students take correlated subjects with college preparatory students.

## SIX TEACHER SCHOOL

	Principal	Assistant	Assistant	Assistant		
9:00- 9:15			OP ENING EXERCISES:	ANNOUNCEMENT S		
9:15- 9:55		English I	History II	Household Phy.	Agricultural Shop	Com. Shorthand
9:55-10:40	Physics or Chemistry	English IV	Algebra I	Household Physics	Shop	Typewriting
10:40:11:20	Laboratory	English II		Household Arts	Agriculture I	Penmanship Spelling
11:20-12:00			Pl. Geom.	Household Arts	Agriculture II	Typewriting
NOON						
1:00- 1:40	Science I	Latin II	Advanced Algebra	Household Arts	Agriculture II	Bookkeeping
1:40- 2:20	History IV	Latin I		Household Arts	Agriculture II	Bookkeeping
2:20: 3:00	English III or IV		History I			Com. Arithmetic
3:00- 3:30						

Physics and Chemistry alternate.

Junior and Senior English alternate.

Students in Agricultural and Commercial courses take History and English with college preparatory classes. Household Arts in two years.

**STANDARDIZATION REGULATIONS****For Grading the Efficiency and Classification of the Schools of Colorado.**

For the purpose of standardization schools will be classified into four classes:

First Class—Consolidated, Centralized, and Junior High.

Approved.

Superior.

Second Class—Four to six rooms inclusive.

Approved.

Superior.

Third Class—Two to three-room schools.

Approved.

Superior.

Fourth Class—One-room schools.

Approved.

Superior.

An Approved School must score 85 per cent and a Superior School 95 per cent of the requirements.

Schools shall be scored each year by the County Superintendent.

In order to provide tangible measurements for schools, a set of standards are given by which the schools are to be scored by the county superintendent. A rating card will be sent, upon request, to the school board and the teacher at the opening of school in the fall and a copy of the superintendent's rating to each of the above later in the school year.

The county superintendents are to make use of all the newspapers in the county to keep the subject of standardization before the people, and to publish at the end of the school year the list of the standard schools in the county.

**STANDARD RATING CARD**

Points  
Allowed by  
Maximum County  
Points Supt.

I. School Plant—

1. Heating—One of the standard heating systems, such as the Smith or the Waterbury, or a jacketed stove with a ventilating system ..... 4
2. Lighting—Windows one-seventh or more of floor space..... 2
3. Windows to be well supplied with shades ..... 1
4. Windows on left or left and rear ..... 2
5. Room capacity—A minimum of 200 cubic feet of air and 15 square feet of floor space for each pupil ..... 2
6. Interior arrangement — Seating of pupils, arrangement of black-board, teacher's desk and other furniture ..... 2
7. Painted outside, tinted walls and well finished woodwork ..... 2
8. Cleanliness—Oiled floors or use of sweeping compound; seats, desks, furnishings and wood-work wiped daily with damp cloth. Floor scrubbed when needed. General upkeep of building ..... 5

	Maximum Points	Points Allowed by County Supt.
II. Equipment—		
1. Modern desks of at least three sizes or adjustable .....	1	
2. Good blackboards fitted with chalk troughs, suitable crayons and erasers .....	1	
3. Ample equipment for primary work .....	2	
4. Locked library including annual purchase of pupils' reading circle books and other desirable literature .....	2	
5. Standard phonograph or musical instrument .....	2	
6. At least three standard pictures well framed .....	2	
7. Suitable dictionary maps, globes, charts, weights, measures and other appliances .....	2	
8. Good water supply and covered water cooler with spigot and individual drinking cups or sanitary bubblers. Washing facilities .....	2	
9. United States flag not less than four feet by six feet .....	1	
10. Three standard pieces of play ground equipment, for supervised play .....	3	
11. Teachers' cottage or good boarding place .....	2	



	Maximum Points	Points Allowed by County Supt.
III. Grounds—		
1. Two sanitary toilets, 50 ft. or more apart, and kept clean.....	2	
2. Fenced playground of at least one acre .....	2	
3. Trees, lawn, shrubs, graveled surface .....	2	
4. Shelter for horses or cars.....	2	
5. Condition of grounds.....	2	
IV. Community Service—		
1. Parents - Teachers' Associations which must belong to the State Parent-Teachers' Association.....	2	
2. School as community center.....	2	
3. Americanization or night school for adults .....	2	
4. Organizations, Junior Red Cross, Camp Fire Girls, Boy Scouts.....	2	
5. Represented by exhibit at district, county or state fair .....	2	
V. Functioning Value of the School—		
1. Use of Colorado Course of Study in Education .....	8	
2. Domestic Science, Manual Training .....	2	
3. Daily program posted in room and followed .....	1	
4. Punctuality, interest and attendance of pupils.....	3	
5. County uniformity of text-books	2	

	Maximum Points	Points Allowed by County Supt.
6. School visited by all directors	1	
7. Homes of pupils visited by teacher .....	1	
8. All teachers with first or state certificate .....	2	
9. Salary of teachers .....	2	
10. Teachers' personality, preparation, teaching ability, attitude toward children, community and professional growth .....	18	

**Plant:****Heating:**

Stove of adequate size, good draft control, jacketed; or standard school heater, e. g., Waterbury, Smith, or basement furnace; thermometer.

**Ventilation:**

Fresh air intake, 12 in. sq., opening from outside through wall and jacket to hottest part of stove or basement furnace; exit for foul air, 16 in. sq., near floor, same side of room as stove.

**Lighting:**

The light from the left or from the left and rear. Window area one-seventh of floor area. Pupils should not be seated facing windows. The light coming from opposite sides of the room is bad and should be avoided.

**Seating:**

It is criminal to have children sit in seats that tend to deform their bodies. Proper seating will contribute largely to the good discipline of the school. Desks of only one size should be placed in a row from front to back. In getting the proper distance measure from the edge of the desk to the back of the seat, the following will be a guide:

Number of Desk	Distance Apart	Age of Children
6	9 inches	6 to 7
5	9 inches	8 to 9
4	10 inches	10 to 11
3	11 inches	12 to 13
2	12 inches	14 and above

**Interior Decoration:**

In order to preserve the building and add to its attractiveness it should be well painted. The walls should be kept clean and tinted. The following combination of colors is suitable for interior walls:

**Side Wall**

Cream  
Silver gray  
Bright sage  
Buff stone

**Ceiling**

Ivory  
Pearl gray  
Lichen gray  
Cream

Dark walls should be avoided.

The ceiling color should extend down on side walls about 18 inches to the molding.

**Cleanliness:**

If the floors are not oiled they should be

swept with sweeping compound daily. The sweepings should be burned or buried. The seats, desks, furnishings, and woodwork should be wiped daily with oily or damp cloths. A feather duster should not be tolerated. When the cloths become dirty they should be washed thoroughly, dried and re-oiled. The floors should be kept smooth and scrubbed frequently. The ceilings and walls should be wiped down once a year.

### **Equipment:**

#### **Desks:**

For pupils—single (movable seat and desk combined best), appropriate arrangement and sizes (preferably adjustable), adequate aisles.

#### **Blackboards:**

The most satisfactory material for blackboards is slate. The first cost is higher than that of some other materials, but the first cost is the only expense, and affords a satisfactory blackboard surface for all time to come. The amount of blackboard surface required will vary with the size of the school, but in general it should approximate four square feet per pupil, with a minimum of twenty linear feet.

The proper placing of blackboards is important. To accommodate pupils of all ages the blackboard should be not less than forty-two inches wide and set about twenty-six inches from the floor. Good chalk troughs, not mere ledges, are a very

essential part of a blackboard. Only dustless crayon of a good quality and noiseless erasers should be used.

**Primary Equipment:**

Sand table—2 ft. high, minimum area of 6 sq. ft., sandtight box with sides 4 in. high.

Materials—papers of all kinds, crayolas, water-color materials, clay, scissors, rulers, weaving materials, word builders, numbers, sight cards, sign-printing set, paste, hectograph, colored pegs, tooth-picks, number blocks, collected material (e. g., pasteboard boxes, spools).

**Library:**

No school should be without the benefits to be derived from a good working library, be it large or small, the first requisite for which is a suitable closet, case, or cupboard where the books may be easily accessible, but protected from dust and mice and from careless usage. This should be provided with a good lock and key.

No school is equipped to do satisfactory work which has no other source of information than the textbooks, no matter how excellent they may be. The school owes it to the pupil to furnish a goodly supply of helpful, wholesome reading matter which will appeal to pupils of all grades. It is highly important that the lower grades be not neglected in this matter. A rural-school library should be planned to serve the community as well as the school. Often the books are good enough in them-

selves, but they are too difficult, too technical, too largely fiction, or otherwise unsuitable for the pupils who are expected to use them. Unless a library is quite large it is well to avoid "sets" of books or many from a single author. There are usually one or two best books of a writer, which are enough for the small library.

The library should consist, first, of supplemental reading matter, several sets if possible, for grades one to four. Nature study, elementary history and biography, geographical readers, and agriculture should be represented generously. Pure or true literature may be added as need and appreciation will warrant. At least ten books for each grade represented in the school are necessary for recognition as a satisfactory beginning, but a much larger library is exceedingly desirable.

#### Pictures:

A few good pictures neatly framed and artistically arranged are essential. Over decoration should be avoided.

#### Industrial exhibits:

Exhibits of manufactured products showing the processes, *e. g.*, Baker's chocolate, Standard Oil products, Pillsbury flour (stages of manufacture), cotton manufacture, silk manufacture.

#### Weights and measures:

Liquid and dry measures; trip balance with English and metric weights.

#### Water supply:

Well—on school grounds, tightly enclosed

and covered, not located so as to receive drainage or seepage from toilet; good pump.

Drinking facilities—sanitary drinking fountain or closed water jar with faucet and individual drinking cups, waste receptacle.

Washing facilities—basin, soap, mirror, paper towels.

Playground equipment:

Every school should be supplied with a few good pieces of playground equipment.

Suggestive Playground Equipment:

- |                      |                    |
|----------------------|--------------------|
| Swings               | Giant stride       |
| Teeter board         | Turning pole       |
| Slide                | Volley ball outfit |
| Baseball outfit      | Running track      |
| Level baseball field | Sand box           |

Grounds:

One thing that needs attention is the condition of the toilets. These should be as clean and sanitary as those found in the best homes of the community. The teacher should make a daily inspection of these buildings. They should be kept free from marks.

While one acre of ground will be accepted for standardization, a larger amount is to be preferred. The grounds should be large enough to accommodate all the pupils in their games, to provide for a lawn, and parking spaces for trees and shrubs. The grounds must be sufficiently high to

afford good drainage. It should be kept clean and free from rubbish. The building should occupy the highest part of the grounds. Too little attention is being paid to beautifying the grounds. Trees, flowers, and shrubs are necessary not only for the beauty of the site, but will furnish an environment that will aid in developing a child's aesthetic tastes.

### **Community Activities:**

A co-operative organization of teachers and citizens to further the interests of the school.

Literary society for discussion of problems of local or national importance.

Social events:

Use of school building for social recreation.

Community fair:

A day for competitive exhibits at school building of products of home industries.

Athletic activities:

Community field meet, commonly in connection with fair.

### **Field Meet:**

Preliminaries and joint meet with other schools.

School exhibit:

Special display of work at end of year for patrons.

## **ESSENTIALS FOR THE FUNCTIONING VALUE OF THE SCHOOL**

A definite aim in the work to be done is necessary. It is not intended that the State Course of



Study must be followed without regard to the text used. The course of study suggests the limits of the work, the branches of study, and essential points of each branch. Following the course will tend to better organization in the school and result in better grading.

The school term must be not less than nine months with an average in punctuality and attendance of at least 90 per cent.

**Daily Program Adequately Displayed:**

On blackboard or cardboard.

**Daily Plans:**

Work planned at least for the week, showing assignments, special devices and materials to be used, supplementary work, co-ordinations.

**Records:**

Neatness.

Clean, well kept, free from blots and defacements.

Adequacy.

Classification, grades, and promotions of pupils in permanent form; record of texts and library books, condition.

**Reports to Parents:**

Plain, durable card, simple grading system.

Frequency:

Intervals not longer than six weeks.

**Display of Work and Accomplishment:**

Showing work, indicating initiative, originality, and progress. Exhibits taken down after viewed.

**Discipline:**

Attitude of school should be that of industry and ease, ordinary movements orderly, absence of rowdyism and boisterousness in building and on playgrounds.

**Bearing and Neatness of Children:**

Should show marks of refinement and neatness in dress and have an attitude of consideration for each other and teacher.

**Number of Classes per Day:**

Not more than 28.

**Health Inspection:**

Inspection of pupils for physical defects and ailments, and for contagious diseases.

**Teacher Live in Community:**

Teacher should live in community convenient to school during the week, and also be there at least part of the Saturdays and Sundays.

**Teacher Participate in Community Activities:**

Teacher should, in so far as her time permits, be an active participant in community affairs, i. e., clubs, progressive movements and the like, developing community leadership.

**Professional Growth:**

Teachers must pursue a course of reading or training which will secure satisfactory professional growth.