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COURSE OF STUDY

PUBLIC SCHOOLS
MORGANTOWN
WEST VIRGINIA

GRADES I-VIII



September, 1919

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INTRODUCTION

A course of study for a system of Public Schools in a democracy cannot be the product of one brain. It must be a blending of ideas from many sources, organized definitely, yet broadly.

Its source and contents should be the ideas of patrons, children, teachers, superintendents, and school officials of that particular locality, compared with the best publications of other school systems of known worth, and measured by the standards set up by our foremost thinkers in the educational field.

Its purpose should be to guide the teacher—experienced or inexperienced—so that she may work intelligently and with a large degree of efficiency, and at the same time allow sufficient freedom of thought and action to develop the same individuality and initiative that are desirable in all other phases of life and work.

This Course of Study for the Morgantown Public Schools has been planned and written with these principles as a foundation. In its present form it is the result of revisions extending over a period of two years. Teachers and supervisors have given their best efforts to its making. Time and use will justify or condemn the wisdom of its compilers.

CONTENTS

	PAGE
Judging the Quality of Instruction.....	7
Weekly Time Schedule.....	9
Reading, Primary Grades.....	10
Sense Training.....	11
Phonics.....	12
Standards for Promotion.....	20
Supplementary Readers.....	22
Reading and Literature, Fifth and Sixth Grades.....	22
Literature.....	23
Reading.....	23
Five B Grade.....	26
Five A Grade.....	27
Six B Grade.....	27
Six A Grade.....	28
Literature, Seventh and Eighth Grades.....	29
Seven B Grade.....	29
Seven A Grade.....	30
Eight B Grade.....	30
Eight A Grade.....	31
Memory Work.....	31
Five B and Five A.....	32
Six B to Eight A, inclusive.....	33
Language.....	34
One B to Three B, inclusive.....	35
Three A to Four A, inclusive.....	36
Poem Study.....	37
First Grades.....	37
Second Grades.....	38
Third Grades.....	38
Fourth Grades.....	39
Outline for Picture Study.....	39
Pictures.....	40
Composition and Grammar.....	41
Five B to 6 B Grade, inclusive.....	42
Six A to Eight A Grade, inclusive.....	43
Composition.....	43
Fifth Grades.....	45
Sixth Grades.....	46
Seventh Grades.....	47
Eighth Grades.....	48
Minimum Requirements in Composition.....	50
One B Grade and One A Grade.....	50
Two B Grade to Four B Grade, inclusive.....	51
Four A Grade to Seven B Grade, inclusive.....	52
Letter Forms.....	53
Spelling.....	57
Course by Grades.....	59
Arithmetic.....	61
Primary Grades.....	61
Intermediate.....	66
Minimum Requirements for Public Entering, Five B Grade.....	67
Teaching the Fundamental Operations (Mrs. Barns' Method).....	71

	PAGE
Geography.....	80
Four A Grade.....	80
Five B Grade.....	83
Five A Grade.....	84
Six B Grade.....	85
Six A Grade.....	89
Seven B Grade.....	93
Seven A Grade.....	95
History.....	96
Five B and Five A Grades.....	96
Six B and Six A Grades.....	97
Seven B Grades.....	98
Seven A Grade.....	102
Eight B Grade.....	110
Civics (Eight A Grade).....	113
Nature Study.....	117
Fifth Grade.....	118
Sixth Grade.....	122
General Science.....	125
Eighth B Grade.....	125
Hygiene.....	127
Five B Grade.....	127
Five A to Six B Grades.....	128
Six A to Seven B Grades.....	129
Seven A to Eight A Grades.....	130
Thrift.....	131
Thru English Composition.....	131
Thru History.....	133
Thru Arithmetic.....	135
Fifth Grades.....	135
Sixth Grades.....	136
Seventh Grades.....	137
Eighth Grades.....	138
Lessons in Community and National Life.....	139
Fifth and Sixth Grades History, Geography and Hygiene.....	140
Seventh and Eighth Grades, Geography, History, Hygiene, Sewing, Cooking, Arithmetic, General Science.....	141
Music.....	141
First Grades.....	143
Second Grades.....	145
Third Grades.....	146
Fourth and Fifth Grades.....	147
Sixth Grades.....	148
Seventh Grades.....	149
Eighth Grades.....	150
Drawing and Manual Arts.....	151
Primary Grades.....	151
Intermediate Grades.....	159
Manual Training.....	161
Seventh and Eighth Grades.....	161
Physical Education.....	162
Sewing, Seventh Grades.....	162
Cooking, Eighth Grades.....	163
Text Books by Grades.....	163
Teachers' Reference Library.....	166
Magazines in Library.....	166

	PAGE
Supplementary Texts.....	167
Primary.....	167
Literature, Fifth and Sixth Grades.....	167
Literature, Seventh and Eighth Grades.....	169
History and Civics.....	172
Geography.....	174
Nature Study.....	176
Art, Music, Arithmetic, Elementary Science Hygiene.....	177
Language, Manual Training, General Science.....	178

Morgantown Public School

JUDGING THE QUALITY OF INSTRUCTION

In preparing their own work or in judging that of another, teachers will keep in mind that certain aims, both subjective and objective, are to be realized. The subjective standards outlined below are those first clearly formulated by Dr. Frank McMurry in his Elementary School Standards. The objective standards are those standard tests which have been set up in the different studies or which may be set up from time to time.

I. Standards for judging recitations:

Motive:

- Does the teacher have an aim in her recitations?
- Do the children have an aim worth while to them?
- How do the two aims differ?
- How does the teacher proceed to realize both aims?

Initiative:

- What opportunity was given for the development of initiative?
- Did the pupils ask any good questions?
- How many instances of pupils asking questions that showed thought?
- What place for the development of initiative did you see that was not utilized by the teacher?
- What effect did the exercise of initiative have?
- Was it an advantage to the school in general and the child in particular? Give reasons for your opinion.

Judging of values:

- Did the children have any opportunity to decide anything? Describe one instance.
- Were there other good opportunities not noticed or allowed by the teacher? What were they?

Organization:

- Evidences of teacher's previous preparation of lesson.
- Were there any attempts on the part of teacher or pupils to organize thought? Describe the procedure.

II. Important details:

How many of the following types of lessons were observed?

- a. Drill lesson.
- b. Lessons involving thinking.
- c. Lessons for appreciation.
- d. Study lessons.

Describe one of these types.

- 2. Was there a spirit of co-operation between the members of class and between class and teacher?
- 3. Did you approve of the discipline of the room? Why? Are the pupils learning self-control?
- 4. Were difficulties cleared up before close of lessons? Discuss procedure.
- 5. Was the assignment for present lesson adequate?
Was the assignment for next lesson adequate?
Was it suited to the pupils' ability?

IMPORTANT BOOKS

McMurry.....	Elementary School Standards*
Dewey.....	Schools of Tomorrow†
Strayer.....	Brief Course in the Teaching Process†
Charters.....	Teaching the Common Branches*
Kendall and Merrick.....	How to Teach the Fundamental Subjects†
Baltimore County Course of Study*	
Jenkins.....	Reading in Primary Grades*
Hoyt and Peet.....	A Course of Study in Arithmetic
Earhart.....	Teaching Children to Study*
Suzzallo.....	The Teaching of Spelling*
Hall and Smith.....	Teaching Poetry in the Grades*
Cooley.....	Language Teaching in the Grades*
McMurry.....	How to Study†
Smith.....	All the Children of All the People†
Dewey.....	Democracy and Education†

*In High School Library.

†In W. V. U. Library.

WEEKLY TIME SCHEDULE, ALL GRADES

The Time Schedule given here cannot be adhered to strictly in schools which have more than one grade. Teachers may feel free to give longer or shorter periods in different studies as the needs of their pupils may indicate. In the spring and fall nature study should be given more time than here indicated.

Figures in parenthesis indicate periods per week; other figures minutes per week.

1. English:		Grades:	1	2	3	4	5	6	7	8
a.	Reading & Lit.	(10)	(10)	(10)	(10)	(4)	(4)	(3)	(3)	
	450-500	450	450	450	160	160	130	130		
b.	Lang., Comp. & Grammar.	(5)	(5)	(5)	(5)	(5)	(5)	(3&2)	(3&2)	
c.	Phonetics & Spelling ...	(5)	(5)	(5)	(5)	(5)	(5)	See	See	
	50-75	100	100	100	100	100	100	Comp. Comp.	Comp. Comp.	
2.	Penmanship ...	(5)	(5)	(5)	(5)	(5)	(5)	(2)	(2)	
	100	100	100	100	100	100	90	90		
3.	Arithmetic	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	
	50	100	125	200	225	225	210	180		
4.	Geography	*	*	*	(3)	(5)	(5)	(5)		
					100†	125	150	150		
5.	History & Civics	*	*	*	*	(5)	(5)	(5)	(5)	
						150	200	150	240	
6.	Elem. Science:									
a.	Hygiene	*	*	*	*	(2)	(2)	(3)	(3)	
						75	75	90	120	
b.	Nature Study ..	*	*	*	*	(1)	(1)		(1)	
						25	25		60	
7.	Physical Ex. & Games	(10)	(10)	(10)	(10)	(10)	(10)	(2)	(2)	
		200	150	150	200B	150	150	120	120	
					150A					
8.	Manual Arts:									
a.	Manual train. ...							(1)	(1)	
								60	60	
b.	Dom. Sc. & Art ...							(1)†	(1)§	
9.	Drawing	(5)	(5)	(5)	(5)	(2)	(2)	(2)	(2)	
		100	100	100	100	60	60	90	90	
10.	Music	(5)	(5)	(5)	(5)	(2)	(2)	(2)	(2)	
		100	100	100	100	60	60	90	90	
11.	Opening Exer....	(5)	(5)	(5)	(5)	(5)	(5)	(1)	(1)	
		50	50	50	50	50	50			
	Unassigned .	25-	75	50	25-	220	145	210	210	
		175			75					
Total	1350	1350	1350	1500	1650	1650	1650	1650	

*Taught in connection with Language.

†Taught in A only.

‡Sewing.

§Cooking.

PRIMARY GRADES

In teaching children to read, our aims in all grades are to provide material suited to the age of the child and such as will be worth while from his point of view; to present this material so that the children will give spontaneous attention to it; and to allow the members of the class to have a share of the responsibility in directing the exercises.

In this way we may make provision for the development of qualities that are valued in all phases of life; enjoyment of work, definite motives or aims, initiative, judgment, and ability to organize thots.

See Elementary School Standards, McMurry.

1B GRADE

Text—Free and Treadwell Primer (furnished).

Riverside Primer (bought by parents for home use and used in school near close of the term).

Reference—Manual to Free and Treadwell Reader, especially pp. 5-10; 14-17; 10-43; 56-64.

Method—The method as explained in the manual is good, but will be more effective with the following changes:

1. Instead of writing sentences on the board or using perception cards, find words and sentences in the book—the place where they will be most used.
2. Choose from the list of families only the most common ones. Do not try to drill on all.

Procedure:

1. Tell the story. Discuss characters and events with the children, drawing out their ideas as much as possible. Dramatize parts. (One period, 20 or 25 minutes.)
2. Give seat work that will further the interest in the story, or that will help in phonics or word recognition. (Study period.)
3. Teach the children from the first the proper way to hold a book, and how to turn the pages in a sanitary manner. Put this into immediate and constant practice by showing the class that you choose helpers from those who remember.
4. Have the class find the place where the story that you told may be found. At first this can be done by the pictures, later by reading the Contents. By question or suggestion, get the children to tell you how the story started. As soon as a sentence is given like one in the book, ask the children to find and show you the beginning and ending of that part, by "penning in" with fingers. Those who find it quickly may act as assistants and see that others find it. Ask who can tell just what the book says. Do not allow any one to read aloud who cannot give the sentence quickly and as a whole. Do not try at this point for recognition of words, but try for pleasing reproduction of thots. This will arouse interest in reading. Later, word drills will furnish the practice children must have in order to recognize separate words.

Proceed in the same manner with other sentences, taking them out of order so far as is possible in keeping with the main thread of the story. In this way a class may "read" the first page of a story the first lesson. This

gives them great pleasure and inspires them with confidence and ambition. The objection that a class-taught thus learns only to guess does not cause the skilled teacher any annoyance, as she knows how to provide the right kind of word drill, later, that will show the children how to find out *words* for themselves after they have sufficient motive.

5. Before giving the books to the class for the next lesson, have some children tell what has already happened. Ask what they think comes next in the story. Then turn to the place to see if their opinion is correct. Ask—"Where does it say" or "Where does it tell" what a certain character said or did. Have volunteers "read" these after most of the class have found them. Finish the period by reading the page aloud to the class to see if they can keep the place you are reading. Later, a child can read a sentence for the class to find, and later still, a page, and class members show that they can tell where he is reading. Ask if the reading was done correctly. If one thinks not, have him show how a certain part should be done and let the class decide who did it correctly.
6. Word drills.
When a word gives trouble, have it found in the book, shown, pronounced, sentences read about it, etc. This kind of word drill is much more effective and economical than drill on words in lists on the blackboard. Later, the teacher should sound the word that children have trouble with, have them pronounce, find, and spell it, read sentences containing it, and use it in seat work.
7. When a *whole* story has been covered in this way, ask the children to read it all silently during a study period at their seats, to see which parts are best to "act," what things they will need, and in what order the characters speak. The oral reading period will show who has prepared best, and those people should be chosen first to dramatize a certain part. Another study period will bring up more of the delinquents, and the brightest ones may be chosen as assistants to the very slow. Choose a new set of actors for a part of the story, and when the whole story has been dramatized, have visitors from another class, or take your class to another room to dramatize the story during the opening exercises. This will give the children a motive for reading another story.

SENSE-TRAINING

Sense-training consists of any exercises or games that will make the children use their five senses effectively. The object is to awaken latent powers and possibilities, to make the children alert, and to bring them to a realization of the fact that orders are given to be obeyed.

On the first day of school, after the children have been organized, this work may begin. It should be continued with increasing difficulties, as fast as the children develop. Keep the work new and fresh by dropping an exercise when the children show that they have received all the benefit that exercise has for them, and by adding new and more difficult ones.

After a regular program is established, give these exercises during the discretionary period.

1. Show the children how to sit and stand properly. Give an order quickly but quietly for the class to obey immediately. **As.**

"On the right, stand. On the left, stand." Alternate and say the thing the children are not expecting. As, "On the right, stand," when they are already on the right. Begin again, and this time have those who make mistakes come to the front to watch the others. After a few trials, the number who still make mistakes will be very small. Let one of the best children act as leader and give the directions later.

Use but one or two exercises in a period, but give them in as many different ways as possible—by girls, by boys, by rows, by classes, etc.

Other orders may be used from day to day, as: Face front; back; to the right; to the left. Bow—to the right; left; back; front. The teacher can think of many similar orders that will serve the same purpose and add variety.

2. Arrange a few objects or children in a certain way, allowing the class to look at them for a few seconds, then close eyes while a different arrangement is made. Let volunteers arrange them as at first, the class deciding who does it correctly.

3. Have a child put his hands behind him, and then put some familiar object in his hand to see if he can tell by touching it, what it is.

4. Select two or three things of pronounced odor, as an onion, paste, a flower, and hold them to a child's nose after covering his eyes, to see if he can tell the class what he smells as each object is held to his nose.

5. Play or hum a familiar tune to see if the children can tell what it is. After a few trials, some child may be able to hum a tune for the class to guess.

6. Tap a certain number of times in a certain order, and let volunteers try to reproduce it in exactly the same order, the class deciding when it is given correctly. As, . . . ; . . . ;

PHONICS

After a few lessons in sense-training, the foundation work for Phonics may be begun as a means of self-help for the children in Reading and Spelling. This should be done in the discretionary period, in some such way as described below.

1. Tell the children that you will *sound* some child's name instead of pronouncing it quickly as usual, and if that child hears his name he may come and stand in a certain place called the "Honor Row" or other desirable title.

2. Choose an easy name first, as, "*J-ohn*". If John does not understand, try some other, and so to the more difficult names as the children catch the idea.

3. Later in the lesson, let some of the brighter children act as "sounders."

4. Sound short familiar words and let those who understand say the words. After a few trials, eliminate those who have caught the idea well, by giving them a separate place to sit or stand, where they may help you "listen" for those who respond correctly. Such words as b-ook; d-oll; b-all; c-and-y, and so on, may be used.

5. Use the same exercise with action words, having the words dramatized and not pronounced, as, st-and; str-etch; st-oop, etc.

6. The same exercises as numbers 2, 4, 5 and 6, using short sentences instead of words, as, St-oop l-ow; H-op h-igh; St-and o-n the r-ight.

A whole connected series may be worked out by sounding a set of words illustrating all the acts connected with any event, as, w-ake; str-etch; j-ump out o-f b-ed; w-ash; dr-ess; c-omb, etc.

7. Begin teaching a consonant a day in this order: f, s, t, c, h, m, r, w, b, k, l, j, n, d, v, x, y, g, z.

Thus—

Tell the children that some words begin with a letter that makes a noise like a cross kitten.

Who can go like a kitten?

Who knows what letter sounds that way?

Who could find a word that begins with that letter?

Who could write "f" on the board? Print "f"

Tell the children you will sound some words that begin with "f," and some that do not. For every "f" they hear they may do a certain act; as, stand, clap, bow, or any quick distinctive act so that it will be easy to determine which children really act independently, and which only follow.

For seat work later, let the children find all the "f's" in their letter boxes; find or make a word or words beginning with "f"; make a sentence with an "f" word in it, as the ability and stage of advancement of the class allow.

8. Keep a board list of all consonants learned and review them in games once a week.

9. Make incidental use of all these from day to day in finding out new words in reading. As, "The fox ran after him." If *fox* is a new word, the teacher may have the class sound "f," and she sound "ox," the class pronouncing the word as a whole. Later, the brighter children may do the teacher's part.

1A GRADE

Text—Free and Treadwell First Reader (furnished).

Riverside First Reader (bought by parents and used at home until called for by the teacher).

Reference—Reading in the Primary Grades, especially ch. IV.

Method—Teach the children from the first how to open and hold a book, to turn the pages in a sanitary manner, and to use the Table of Contents.

Always read the story first yourself to find what it contains of most interest to a child. On that particular thing hinge your plan and introduce the story in a little conversation that will lead up to the point chosen. Say to the children that there is a story in their Reader that has the same or a similar idea, let them see if they can find anything in the Table of Contents that they think is on the same line. Appoint those who find it first as assistants to see that all get it.

For the first few lessons the teacher will probably have to do most of the oral reading until the children get a little confidence and interest. As, "See if you can find where it says," or, "I see where the cat says." Gradually change this to "Find what a certain character said or did," having the quickest ones read it aloud. For variety act a little part and have children find the part and read it aloud. Later some of the children can do this.

As soon as the ability of the class will permit, have whole paragraphs read silently, with a definite purpose. Let the first children who discover something whisper it to the teacher, then act as assistants by listening to others or showing the very slowest people just where to read or how to find out a word.

When a word gives trouble, tell the child to skip and read the rest of the sentence, then reread and very likely the context will reveal the pronunciation of the word from the meaning. When this is not sufficient, sound the word to the class, having them pronounce, or write it in syllables, having each pronounced separately, then as a whole. Later have individual work of this kind. If the trouble is

general, have the class find and show you the word after you have shown them how to pronounce it, and have sentences found and read, containing it. Use that word in conversation whenever possible, and always assume that the children know it. Much word trouble comes from a *fear* of not knowing what the words are.

Go over as much of the story as possible in one period, in some such way as this. Give seat work that will review troublesome words and after the whole story has been covered, give a study period of silent reading of the whole story with a definite purpose, as—

1. Read the whole story to see how many funny parts there are.
2. Read the whole story to see which character you like best.
3. Read the whole story to see which character is best to play.
4. Some of the best readers may take the book home and read the story for the family. Some may read for another grade. Some for the principal, etc.
5. Read the whole story, then choose a part to illustrate with crayon or scissors for the class to tell what you chose.

When the oral reading period comes, choose a good reader first to set the pace. Allow no one to bore the class with hesitating, stumbling oral reading. After a few days, the number of failures will begin to decrease.

PHONICS

1. Continue any of the sense-training games in which the children need drill. Allow the capable children to act as leaders whenever possible.

2. Review the phonic work of 1B. Eliminate parts that the children have mastered, and emphasize the points in which they are weak.

3. Teach sh, ch, wh, th, fl, gr, and so on. Make daily use of these in showing children how to find out new words in the reading lessons. Thus—If the new word is *shall*, have the children cover *all* with a finger and sound *sh*, the teacher finishing the sound *all*, and the class pronouncing the word as a whole. Later a capable child may do the teacher's part.

4. Teach the long vowel sounds—a, e, i, o, u, but in practice blend them with other letters in finding out new words, as, c-ake; m-eat.

5. Invent games to improve poor articulation and enunciation wherever noticed. If the ability to say a certain thing correctly is made the qualification for being "it," most children will accomplish the feat in a very short time. See Standards in English for games, if you can think of none yourself.

6. Teach the common phonograms and combinations as needed in the reading lessons; at, in, ing, or, ow, ou, oy, ed, and many others.

Choose one of these and say, "If *a-t* spells *at*, how do you spell cat, rat, bat," and so on. Children can choose a certain one and build families of rhyming words. See Primary Manual, pp. 56-66.

7. See page 1, Essentials in Spelling, for a list of words children should know before promotion to 2B.

2B GRADE

Text—Free and Treadwell Second Reader (furnished).
Supplementaries.

Reference—Reading in the Primary Grades, especially ch. IV.

Method of Procedure:

1. Preparation by the teacher—reading the story to herself to see what is the point of greatest interest to children.
2. Introductory conversation with the class, leading up to the point desired.
3. Ask the children to see if there is a story along that line in the Table of Contents. Let the children who find it first assist in seeing that all find it.
4. Have the class read silently to find out a certain thing. The first to find out may whisper to the teacher, and if correct, assist in listening to others, helping slow ones to find the place to read, or give help with troublesome words. When nearly all have succeeded, let a child tell the class and other children add anything omitted.
5. Train children to get words from the context, whenever possible, by telling them to skip the words they cannot pronounce and read to the end of the sentence. Then re-read and the words will generally reveal themselves by the general meaning. When this is not sufficient help, the teacher should sound the word and have the class or a child pronounce it; write it on the board in syllables, have each part pronounced, then the whole; sometimes this can be done orally and save time. Later, as the children get more power, children may be called upon to render this service to the slower ones.
6. When the story is long, the teacher may read the easy parts aloud while the children follow to see that she does it correctly. On reaching an interesting part, have the silent reading, telling, etc., continued, until the end of the story is reached. This may take several periods of preparation work for some stories.
7. Give seat work that will emphasize the thing the children are weakest in. For instance, if it is word-recognition, have them make sentences or questions containing the words they found troublesome. If it is comprehension, have them read a certain part silently, then illustrate it with crayon or scissors for the class to guess later which part they chose. If it is speed, pass out a set of books of the grade below, and ask the children to see how far they can read silently, in a given time. Always have some definite thing for the children to work for in their silent study period, alone, as—
Read to see which character they would like to play.
Read to see which parts are the funniest, saddest, etc.
Read to see which parts teach something.
Read to prepare to entertain another room, or the family.
8. When the whole story has been prepared with the teacher and also in a silent reading period, test the preparation by an oral reading. Those who stumble and hesitate should not be allowed to bore the class. Choose another child while the others make further preparation. After a few days the number of failures will decrease.

PHONICS

1. Review all consonant sounds, long vowel sounds, and common phonograms and combinations taught in the first grade. Drill in games on the weak points.
2. Cultivate the power of new word discovery by looking for known combinations or phonograms and blending them to find pronunciation of words needed. Encourage the children to do this work silently so far as possible, asking help only when necessary.
3. For seat work, have children make with letter cards all words which troubled them in class.
4. Invent games to improve articulation and enunciation whenever a need is felt for such work. If the qualification for being "it" is the ability to give a certain sound, the power will develop rapidly. See Standards in English for games, pp. 182-9, for games.

2A GRADE

Text—Riverisde Second Reader.

Supplementaries (furnished).

Reference—Reading in the Primary Grades, especially ch. IV.

Procedure:

Proceed in much the same way as for 2B, enlarging the unit of comprehension from a paragraph to two or three paragraphs, and finally to a whole page. Cultivate the ability, constantly, to find out new words for themselves by looking for "little words in big words," trying to divide words into syllables for themselves. In the preparation periods, the teacher should never tell a child a word directly. Indicate a way of helping himself so that he gradually learns to depend on himself. (See 2B suggestions.)

About once a week give a speed test by having the children find a paragraph called for, look at the teacher until she says "Start," read silently until she says "Stop," and each child put his finger on the last word he read. The teacher should then make a note of each one's "last word," and keep a record of the number of words read in the given time—thirty seconds is the time usually given. Compare this list from week to week and let the children know who is making the most advancement.

Along with this, have a comprehension test. Choose a certain part for the class to read silently, starting and closing at a given signal. Have books put away, and a volunteer whisper to the teacher what he read. If he knows what it was about, he may act as assistant and help "listen" to the other children. Those who cannot tell should return to the seat and read again silently. At the close of the exercise have the children compare the number of children who comprehended with one reading with the number that did not. Keep a record of this from week to week and have children notice the results.

3B GRADE

Text—Free and Treadwell Third Reader (bought by parents).

Supplementaries (furnished).

Reference—Reading in the Primary Grades.

Method of Procedure:

1. Teacher's preparation—reading the story to find out the central thought, or the point of greatest interest to children, to get the setting and the "local color."

2. Conversation with the class that will arouse interest and lead up to the point of interest.
3. Ask the class to see if the Table of Contents gives any story on this line. Let the first who finds it show the teacher only. They may then act as assistants to see that every one finds it.
4. Give the children a definite reason for reading a certain amount silently—to find out a certain thing. Those who succeed first may tell the class, and others add parts omitted; or whisper to the teacher what they have found out, and if correct, act as “listeners” for others as they indicate their readiness; a child may “act” the part read and the class decide from his interpretation whether he understood. If he did not, he should re-read, while another demonstrates; a child may read some of the conversational parts aloud for the class to determine whether he gives the proper interpretation.
5. Word troubles may be disposed of in various ways.
 - a. Skip troublesome word, read whole sentence. Then re-read and the word generally reveals itself from the general meaning.
 - b. Child spells the word, the teacher indicates the syllables, orally or in writing, the child or class pronounce. If the trouble is general, have all the children find the word and show it to the teacher or inspectors. Have sentences containing it read. Use it in conversation as often as possible.
 - c. Have the words giving trouble used in some form of “busy” work during study period: Making sentences or questions with letters, or writing them on the board. Illustrate with crayon or scissors a part of the story containing the words.
6. In preparation periods, when the story is long, the teacher may save time for all by reading the easy parts aloud while the children follow to see that she does it correctly. A mistake on her part is much appreciated and makes the children more watchful.
7. *A period of silent study of the whole story*, with a definite purpose, must be given before the children are asked to read orally.
 - a. Read the whole story to see if you ever knew any characters like these.
 - b. Read to see if this is a good story to act.
 - c. Read to see if you are ready to read this story at home or to another room.
 - d. Read and choose the funniest part to act or illustrate for the class to guess what you chose.
8. When the whole story has been prepared with the teacher and by a silent study period alone, test the preparation by oral reading. Have it understood from the first that no one shall bore the class by stumbling, hesitating reading. Choose one of the best to start the exercise, and if he does well, let him choose another. The teacher must see that the children do not eliminate the slower ones, but that all have a chance to show what they can do.

Let those who prepare best take the book home occasionally, to read a story; let some read for another class, the principal, supervisor, and so on. When dramatizing a story, have it understood that those who do not make adequate preparation cannot take part.

9. About once a week have a speed and comprehension test. Keep a record and let the children know the results from week to week.

Speed.

Open the book at a certain place at a given signal and read silently until the signal to stop is given (thirty seconds). Have the children put their finger on the last word read. Record the number of words each one read.

Comprehension.

Select a paragraph or more and have the class read it silently. Have the first one who finishes tell you in a whisper what he read. If correct, he acts as assistant "listener." If not, he returns to his seat and reads again.

When all have had a trial, compare the number of those who comprehended on one reading with those who returned to the seats. Keep a record of this, so children and teacher may know what improvement is being made from week to week.

3A GRADE

Text—Riverside Third Reader (bought by parents).

Supplementaries (furnished).

Reference—Reading in the Primary Grades.

Method—As for 3B Grade.

4B GRADE

Text—Riverside Fourth Reader.

Reference—Reading in the Primary Grades, especially chs. 4, 5, and 6.

Teaching Children to Study, Earhart.

How to Study, McMurry.

Method—

1. The teacher should always read the story previously, determining what will form the best basis of appeal to the children. Introduce the thot in a little conversation with the children, leading up to the point. Ask the class to examine the Table of Contents to see if there is a story in the book along this line.
2. Have a definite purpose in reading all or a part of the story silently. Have the quickest ones assist slow ones in finding the thing desired, or let them tell the teacher or some child what they have discovered. After most of the children have succeeded in discovering something, let one or two tell the calss, others adding things omitted. A class may be asked to find various things:
 - a. Read to see what is the biggest point in this story.
 - b. Read to see if these characters act like any people you have ever known.
 - c. Read to see if this is a good story to dramatize. If so, which are the best parts to play?
 - d. Read to see what part you might be able to illustrate.
 - e. Read carefully, so you may be able to entertain these children, another room, the folks at home, or any of the supervisors by your oral reading of the story.
3. When words cause trouble, they may be disposed of in a number of ways, according to the type and importance of the word.

- a. Skip troublesome word, read whole sentence. Re-read and the word generally reveals itself.
 - b. Child spells the word. A member of the class, if possible, may indicate the syllables to him, either orally or in writing, and the child pronounce parts, then the whole. The teacher should do this in case no one in the class is able to do so.
 - c. If the trouble is general, have the children consult the Dictionary at the end of the book.
 - d. Have the troublesome words found as many times as they appear in the story, and different children read a sentence containing them.
 - e. Do not tell a fourth grade child a word outright in the preparation period.
4. Later in the day the class should be given a period of silent reading of the whole story, alone. Have a definite purpose before them in this work, and hold them responsible for real study by allowing no one to read aloud to the class who shows lack of preparation. If this is strictly adhered to, it will lay the foundation for learning to study properly.
 5. When the oral reading period arrives, choose some of the very best readers to start the story. This sets a standard. Allow no one to bore the class with poor articulation, indistinct enunciation, or incorrect pronunciation. When a story is to be dramatized, choose for the most desirable parts the children who show that they have made earnest preparation. This will inspire others to improve the quality of their work in the next story.
 6. See Speed and Comprehension tests in 4A Grade work.

4A GRADE

Text—Supplementary Readers chosen from the list by the teacher.

References and Methods—As for 4B Grade.

Tests—At least once a month a speed and comprehension test should be given. In averaging and tabulating the results, much of the work may be done in the Arithmetic period by the class. This will save time and energy for the teacher and furnish interesting and useful material for the Arithmetic lesson.

Speed—Standard for 4th Grade, 2.4 words per second.

1. Choose a new story. Children find the page and close the book with finger at the page. At a given signal, children open the book and read silently for thirty seconds.
2. At a given signal the books are closed and put away. On paper already provided, the children write name, date, last word read, and as much of the story as they can remember. About five minutes may be allowed for the writing, then the papers are collected.
3. Divide the number of words read by 30 to determine the rate per second. Average for the class and compare with standard.

Comprehension—Standard for 4th Grade, 27 words.

1. Cross out the words that do not express the thot of the story correctly. Record the number of words that do express the thot, average for the class and compare with the standard.
2. Keep a record of results from month to month and let the children compare both individual and class records.

STANDARDS FOR PROMOTION

1B GRADE

At the close of first half year the children should be able to read sentences as wholes, either in print or in script, and should have completed the required primer—Free and Treadwell—and the Riverside, if possible.

They should know the consonant sounds, the most common phonograms and combinations, and how to apply this knowledge to a limited extent, in discovering new words as needed.

See Primary Manual, Sec. IV., p. 56.

1A GRADE

1A classes should be able to read any ordinary first reader; should have completed those required—Free and Treadwell and Riverside First; should have a working knowledge of the consonant sounds, common phonograms and combinations; should have increasing ability to apply their phonetic knowledge in discovering new words as needed; should be able to write simple original sentences or questions, and also to write the same from dictation; should be able to spell and write words on page 1, Essentials in Spelling, and should have a working knowledge of numbers as outlined.

See Manual as above.

2B GRADE

The children should have completed the required text in reading—Free and Treadwell Second—and at least one supplementary; should know and apply the consonant sounds, common phonograms and combinations, the short and long vowel sounds, and be able to find out many new words by comparison with known words of similar formation; should be able to spell and write in lists and in original or dictated sentences or questions the words required by the course or those demanded in their regular lessons; should have a working knowledge of the number work as outlined in the Course of Study in Arithmetic.

2A GRADE

Pupils of this grade should have read the required text—Riverside Second—and at least one supplementary, and be able to give the thot of one or more paragraphs in their own words; should be able to spell and write in lists or in original or dictated sentences or questions the words of their course and others as needed in other lessons; should have a good working knowledge of all the common vowel sounds, consonants, phonograms and combinations, so that new words, when syllables are indicated and vowel sounds marked, may be pronounced without further help; should have a good working knowledge of the number work as outlined in the regular course.

For Phonics see Suggestions for Teachers, Riverside Second Reader, and directions in the Course of Study.

3B GRADE

3B pupils should have read the required text—Free and Treadwell Third—and at least one supplementary, with pleasure to themselves and others; should be able to apply their knowledge of phonics so they will need little help with new words except to have the syllables indicated orally or in writing, and the help they can get from the context; should be able to spell and write words of their grade lists or

words needed in other lessons, in lists, original or dictated sentences or questions; should have a working knowledge of the number work as outlined in the regular course for this section of the grade.

See Suggestions to Teachers, Riverside Third Reader.

3A GRADE

By the end of this grade the children should have read the required text—Riverside Third—and at least one supplementary, with pleasure to themselves and others; should be able to give the thot of several paragraphs read silently; should be able to spell and write in lists or in original and dictated sentences and questions the words required for this grade; should be able to do their Arithmetic work as outlined in the course, neatly, quickly, and with a fair degree of accuracy.

See Suggestions to Teachers, Riverside Third Reader.

4B GRADE

The required reader—Riverside Fourth—and at least one supplementary should have been read with pleasure to themselves and others; they should be able to read a story silently and give the main points of it orally; should have good habits of study and a degree of appreciation of good literature; should be able to write a paragraph; spell and write words in lists or in original and dictated sentences and questions; to do the Arithmetic outlined for this section and grade.

See Riverside Fourth Reader, pp. 250-274.

4A GRADE

By this time the mechanics of reading should be mastered, good habits of study established, standards in reading orally as to rate, ability to comprehend and reproduce thot, quality of voice, appearance before the class formed; in English they should be able to speak a few seconds on an interesting subject, making a good appearance, using distinct articulation, clear enunciation, and presenting organized thots; they should be able to write paragraphs and short letters with a fair degree of accuracy, neatness, and speed; to do the minimum amount of Arithmetic required by the course as outlined.

See Riverside Fourth Reader, pp. 250-276.

PRIMARY SUPPLEMENTARY READERS

These books are for use *at school only*. The teacher is responsible for the number she takes out and for the condition of the books on return.

A set of old books to be kept as a library for your room, allowing the children to take them home if they wish, may be secured on application and need not be returned to the office. The list is as follows:

Wide Awake—1, 2, 3.	Cyr. 2nd—3rd Grade.
Heath—1, 2, 3.	Summers—2nd Grade.
Howe—1, 2, 3.	Columbia—4th Grade.
New Education—2.	Nature and Life—4th Grade.
Rhymes and Stories—2, 3.	

When a set of books is wanted, leave a note on the desk of the Primary Supervisor, and send a boy the next day for the books. State the following:

- Name of teacher.
- Grade.
- Building.
- Name and number of books wanted.
- Second choice in case first choice is not available.

1B GRADE

Free and Treadwell Primers.

2B GRADE

Free and Treadwell Second Reader
Child Lore Dramatic.
Browne III.

3B GRADE

Dramatic Book II.
Child Classics.
Eskimo Twins.

4B GRADE

Dramatic Book III.
The Cave Twins.
Home Geography—Merril.
Home Geography—Long.
For the Children's Hour III.
Old Mother West Wind.

1A GRADE

Free and Treadwell First Readers.

Art Literature I.

2A GRADE

Dramatic Book I.
Browne IV.
Art Literature II.
Brooks' Second.

3A GRADE

Little Folks of Many Lands.
Brooks' Third.
For the Children's Hour II.
The Dutch Twins.
Art Literature III

4A GRADE

The Japanese Twins.
What To Do for Uncle Sam.
Seven Little Sisters.
Dramatic—Powers.
Heart of Oak.

READING AND LITERATURE

5TH AND 6TH GRADES

References for teachers:

- Baltimore County Course of Study, pp. 55-72, Library.
- Reading in the Primary Grades, Jenkins, ch. IV, Miss Boydston's Reference Shelf.
- Language Teaching in the Grades, Cooley, pp. 5-66, Houghton, Mifflin Co.
- Manual of Elson Readers, price 50 cents; Scott, Foresman and Co.; Library contains some of these Manuals.
- The Measurement of Ability in Reading, Thorndike, Teacher's College Record, September, 1914, University Library.
- Famous Poems Explained, Barbe.
- Special Method in Reading of English Classics, McMurry.
- Famous Song Pantomines, Marie Irish.

LITERATURE

- I. "The literature appealing most to children in the fifth and sixth grades is that in which adventure, heroism, daring, romance or the excitement of travel and exploration, of march and siege play a part. Mythical and shadowy personages of the world's childhood will still hold his interest but his mind is also becoming peopled with modern heroes of industry and science."

The text supplies some of these needs by furnishing stories in adventure in the Arabian Nights and Robin Hood, of travel in Robinson Crusoe and Gulliver's Travels. Hawthorne's Tales, The Golden Touch and The Paradise of Children give mythical characters.

For modern heroes of industry and science, the teacher will find that individual assignments to members of the class, calling for reports on such men as Edison, Bell, Burbank and Marconi will bring profitable results.

This work may also be correlated with History.

II. Teaching Literature.

"The general aim of teaching literature, especially poetry, is that the emotion that possessed the artist be reproduced or awakened by the teacher."

"The steps for the teacher to take more or less consciously are:

1. He must find and feel the central emotion.
2. He must decide what function he wishes this poem or story to perform in the pupils; viz.:
 - a. To afford entertainment by supplying new experiences, breaking monotony or raising a higher standard of taste.
 - b. To interpret some phase of life.
 - c. To prepare for some probable future experience.
3. He prepares his class for references or allusions which contribute to emotional reaction.
4. He reads the poem or story to the class especially if its meaning is obscure.
5. He sees that the meaning is made clear.
6. He tries to set up the habit of using what has been studied; this may be done by imaging, memorizing or dramatizing."

READING

While the teacher must begin to develop and awaken in the pupils a knowledge of good literature, he must remember that the fifth grade child is not yet ready to throw aside the mechanics of reading. Reading in both the fifth and sixth grades will be immeasurably improved by an extension of primary methods. The teacher should continue word drills, pay some attention to phonics and have a limited amount of dramatizing.

I. "The Purposes of Reading are:

1. To get thought from the printed page.
2. To give pleasure to others.
3. To get pleasure for one's self."

II. Motives appealing to the child are:

1. To answer definite questions presented by the teacher.
2. To prepare the lesson for an audience.
3. To play the story.

III. "Kinds of Reading:

1. Silent.
2. Oral.
3. Sight.

The pupil is concerned with *silent reading* when studying his lessons—geography, literature, history, etc. Silent reading is merely informational. To read well silently, one must be able to read rapidly and summarize with some accuracy what he has gone over.

The pupil is concerned with *oral reading* (a) when the teacher reads to him for the purpose of instruction, to supplement his daily studies, or to give him pleasure by presenting a piece of literary art—in either case he must grasp the thought quickly and accurately; (b) when he reads aloud to the class from any text.

Sight reading can be both oral and silent. When the sight reader finishes the part assigned to him, he should be asked to give in his own words the sense of the matter. Unless he can do this, he must be made to feel that he has failed. If the sight reading be oral, he must get the sense himself and also cause his hearers to get it."

IV. "Difficulties:

1. New words.
2. Familiar words in unfamiliar meaning.
3. Phrases that are puzzling.
4. Unfamiliar idioms.
5. Complicated sentences.
6. Peculiar customs and institutions not found in the child's own environment.
7. Acts that are incomprehensible to the child.
8. Situations and conduct that bewilder the child's ethical judgment.

These must be recognized and overcome in the reading preparation periods.

V. "Reading Preparation Periods:

The nature of this period is two-fold, consisting of (1) silent study—reading assignments—and (2) formal exercises. The following are suggestive procedures for conducting reading lessons:

1. Procedure I.

- a. Study or Silent-Reading. Precedes the recitation period. Thought-provoking questions are given by the teacher and the pupils must search the text for the answers. Interpretation is the basal idea.
- b. This is a discussion period which tests what was done in the study period. Wrong ideas are cleared up and new ones developed.

Procedure II.

- a. Study or silent reading same as Ia.
- b. Recitation Period. All books are closed except that of the pupil who is called on to read. The reading is followed by class criticisms or by questions on the matter that has been read.

Procedure III.

- a. Study or Silent Reading. Each child reads a different story or book and prepares to read or tell the class the most interesting incident in his story.
- b. Recitation Period. One child at a time reads or tells his incident. He should be able to summarize preceding events to make clear the incident being told. Class criticises and discusses.

Procedure IV.

- a. Study or Silent Reading. The pupils read and make up questions of their own.
- b. Recitation Period. They ask their questions and call upon other pupils to answer by searching the text."

Procedure V.

- a. Use review lessons to develop expression. Call on class to criticise pupils who do not use a natural tone of voice.
2. "Formal Exercises. These consist of phonic drills, word study assisted by the dictionary and the glossary given in text book pp. 345-364. Emphasize the meaning of the word as used in the selection. Discard meanings having no relation to the matter in hand.

VI. Dramatizing.

The simplest form of dramatizing and one which appeals strongly to fifth grade children is reading dialogue.

Procedure I.

- a. Procedure I (see Reading Procedures) may be employed until the entire story has been thoroly worked over and discussed.
- b. Recitation Period. Children select character in story which they wish to represent. Choose a fluent reader to read passages connecting the dialogue. Permit the actors to read only the exact words of the character for whom he is spokesman.

Procedure II.

- a. Preparation. Same as in Procedure I, Dramatizing.
- b. Recitation Period. Children play the story instead of reading it. Robin Hood, Tales from the Arabian Nights and Hawthorne's stories (see text) all lend themselves well to either form of dramatizing.

VII. Memorizing:

Memorizing is based on the principle of securing conceptions. It should be an unconscious process on the part of the child. He must get the picture behind each word, especially nouns, adjectives, and verbs. The child should identify himself with the poet and imagine that he is going to write the poem. He must see every picture in each phrase as he progresses, but none that are not in it. Unless a leash is kept upon him, his fancy will run away with him. Fancy is dissipated imagination and is very strong in children. Real imagination catches the life of the thing thought and sees it in its proper relation to things about it. Fancy flits lightly from one subject to another, not remaining on any subject long enough to fully grasp it.

After the child has been thru the entire poem, or the part he is learning, and has gotten the pictures behind each word and phrase *in the order* in which they occur in the poem, he should tell the poem in his own words. Then he should imagine that he is going to write the poem for the first time, and should see each thing in such a way that the words of the author are the very words which he wishes to use. Memory will come as the natural result of these previous conceptions, he is sure of his words because he is sure of the thought behind the words.

Procedure:

Suppose the poem to be learned is the first stanza of "Four Leaf Clover," p. 123, Elson Book I.

- a. Teacher reads the stanza aloud to the class and questions them: What place do you see? Do you see the sun? What color are its beams? What kind of trees do you see? Are they in bloom? How did the blooms unfold? Look underneath the trees. What do you see? What kind of a nook is it? What is growing in the nook?
- b. Have a child tell the stanza in his own words.
- c. Have another child tell the stanza without speaking a word (pantomime).
- d. Have other children tell the stanza in the author's words, using full pantomime and giving free play to the imaginative thoughts which he has worked out.
- e. If time does not permit each child to say the poem, the class may finally be asked to write it.

VIII. Supplementary Reading.

Supplementary Reading is of two classes: (a) stories to be read or told to the class by the teacher, (b) home reading done by the pupils.

"The great test of reading is the use to which pupils put it in the course of their life activities.

Are they turning to good literature for companionship? Have they begun to have favorite authors? Do they visit the library or read for pleasure in their own homes? To what extent are they hunting for information in books and magazines of worth? Are they judging its worth, taking the best which is offered? Only as their reading serves some vital purpose, helps in making them intelligent and serviceable members of social groups, is the work in reading a success." Jenkins.

Children should be encouraged to give reports on any home reading of interest or profit to the class, or be required to hand in written reports of books read.

The following form may be used:

1. Title Author
- Publisher
2. Classify the book as
 Novel,
 Story of adventure and
3. Is it humorous, pathetic, thrilling or dry?
4. Where is the story laid? In what period of time?
5. Would you recommend it to the class to read? Why?

Note: Quotation marks indicate direct quotation from the Baltimore County Course of Study.

5B GRADE

Text—Elson's Grammar School Literature, Book I.

A. Selections read and studied. Eight is the minimum requirement.

1. The Arabian Nights (143)
2. Robin Hood (193)
3. September (117)
4. October's Bright Blue Weather (119)
5. November
6. The Yellow Violet (273) (Nov. 3)
7. The First Thanksgiving Day (91)
8. A Visit from St. Nicholas (88)
9. Flag of Our Country (15)
10. Somebody's Mother (54)
11. Psalm 100
12. The Corn Song (281) (Jan. 17)

13. Patriotic Selections (Feb. 12 and 22)
 14. Song of Hiawatha (294)
 15. Aesop's Fables (42-43)
 16. Any under list given for 5A Grade which may be more appropriate for the time of the year.
- B. Stories told or read by the teacher. Three is the minimum requirement.
1. Daniel in the Lions' Den, Bible
 2. King Arthur Stories (Selections), Pyle
 3. The Cat that Walked by Himself, Just So Stories, Kipling
 4. Birds' Christmas Carol, Wiggin
 5. Uncle Remus (Selections), Harris
 6. Jungle Book (Selections), Kipling
 7. Bruce and the Spider, Scott
 8. Stories from the life of Washington or Lincoln
 9. Stories of present day heroes, soldiers, statesmen
 10. War stories N
- C. Home reading. Pupils may read any book from the fifth and sixth grade list which may meet the approval of the teacher. Report according to the form indicated above. One required.

5A GRADE

Text—Elson's Grammar School Literature, Book I.

- A. Selections read and studied. Eight required.
1. Patriotic Selections
 2. The Arrow and the Song (290) or
The Children's Hour (291) (Feb. 27)
 3. Gulliver's Travels (219)
 4. Spring (110)
 5. The Brown Thrush (104)
 6. The Golden Touch (72)
 7. Birds in Summer (105)
 8. Psalm 23
 9. Patriotic Selections
 10. Any under list 5B Grade which may be more appropriate for the time of year.
- B. Stories to be read or told by the teacher. Three required.
- 1 and 2. Selections from Kipling and Harris not previously used.
 3. Tales of a Wayside Inn
Selections, Longfellow
 4. The Crab and His Mother, Aesop
 5. Old Ironsides, Holmes
 6. Bannockburn, Scott
 7. Any especially interesting parts of books from the fifth and sixth grade lists for home reading.
 8. War heroes
 9. War stories
- C. Home reading. Same requirements as 5B.

6B GRADE

Text—Elson's Grammar School Literature, Book II.

- A. Selections read and studied. Four is the minimum requirement.
1. The King of the Golden River (60)
 2. A Legend of Bregenz (29)
 3. Kentucky Belle (54)
 4. Little Daffydowndilly (322)
 5. The Story of Achilles (138)

6. The Pumpkin (333) (Dec. 17)
 7. Abou Ben Adhem (39)
 8. Story of Ulysses (175)
 9. America
 10. The Fountain (330) (Feb. 22)
 11. The Village Blacksmith (360) (Feb. 22)
 12. Psalm 24
 13. Special holiday and festival selections
 14. Stories of Greece and Rome
 15. Story of Aeneas (225)
 16. Story of Horatius (254)
 17. Horatius (259) (Search of the Golden Fleece)
 18. Selections under 6A Grade which may be more suited to the season.
 19. Patriotic Selections
- B. Stories read or told by the teacher. Three required.
1. David and Goliath, Bible
 2. David and Jonathan, Bible
 3. Moni, the Goat Boy, Spyri
 4. The Dog of Flanders, Ouida
 5. The teacher may select one other. See that it is not included in other grade lists.
 6. Courtship of Miles Standish, Longfellow
 7. Gunga Din, Kipling
 8. The Peace Pipe, Hiawatha, Longfellow
 9. Paul Revere's Ride, Longfellow
 10. War heroes
 11. War stories
- C. Home reading. See directions given under 5B Grade. One required.

6A GRADE

Text—Elson's Grammar School Literature, Book II.

- A. Selections read and studied. Four is the minimum requirement.
1. Patriotic Selections on National Holidays.
 2. The Village Blacksmith (300) or The Old Clock on the Stairs (303) (Feb. 27)
 3. The Pied Piper of Hamelin
 4. The Bells of Shandon (112)
 5. The Barefoot Boy (40)
 6. The Bobolink (289) (April)
 7. Selections from the list given for 6B Grade which may be more appropriate for the season.
 8. Patriotic Selections for Citizenship and Character Building.
- B. Stories told or read by the teacher. Four required.
1. David and Saul, Bible
 2. The Burial of Moses, Alexander
 3. The Battle of Blenheim, Southey
 4. Yussouf, Lowell
 5. William Tell, Child Classics
 6. Good News from Ghent to Aix, Browning
 7. Charge of the Light Brigade, Tennyson
 8. Breathes There a Man, Scott
 9. The Peace Pipe, Hiawatha
 10. Horatius, Macaulay
 11. War heroes
 12. War stories
- C. Home reading. See directions given under 5B Grade. One required.

LITERATURE
SEVENTH AND EIGHTH GRADES

The ethical center, personal responsibility, are the dominant ideas in selecting the details of the work of these grades.

I. Aim:

X The aims of this grade depend upon and should include those of the preceding grades. The child has had six years' acquaintance with good literature. The child should have acquired by this time a power of discrimination which in the eighth grade should develop into an appreciation of literary style. Some one has said that "Writing is not literature unless it gives to the reader a pleasure which arises, not only from the things said, but from the *way* in which they are said." The upper grade teacher should aim to lead the pupil to recognize this distinction and to profit by it in his choice of reading matter.

II. Method:

1. Have pupil master new and difficult words by means of accent marks, diacritical marks, and syllabication.
2. Encourage him to get the meaning of a word through the context. Have much silent reading and test the pupil's comprehension of the thot by oral and written reproduction and by dramatization.
3. Use the memory selections to obtain clean articulation and to secure vivid and appropriate expression. Teach pupils how to memorize.
4. Have frequent discussion of books being read both in and out of school. Full and free criticism should be invited and encouraged, the teacher being on the alert in leading the pupils to distinguish between the style of the masters of literature and that of the mediocre writer.
5. Both reading and memory work should be shifted in order to correlate with the history and geography when possible.

7B GRADE

Text—Elson's Grammar School Literature, Book III.

A. Selections read and studied. Three required.

1. King Arthur Stories (145-236)
2. Legend of Sleepy Hollow, Irving (257)
3. Patriotic Selections from Scott
4. Psalm 19, Bible
5. Maude Muller, Whittier, or Barefoot Boy, Whittier, or Barbara Fretchie, Whittier
6. Selections suitable for special holidays and festivals
7. Selections given under 7A Grade which may be more appropriate for the season

B. Selections told or read by the teacher. Three required.

1. The Story of Ruth, Bible
2. Merry Adventures of Robin Hood, Pyle
3. Incident of the French Camp, Browning
4. The Message to Garcia, Hubbard
5. Little Shepherd of Kingdom Come, Fox
6. Hugh Wynne, The Death of Major Andre, Mitchell
7. Selections from Pickwick Papers, Dickens
8. War heroes
9. War stories

C. Home reading. Any books from seventh and eighth grade lists. Two required. See form for report under 5th Grade.

7A GRADE

Text—Elson's Grammar School Literature, Book III.

- A. Selections to be read and studied. Two required.
1. The Courtship of Miles Standish, Longfellow (297) and two other short poems from Longfellow not given in lists for other grades
 2. Shakespeare Songs (110-117)
 3. Patriotic Selections
 4. Tales of a Grandfather, Scott (35)
 5. Song of Marion's Men, Scott (291)
 6. The Character of Washington (29)
 7. The American Flag (32)
 8. Selections from the list under 7B Grade which may suit the season better
- B. Selections told or read by the teacher. Three required.
1. Stories of Moses
 2. Story of My Life, Keller
 3. Herve Riel, Browning
 4. Grandmother's Story of Bunker Hill Battle, Holmes
 5. Up from Slavery, B. Washington
 6. He Knew Lincoln, Tarbell
 7. The Great Stone Face, Hawthorne
 8. The Christmas Carol, Dickens
 9. War heroes, soldiers and statesmen
 10. War stories, sacrifice, endurance, strength
- C. Home reading. Any books from 7th and 8th Grade lists not previously read. Two required. See form for report under 5th Grade.

8B GRADE

Text—Elson's Grammar School Literature, Book IV.

- A. Selections read and studied. Three required.
1. Rip Van Winkle, Irving (113)
 2. Columbus, Miller (388)
 3. Snowbound, Whittier (265), or Yusouf, Lowell (315)
 4. Herve Riel, Browning (38), or Good News from Ghent to Aix, Browning (34), or Incident of the French Camp, Browning (37)
 5. Psalm 121, Bible
 6. The Bells, Poe (54), or The Raven, Poe (190)
- B. Selections read or told by the teacher. Two required.
1. The Story of Elijah, Bible
 2. Stickeen, Muir
 3. The Man Without a Country, Hale (358)
 4. Peasant and Prince, Martineau
 5. The First Christmas Tree, Van Dyke
 6. Will o' the Mill, Stevenson
 7. Patriotic selections
 8. War heroes, soldiers and statesmen
 9. War stories
- C. Home reading. Any book on the 7th and 8th Grade lists not previously read. Two required. See form for report under 5th Grade.

8A GRADE

Text—Elson's Grammar School Literature, Book IV.

- A. Selections read and studied. Three required.
1. Evangeline, Longfellow (197)
 2. Vision of Sir Launfal, Lowell (303)
 3. Selections from Shakespeare (98-106)
 4. The Chambered Nautilus, Holmes (291), or Building of the Ship, Longfellow (251)
 5. Napoleon Bonaparte, Phillips (356), and Recessional, Kipling (390)
 6. Dedication Speech at Gettysburg, Lincoln (374)
 7. Selections from 8B Grade which may be more appropriate to the season
 8. Patriotic selections
- B. Selections read or told by the teacher. Two required.
1. Silverhorns from Days Off, Van Dyke, or Little Red Tom from Days Off, Van Dyke
 2. Making of an American, Riis
 3. Bob, Son of Battle, Olivant
 4. Gold Bug, Poe
 5. Last of the Mohicans, Cooper
 6. Tom Sawyer, Twain
 7. O Captain! My Captain, Whitman (376)
 8. Grandeur of Nations, Sumner (358)
 9. War heroes, soldiers and statesmen
 10. War stories
- C. Home reading. Directions under 8B. Two required.

MEMORY WORK

"Criticisms of memory are directed, not against memory, but against bad forms of remembering * * *. If one wishes to have his pupils flexible and ready in ideas, he must give them that type of memory training which will make them both ready and flexible. The problem of modern teaching is not to discard memory, but rather to train the powers of retention and recall in a better way than formerly. To object to memory is short-sighted; to improve memory is rational."

Judd, *Psychology of High School Subjects*, p. 72, Ginn & Co.

"The art of remembering," says James, "is the art of *thinking* * * * when we wish to fix a new thing in either our own mind or a pupil's, our conscious effort must be not so much to *impress* and *retain* it as to *connect* it with something else there. The connection is the thinking; and if we attend clearly to the connection, the connected thing will certainly be likely to remain within recall."

"In learning *by heart* there are, however, efficient and inefficient methods; and by making the pupil skillful in the best method the teacher can both interest him and abridge the task. The best method is, of course, not to 'hammer in' the sentences by repetition, but to analyze them and think. For example, if the pupil should have to learn this last sentence, let him first strip out its grammatical core, and learn, 'The best method is not to hammer in, but to analyze,' and then add the amplificative and restrictive clauses, bit by bit, thus: 'The best method is, of course, not to hammer in *the sentences*, but to analyze *them and think*.' Then finally insert the words 'by mere repetition,' and the sentence is complete, and both better understood and quicker remembered than by a more purely mechanical method."

—James, *Talks to Teachers*, p. 132, Henry Holt Co.

From the above quotations we may judge that the problem of memory work is one of developing the most economical methods of study and thinking.

In the past, memory work has been too fragmentary and disconnected. There has been too little thinking on the part of teachers as to how it could be most economically done. Many teachers have been content to "hammer in." The result is that there is little understanding or appreciation of the selections learned and no accumulation from grade to grade of selections with assured recall. The efficient teacher will see that the selection to be memorized is told, read, explained, dramatized, until all its parts are firmly associated with other experiences in the child's mind. In this way the selection will be memorized with little effort and time. It is likely to be permanently memorized because it is understood.

In order that there may be as little loss as possible, the work of previous years should be reviewed at the beginning of the school year.

References:

- Judd, *Psychology of High School Subjects*, Ginn & Co.
 Klapper, *The Teaching of English*, Appleton.
 Haliburton and Smith, *Teaching Poetry in the Grades*, Houghton, Mifflin Co.

MEMORY SELECTIONS

5B GRADE

Note—The minimum requirement is 100 lines.

Longfellow, *Hiawatha*, "Then the little Hiawatha
 Learned of every bird its language.

* * * * *

Called them 'Hiawatha's Brothers.' "

Emerson and Bender Book I, p. 16.

H. H. Jackson, *October's Bright Blue Weather*, Emerson and Bender, p. 136; Elson Book I, p. 119.

Stedman, *Going a-Nutting*.

Winthrop, *Flag of Our Country*, last stanza, Elson Book I, p. 15.

Whittier, *The Huskers*, last stanza, Elson Book I, p. 277. (Not good.)

Longfellow, *Hiawatha*.

Elson Book I, p. 297, lines 1 to 30.

Elson Book I, p. 298, lines 12 to 26.

Elson Book I, p. 299, lines 6 to 25.

Elson Book I, p. 319, lines 28 to 33.

Elson Book I, p. 319, line 54, page 320, line 11.

Morris, Woodman, *Spare That Tree*, stanzas 1 and 2, Elson Book I, p. 15.

5A GRADE

Note—The minimum requirement is 100 lines.

Longfellow, *The Arrow and the Song*, Emerson and Bender, Part I, p. 157; Elson Book I, p. 291.

Southey, *Inchcape Rock*

Riley, *Brook Song*

Trowbridge, *Farmyard Song*

Wordsworth, *The Rainbow*

Carlyle, *Today*, Elson Book I, p. 132

Shakespeare, *King Lear*,

Blow, Blow, Thou Winter Wind

Key, *The Star Spangled Banner*, Elson Book I, p. 17

Thaxter, *Spring*, Elson Book I, p. 110

The Birthday of Washington, Elson Book I, p. 23, lines 7-11

The Land of Liberty, Elson Book I, p. 122

6B GRADE

Note—The minimum requirement is 125 lines.

Macy, *The Flag*, Elson Book II, p. 15

About Ben Adhem, Elson Book II, p. 39

Longfellow, *A Psalm of Life*, stanzas 7 and 9, Elson Book II, p. 103

Macaulay, *Horatius at the Bridge*, stanzas 27, 29, 30, Elson Book II, p. 259

Wordsworth, *The Daffodils*, Elson Book II, p. 93

W. A. Martin, *Apple Blossoms*, Elson Book II, p. 100

6A GRADE

Note—The minimum requirement is 125 lines.

Campbell, *Hohenlinden*, Elson Book II, p. 21

Longfellow, *A Day of Sunshine*

Campbell, *Ye Mariners of England*

Longfellow, *The Wreck of the Hesperus*

Coleridge, *He Prayeth Best*

Longfellow, *The Village Blacksmith*, stanzas 1, 7, 8, Elson Book II, p. 300

Emerson, *The Rhodora*, Elson Book II, p. 318

Holmes, *Old Ironsides*

Bryant, *The Death of the Flowers*, stanzas 1, 2, Elson Book II, p. 295

7B GRADE

Note—The minimum requirement is 125 lines.

Felicia Hemans, *The Landing of the Pilgrims*, Elson Book III, p. 27

Tennyson, *The Passing of Arthur*

"And slowly answered Arthur from the barge,

 * * * * *

The old order changeth, yielding place to new."

Tennyson, *Sir Galahad*

Bennett, *The Flag Goes By*, Elson Book III, p. 20

Jefferson, *The Character of Washington*, lines 23-29, Elson Book III, p. 29

Emerson, *Concord Hymn*, Elson Book III, p. 356

7A GRADE

Note—The minimum requirement is 125 lines.

Howe, *Battle Hymn of the Republic*

Longfellow, *Snowflakes*, Elson Book III, p. 105

Bryant, *The Antiquity of Freedom*

Shakespeare, *Under the Greenwood Tree*, Elson Book III, p. 110

Bryant, *Song of Marion's Men*, Elson Book III, p. 291

Hale, *Nolan's Speech*, Elson Book III, p. 34

Longfellow, *The Day Is Done*, Elson Book III, p. 353

8B GRADE

Note—The minimum requirement is 125 lines.

Kipling, *Recessional*, Elson Book IV, p. 370

Lincoln, *Address at Gettysburg*, Elson Book IV, p. 274

Whitman, *O Captain, My Captain*, Elson Book IV, p. 276

Bryant, *To a Waterfowl*, Elson Book IV, p. 60

Longfellow, *Paul Revere's Ride*,

"A hurry of hoofs in the village street

 * * * * *

Eight lines or last stanza, Elson Book IV, p. 15

Joaquin Miller, Columbus, Elson Book IV, p. 388
 The American Flag,
 first and last stanzas, Elson Book IV, p. 385

Note—On pages 15 and 16 of the Teacher's Manual for Elson Book IV are additional lists which will be found invaluable for literary society work and for programs on special holidays and festivals.
 Scott, Lochinvar, Elson Book IV
 Browning, How They Brought the Good News from Ghent to Aix, Elson Book IV, p. 34
 Browning, Incident of the French Camp, Elson Book IV
 Lowell, Vision of Sir Launfal,
 "What is so rare as a day in June?" Elson Book IV

8A GRADE

Note—The minimum requirement is 125 lines.
 Holmes, The Chambered Nautilus, last stanza, Elson Book IV, p. 291
 Van Dyke, I Would be True
 Scott, Lay of the Last Minstrel, paragraph beginning,
 "Breathes there a man with soul so dead * * *"
 Lowell, The Present Crisis, paragraph beginning,
 "Once to every man and nation * * *"
 Kipling, The Coastwise Lights of England
 Byron, Eve Before Waterloo, Elson Book IV, p. 76
 Lanier, Song of the Chattahoochee, Elson Book IV, page 47
 Shakespeare, Polonius' Advice, Hamlet, Act I, Scene III
 St. Paul's Letter to the Corinthians, ch. 13:1-13
 Selections from Shakespeare, Elson Book IV, p. 98
 Tennyson, Bugle Song

Note—On pages 15 and 16 of the Teacher's Manual for Elson Book IV are additional lists which will be found invaluable for literary society work and for programs on special holidays and festivals.

Lowell, Vision of Sir Launfal,
 "The little bird sits in his door in the sun,
 * * * * *
 In the nice ear of Nature which song is the best?"
 Elson Book IV, p. 305; Emerson and Bender Book I, p. 166
 Holmes, Old Ironsides, Elson Book IV

LANGUAGE

Our aim in the Language Lessons of the first four grades is to give the children something they think is worth talking about, and then train them to express their thoughts in good form and in a way to please their hearers or readers. In other words, our standards are as follows:

Oral—Connected speaking with good voice, distinct articulation, and correct pronunciation, delivered in a pleasing manner.

Written—Connected thots expressed clearly and interestingly, with correct capitalization, punctuation, and spelling.

Subjects of immediate interest to the children and such as come within their experience are chosen. Oral composition is developed first, and as the children advance written composition is introduced and given a larger amount of time than at first.

By the end of each term the children should be proficient in the work as explained below. Monthly outlines in detail will be distributed.

1B GRADE

References—Standards in English. Primary Plan Books.

Material—Conversations on home life, farmers' and gardeners' work, nature topics, history topics in connection with the national holidays, children's birthdays, Red Cross and activities of local and current interest, pictures, poems, and stories relating to these topics.

Minimum Results—Ability to speak connectedly and briefly on some subject of interest in a way to hold the attention of the class.

Ability to construct with word or alphabet cards a simple sentence from the teacher's model or from the reader in use.

Ability to make word families, to write the first name and know the address.

Ability to say all the poems and tell the stories of his grade in an interesting manner.

1A GRADE

References and materials as for 1B Grade.

Minimum Results—Ability to construct with letter cards simple original sentences, using capitals, periods or question marks as needed.

Ability to spell and write his whole name and address correctly.

Ability to entertain a group of children with the poems, stories, learned this term.

2B GRADE

References and materials same as for 1B Grade.

Minimum Results—Ability to write simple sentences on the blackboard and to transfer them to paper if required.

Ability to write name and address and the name of the school correctly.

Ability to use capitals at the beginning of sentences, for the pronoun *I*, proper names or people and places as occasion demands, and for the names of the days of the week.

Ability to use periods or question marks at close of sentences and after such abbreviations as Mr., Mrs., St.

Ability to recite poems and tell stories learned since entering school.

2A GRADE

References and materials as for 2B Grade.

Minimum Results—Same as for 2B, and in addition ability to write the date with and without abbreviations, and very simple sentences from dictation, on the board or on paper.

3B GRADE

References—Same as for 1B Grade.

Materials—Home and school life, gardening, farming, nature, history in connection with national holidays, children's birthdays, games and pets, Red Cross and activities of local or current interest, pictures, poems, stories related to some or all of these subjects.

Minimum Results—Ability to speak connectedly for a few minutes before the class.

Ability to write simple reproduction stories about a story read or a topic discussed orally.

Ability to write name, address, name of school, days of the week, months of the year, and the necessary abbreviations for any of these.

Ability to write the teacher's name and address.

Ability to use capitals for the beginning of a sentence, for the pronoun *I*, for proper names of people and places, and to use a period after a sentence and an abbreviation, and question marks where needed.

Ability to recite poems and tell stories learned since entering school, in a way that will hold the attention of his hearers.

3A GRADE

References, materials and results same as for 3B Grade, and also:

Ability to use the exclamation point as occasion demands.

Ability to make up or write a short story about some of his activities or interests.

Ability to write rhymes of two or more lines.

4B GRADE

References—Same as for 3B Grade.

Text—Live Language Lessons, Elementary Book, Part I.

Materials—Same as for 3B Grade; also history, home geography, work and play, Red Cross and other activities.

Minimum Results—Ability to speak connectedly for a few minutes before the class.

Ability to express thoughts in writing, blocked in paragraphs, with proper indentions.

Ability to write simple, original stories and rhymes.

Ability to write short, familiar letters in good form (St. in Eng., p. 192).

Ability to punctuate, capitalize, and write abbreviations and contractions as occasion demands.

Sensitiveness to common errors of speech and anxiety to eliminate them.

Ability to recite poems and tell stories in an entertaining manner.

4A GRADE

References—Same as for 3B Grade.

Text—Live Language Lessons, Elementary Book, Part I.

Materials and Minimum Results same as for 4B Grade.

Common errors to be eliminated:

they for *there*
hadn't ought for *shouldn't*
saw for *seen*
gimme for *give me*
didju for *did you*
may for *can*
ketch for *catch*

See Standards in English, pp. 182-9.

Live Language Lessons, Part I, is arranged according to seasons. For that reason 4B and 4A Grades will begin at the same place in September, 1919. At midyear promotions 4B classes—then promoted to 4A—will continue the work of Part I. 4A classes—then promoted to 5B—will omit the remainder of Part I and take up Part II.

The work of Part I will be supplemented from month to month. Outlines explaining the additional work will be distributed.

The directions for writing friendly letters, pp. 53-56, will be followed, rather than the directions given on p. 60 of Live Language Lessons.

POEM STUDY

- I. The setting. Introduce the poem so that it connects with other work or interests of the children.
 - II. Have a definite reason for the learning of this poem:
 - To be recited for another class.
 - To be recited for a special occasion.
 - To enjoy the pictures, a story, or a bit of humor it contains.
 - To use for Opening Exercises.
 - III. Have the whole poem before the children, either on the board or in books.
 - Read the poem with good expression while the class listens.
 - Read it again while the class listens with eyes closed to see the pictures. Let a number tell the things they saw as you read. Do not allow the same things told twice.
 - IV. If the children can read, have them study a stanza at a time, or a division containing a separate thought or thoughts that have connection.
 - Discuss meanings, unusual words, etc.
 - Proceed in the same way until all the parts have been studied.
 - V. Compare it with other poems by the same author or with poems that have similar thoughts.
 - VI. Have the children read the whole poem silently, trying to see each picture clearly as they read. Have one or two read it orally when they show they can read it with good expression. Do not allow the class to be bored by poor reading.
 - VIII. If the poem is on the board, erase parts of each line and see who can read the poem. Continue this until there is nothing left on the board.
 - VIII. During study periods alone, assembly periods or at odd times have the poem studied. Ask the children to be sure they get clear pictures of everything as they go along, and that they notice what there is in each stanza that suggests the thought of the next. Discourage in every way possible parrot-like repetition, orally or silently. Train the children to find out just which part is most difficult to remember and to find a way to associate it so it will give no further trouble.
 - IX. Make some use of the poem after it is learned and have frequent repetitions of it thru the year.
- This plan furnishes valuable material for several lessons. Do not attempt too much in one period.

POEMS

FIRST GRADE

Mother Goose Rhymes

Praying and Loving, Brooks's Third Reader

Selections from Hiawatha's Childhood (Nov. and Feb.)

Why Do Bells for Christmas Ring

The Christmas Tree, December Plan Book

The Snow Bird, Three Years with the Poets

What Does Little Birdie Say, Riverside First Reader

How Can a Little Child be Merry, January Plan Book

Who Comes Dancing? January Plan Book (Read only)

Suppose, January Plan Book (Read only)

Birdie's Breakfast, January Plan Book (Read only)

This is the Way the Snow Comes Down, January Plan Book

America

I Love Little Pussy, Three Years with the Poets
 Marching Song, Child's Garden of Verse
 Who Has Seen the Wind? Eng. Bk. 4th Grade.
 Whichever Way the Wind Doth Blow, March Plan Book
 Blow, Wind, Blow, Free and Treadwell First Reader
 Rollicking Robin, Riverside Third Reader
 Little Robin Redbreast, March Plan Book
 What Everyone Knows, Three Years with the Poets, p. 32
 The Weather, April Plan Book
 Wake, Said the Sunshine
 Hiawaha Saw the Rainbow, April Plan Book
 The Rainbow, April Plan Book
 The Fisher Who Draws in His Net Too Soon, April Plan Book
 The Plant, May Plan Book
 Violets, May Plan Book
 If Ever I see
 Bed in Summer, Stevenson
 Twinkle, Twinkle, Free and Treadwell First Reader
 Mary Had a Little Lamb, Free and Treadwell First Reader
 One poem a month is the minimum requirement. Review all frequently by using them for Opening Exercises or special programs. Review all at close of the term.

SECOND GRADE

The Swing, Stevenson
 My Shadow, Stevenson
 My Bed is a Boat, Stevenson
 Old Mother Hubbard
 The Bee and the Flower, Riverside Second Reader
 A Riddle, Brooks's Second Reader
 The Sheep, December Plan Book
 Sleep, Baby, Sleep, Riverside Second Reader
 A Thanksgiving Song, Brooks's Second Reader
 America
 Review Hiawatha's Childhood; learn additional parts; Riverside Third Reader
 Summer Fading, Winter Comes, Stevenson
 The Lamb, December Plan Book, p. 57 (To be read to the children)
 Verses from St. Luke (Christmas story)
 While Stars of Christmas Shine, Three Years with the Poets
 Once a Little Baby Lay, Three Years with the Poets
 The New Year, Brooks's Second Reader
 A New Year Song, January Plan Book
 Suppose, January Plan Book
 This is the Way the Snow Comes Down, January Plan Book

THIRD GRADE

The Land of Story Books, Stevenson
 Where go the Boats, Stevenson
 Father, September Plan Book
 September, H. H. Jackson
 O, Big Round World, Brooks's Third Reader
 The Song of the Mill Wheel, Brooks's Third Reader
 The Sky Bridge, Brooks's Third Reader
 Beautiful Things, Brooks's Third Reader
 My Country, Whittier, Brooks's Third Reader
 Suppose, Cary, Brooks's Third Reader
 November, Cary, Brooks's Third Reader
 The Lamb, Brooks's Third Reader

Eastern Song, Brooks's Third Reader
 Who Told the News, Brooks's Third Reader
 A Song for Flag Day, Brooks's Third Reader
 The Months, Brooks's Third Reader
 Dare to be Right, Brooks's Third Reader
 Father, We Thank Thee, Riverside Fourth Reader
 The Village Blacksmith, Riverside Third Reader
 A Thanksgiving Psalm, Riverside Third Reader
 Summer Sun, Riverside Third Reader
 All Things Beautiful, Riverside Third Reader
 Dutch Lullaby, Riverside Third Reader
 The Swallow, Riverside Second Reader
 The Brown Thrush, Riverside Second Reader
 The Winds, Stedman, Brooks's Second Reader
 Seed Friends, Riverside Third Reader
 Growing, May Plan Book

POEMS AND PROSE

FOURTH GRADE

Autumn Fires, Stevenson
 Foreign Children, Stevenson
 Fable—The Mountain and the Squirrel
 Four Leaf Clovers
 Sweet and Low
 The Tree
 Ring Out, Wild Bells
 Hiawatha's Hunting, Brooks's Third Reader
 October's Bright Blue Weather, October Plan Book
 The Night Before Christmas, December Plan Book
 The Three Kings, December Plan Book
 Bob White, Riverside Fourth Reader
 Thanksgiving Hymn, Riverside Fourth Reader
 December, Riverside Fourth Reader
 Marjorie's Almanac, Riverside Fourth Reader
 March, Riverside Fourth Reader
 The Children's Hour, Riverside Fourth Reader
 The Arrow and the Song, Riverside Fourth Reader
 The Windmill, Riverside Fourth Reader
 Talking in Their Sleep, Riverside Third Reader
 The Corn Song, Brooks's Third Reader
 Hats Off, June Plan Book
 Star Spangled Banner
 Lincoln's Gettysburg Address

OUTLINE FOR PICTURE STUDY

Several days before using the picture hang the picture in a good light and on a level with the children's eyes, and make no comments until time for study. Cover the name of the picture.

Procedure:

- I. Introduce the study by a short conversation leading up to the theme, then ask if children see anything in the room that reminds them of what has been said.
- II. Ask the children to look closely at the picture and find some proof that this picture illustrates the previous conversation. Make a note on the board of strikingly different opinions of different children, and let class examine the picture again and decide which opinion is best. Let a few who have different ideas tell them to the class, and children decide which is correct. Look again and see if this will be a good picture to "play."

- III. Ask the class to "listen" with eyes and tell what they might hear in this place. Class decide which of the sounds suggested would be most pleasing.
 Look closely at facts and attitudes and tell what each expresses. Let children try to pose as some of the characters in the picture. Estimate location, time, season, weather, purpose of such a painting, etc., by the costumes, implements used, and so on. In 4th Grade children should look up the country in which the scene is laid—in their geographies—and find out from magazines or books something about the customs.
- IV. In Third and Fourth Grades a little time spent on observing the kinds of lines, light and shade, arrangement of figures, kinds of spaces, etc., is good. Try changing something in the picture and see whether the picture is more or less pleasing.
- V. Dramatize suitable pictures, allowing children to suggest ways and means. Let no one take part who cannot do so in the spirit of the picture.
- VI. Discuss the artist, compare this with others of his pictures that the children have seen, his idea in painting this type of picture, and find out something of his life, according to the interest it might have for children of the grade.
- VII. Name the picture and compare the names given by the children with the real name. Note the best ones on the board.
- This plan furnishes material for several lessons. Do a few things well each lesson. Finish the study with written work on the board or on paper according to the ability of the class.

PICTURES

Grades	First	Second	Third
September	The First Step	Saved	End of Day
October	The Angelus	Sheep in Autumn	Ploughing in Nivernais
November	Arapahoe Indian Camp	Landing of the Pilgrims	Near the Hearth
December	Christ Blessing Little Children	Arrival of the Shepherds	Holy Night
January	Feeding Her Birds	Lost	A School in Brittany
February	Can't You Talk	The Boy Lincoln	Shoeing the Horse
March	Feeding the Hens	Woman Churning	Shepherdess Knitting
April	The Helping Hand	Sheep Spring Mauve	Oxen Going to Work
May	Meditation	Donkey in Stable	The Washer-Woman
Grades	Fourth	Fifth	Sixth
September	Return to the Farm		

October	Road thru the Wood	The Angelus	End of Day
November	Pilgrims Going to Church	The Depart- ure of the May- flower	Pilgrim Exiles
December	Sistine Madonna	Arrival of the Shepherds	Holy Night
January	The Challenge		
February	The Windmill	Shepherdess Knitting	Sir Galahad
March	Marine View	Spring Ruysdael	The Windmill
April	Song of the Lark	Woman Churning	Oxen Going to Work
May	The Balloon		

At the most appropriate time in the year, the teacher may substitute the picture in her room for one of these, or in that month give two picture studies.

In the Fifth and Sixth Grades this may be done in September, January or May.

COMPOSITION AND GRAMMAR

FIFTH, SIXTH, SEVENTH AND EIGHTH GRADES

"Recognized authorities in grammar have urged that only the simplest parts of it be taught in the elementary schools. Investigations by students of education seem to show its influence on the speech and writing of school children has been slight, even where it has been made one of the main subjects of study.

"It appears to be generally agreed that the majority of pupils should be taught only those parts of grammar that they need to improve their daily use of language * * *"—Kendall and Merrick.

"Technical grammar, except in a few particulars, does not aid grade work in English. As a subject by itself, it can be easily grasped by students who are old enough to study logic. In the grades let us confine our work in grammar to the points which will really aid the pupil to express his thoughts clearly and grammatically.

"What, then, should the grade teachers attempt? Their work should consist in seeing that pupils form three habits: (1) the habit of reading intelligently; (2) the habit of speaking and writing their thoughts in clear and grammatical sentences; (3) the habit of using capital letters and marks of punctuation correctly * * *

"We do not teach a child to walk by giving him the rules which govern the art of walking—it is habit we wish to form. Let the child repeat the correct form until it sounds right * * *

"English is decidedly more art than science—an art in which we attain skill (as in music or painting) chiefly by practice and not by rule. Give to the pupil not only the rules but practice in their application, mechanical practice, until he applies them instantaneously."—English Journal, March, 1915.

Aims:

"Our aim is the obvious one—to train the children to use their mother-tongue more effectively in speaking and writing and to gain some knowledge and appreciation of its literature."—Horace Mann Curriculum.

The aims in teaching language are three-fold: ease and correctness in spoken and written English; knowledge of a few technical points underlying the correct use of English; and appreciation of beautiful expression in English.—Spayer Curriculum.
Time to be Given to Grammar:

In the Fifth Grade an occasional lesson may be given to grammar provided the use of good English is called for thruout the school day. In the Sixth Grade it deserves not more than ten per cent of the time allotted to language. Schools should confine the study of language to perfecting pupils in the everyday use of it.—Kendall and Merrick.

Every teacher should be familiar with "Standards in English."—Mahoney.

FIFTH GRADES

Text—Live Language Lessons, Elementary Book, Driggs.
Supplementary—Standards in English, Mahoney.

Baltimore County Course of Study, pp. 111-129

Read carefully the Minimum Requirements in Composition for Fourth Grades. Little new technical work should be insisted on until requirements of the previous grades are satisfied. The aim of this grade is to drill proper habits into the pupils' tongues and fingers.
Emphasize oral work.

Rid the child of the common errors in speech and writing. Insist on neatness and accuracy. Accept no untidy work.

5B GRADE

Text—pp. 117-190.

The lessons as planned may be followed or other lessons may be substituted so as to further enrich the work. Many lessons are seasonal and are planned as if the work of each grade began in the fall. Where our B Grade begins in September, the seasonal plan of the book can be easily followed. Where the A Grade begins in the fall, the teacher should plan seasonal lessons for Columbus Day, Thanksgiving, Christmas and Washington's Birthday.

5A GRADE

Text—pp. 190 to end of text.

The seasonal plan of the text cannot be followed when this grade begins its work in September. Find appropriate seasonal lessons.

SIXTH GRADES

Text—Live Language Lessons, Advanced Book, Part I, Driggs.
Supplementary—Same as for Fifth Grades.

In these grades the foundations of the study of grammar and the principles of composition are laid.

Exercises for the study of the sentence and parts of speech may be reinforced by other similar drill exercises. The teacher may provide these.

Continue oral work.

Continue corrective exercises.

Work on sentence building and on paragraph building.

6B GRADE

Text—Part I, pp. 1-75.

6A GRADE

Text—Part I, pp. 75-135.

SEVENTH GRADES

Text—Live Language Lessons, Advanced Book, Part II, Driggs. Supplementary—Same as for Fifth Grades.

In these grades opportunity for a definite study of the story, the paragraph, and the sentence is afforded. The aim is to give the child an effective working knowledge of the language. Definite study of technical language is begun.

Composition work is based on any activities of the pupil's life.

7B GRADE

Text—Part II, pp. 135-176.

7A GRADE

Text—Part II, pp. 176-220.

EIGHTH GRADES

Text—Live Language Lessons, Advanced Book, Part III, Driggs.

Supplementary—Same as for Fifth Grades.

The aim in these grades is to continue composition work of the previous grades and to give the pupils an intelligent grasp of the fundamentals of grammar.

Two days a week should be given to composition work and three days to grammar.

In composition the essential thing to be achieved is the power to build sentences effectively. The sentence must be clear, concise and convincing.

Grammar is taught to help use. Drill on forms commonly mis-used.

8B GRADE

Text—Part III, pp. 221-331.

8A GRADE

Text—Part III, p. 331 to end of book.

COMPOSITION

I. Aim:

The aim of all composition teaching is to develop in the pupil the power to express himself readily and clearly in words. His expression may be either spoken or written. He may wish to convey effectively some thought, feeling, or observation at once to some one whom he desires to share with him his thoughts, feelings and observations. Or he may wish to record in a permanent form his emotions, thoughts, desires or valuable information, either for his own use or for the use of others. Hence, the subject naturally divides itself into two divisions—oral and written composition. It is a mistake, however, to assume that oral and written composition are the same.

II. Method:

The method is essentially inductive. Composition can best be taught by the following cycle of processes: (1) the gathering and arranging of material; (2) interested and congenial conversation and discussion of the material; (3) the writing exercise; (4) correction and revision of the written composition.

This work should be done in class under the supervision of the teacher, who should be a sympathetic member of the group. Pupils should be allowed to talk and not made to talk. They must be induced to talk and write spontaneously. The work is most vital when they put their own personality into it, express their thoughts without feeling hampered.

Composition should precede formal grammar work. Formal grammar may be learned by rule, but the power to use language comes from practice. Hence, composition should be taken up systematically and continuously throughout the course, if the end sought is accomplished. The grammar work should largely grow out of the composition, for here the pupil's real need for grammar can be discovered. At least two or three recitation periods per week should be given to composition work.

In order to get the best results, every teacher should cooperate with the composition teachers. Carelessness in speech or writing should not be tolerated in any department of the school. Pupils who are deficient in these respects should be reported to the English teachers, who should teach pupils how to recite and make written reports of their work.

Motives for composition work should be sought in the life of the school and of the community. A letter written to a pupil who is kept at home by sickness and who wants to know what is going on at school; exchange letters with other schools (See Exchange Letters, Mr. S. J. Martin, 30 Irving Place, New York); letters to soldiers in camps; a debate on a question of local interest which is being discussed in the newspapers; four minute speeches; articles for the school paper; invitations to parents to visit the school; all such topics will help to vitalize the work. The resourceful teacher will find plenty of ways to motivate this work.

Composition work should be socialized. The pupil should write with a definite audience in mind, and as far as possible his work should be presented to the class. Class criticism should in a large measure take the place of teacher criticism. The reaction upon the writer is more marked than when the criticism comes from the teacher. Of course the child should know what to look for in correcting a composition. (See Baltimore County Course of Study, pp. 120-121.) A good plan would be to keep a list of points on the blackboard for ready reference. The list should not be large at first, but may be extended as the pupil progresses in the work.

III. Source of Material:

Nearly all children enjoy writing about their own sports, their own attempts at various kinds of work, their excursions or travels, in short, something from their own experiences both inside and outside the schoolroom. Oral and written compositions that center in life and work and human experiences make expression purposive; it induces pupils to express themselves because they really have something to say.

Much of the work in exposition, narration, description, and argumentation should be based on the lessons in geography, history, nature study, literature and other subjects the pupils are studying. In fact, the subject matter of composition can be grouped under three main divisions, namely, (1) Experience; (2) Imagination; (3) Reproduction.

IV. Outline of Course:

FIFTH GRADES

B AND A

Time allotment, two recitation periods per week.

1. Suggested topics for both oral and written composition. Note: Since the work outlined below is meant to be suggestive and general in character, it is not planned by sections. The work of each section of a grade is essentially the same, but enough variety is furnished to avoid useless repetition. The text in use is based on the supposition that the work of each grade is begun in the fall. Much of our work in the fall is the second half of the year's work. The outline here given may prove suggestive in substituting for work planned in the text but which is not suitable at the season.

Experience

How I Earned Jr. Four Minute Certificate

How I Earned a Thrift Stamp

How I Earned a W. S. S.

How I Earned a Liberty Bond

A Visit in the Country

My School Garden

A Day's Outing

My Pets

Caught in a Storm

Work I Do Out of School

My First Party

A Game Out of Doors

My Easter Vacation

A Street Car Accident

Tell and write up school room incidents. Tell how you do things—cook, play games, etc.

Imagination

What the Wind Says

If I Were Santa Claus

History of a Shoe

A Trip in a Balloon

The School Clock

Conversation

Letters, real or imaginary (History)

Picture Study (See index to text)

Original Fables

Complete Stories

Four Minute Speeches

War Savings Speeches

Letters to other schools about Jr. Red Cross

Reproduction (See index to text)

The Crow and the Pitcher

Captain John Smith

A Faithful Little Hollander

Leonidas and the Spartans

The Dogs of St. Bernard

Red Cross Stories

Frederick and the Page

Selections from Literature, text, etc.

Story from Robin Hood

Roger Williams

How Agassiz Became Famous

Story of Lafayette
Aesop's Fables
Grimm's Fairy Stories

Biography

2. Letter Writing (Both real and imaginary).

Letter writing should not be neglected. Many of the written compositions might readily be put into the letter form. The parts of a letter should be studied. Letters of friendship, business letters, the letter of thanks, should be emphasized. Study model letter forms and have pupils write from outlines.

Letters based on history (Imaginary).

3. The Paragraph (See index to text).

The paragraph should be emphasized thruout the course. Pupils should be trained to write in paragraphs. By studying models pupils may be led to see where the first part of a story ends and where the next part begins, and thus gradually acquire the ability to paragraph for themselves. Pupils should have a great deal of paragraph work before beginning to make outlines, and even then each lesson in outlining should be prefaced by a well planned oral exercise.

SIXTH GRADES

B AND A

Time allotment, two lesson periods per week.

1. Suggested topics for both oral and written composition.

Experience

An Excursion
How I Spent My Vacation
Things I Have Made
The Parade
How I Learned to Swim
An Automobile Accident
My Pets
How to Play Games—Baseball, Football, Volleyball, etc.
How I Study My Lesson
Experiences with Gardening
Why I Like to Travel
How I Earned My Thrift Stamps
How I Earned My W. S. S.
How I Earned My Liberty Bond

Imagination

If I Were Rich
A Leaf's Story
What the School Clock Said
A Trip to Mars
Original Fables
Four Minute Speech
The Autobiography of an Old Horse, a Stray Cat, an Oyster,
etc.
Complete Stories
Write a Play
Imaginary Letters (History)
Picture Study
Conversation

Reproduction (See Narration Index, Text)

The Fox and the Wolf
Raphael

Captain John Smith
 Roger Williams, etc.
 The Golden Touch
 Stories from Grecian, Roman and American History
 Narrative Poems
 King of the Golden River
 Abou Ben Adhem
 Story of Ulysses, etc.
 Red Cross Stories, etc.
 Four Minute W. S. S. Speech.

2. Letter Writing.

Letter writing should be continued as in the Fifth Grade. Many of the written compositions might be put into the letter forms. The subject matter may be based either on the child's experience, or imaginary, or of the narrative type. Continue the study of the parts of a letter. Letters of friendship, letters of appreciation and congratulation, business letters, and invitations should be emphasized. Study model letter forms and have pupils write from outlines.

3. The Paragraph.

See Fifth Grade outline.

References, Fifth and Sixth Grades:

Baltimore County Course of Study.
 The Conduct of Composition Work in Grammar Schools, Clapp & Huston.
 The Teaching of Composition, Campagnac.
 Progressive Lessons in English, Book I, Firman.
 Progressive Composition Lessons, Book II, Braigan, Harper and Kidd.
 English Lessons, Books I and II.
 Second Language Book, Aldine.
 Lessons in English, Book II, Charles E. Merrill Co.
 Lessons in English, Book II, D. C. Heath and Co.
 Standards in English, Mahoney, World Book Co.

SEVENTH GRADES

B and A

Time allotment, two recitation periods per week.

1. Suggested topics for both oral and written composition.

Experience

A Hallowe'en Scare
 An Adventure of a Campfire Girl or Boy Scout
 Getting a Job for the Summer
 The Play That Won the Game
 Treasures of Our Attic
 Habits of My Dog
 Explain a cream separator, a cotton gin, a thermometer, a volcano, etc.
 Four Minute Speeches
 Tell how to do things—cook, play games, etc.
 Write up jokes that happen in the school room
 Stories of vacation, recreation, and outings

Imagination

What I Would Do with Ten Dollars
 History of a Piece of Coal, a Grain of Wheat, etc.
 The Adventures of a Penny, a Freight Car, a Silk Dress, etc.
 Conversations between historical characters

Original fables and fairy stories
 Complete stories
 Picture story
 Write a play

Reproduction

The Miraculous Pitcher
 Plantation Life in the South
 Life in New England in Colonial Times
 Daniel Boone
 The Mound Builders
 George Washington
 Benjamin Franklin
 Helen Keller
 Story of the Red Cross
 Miles Standish
 Sir Galahad
 The Man Without a Country
 Grandmother's Story of Bunker Hill
 Book reports and stories from literature, text, etc.

2. Letter Writing.

Letter writing should be emphasized. Pupils should be given plenty of practice in those forms of composition which they will use in life. Letter writing is highly practical. Teachers should not forget that the habits of writing are specific, not general.

Many of the compositions might be put into the letter forms. The subject matter may be based on experience, imagination or narration. Exchange letters with other schools, write historical letters (imaginary), etc. Study the parts of a letter. Write letters of friendship, of appreciation and congratulation, business letters and invitations. Study model letter forms and have pupils write from outlines.

3. The Paragraph.

See Fifth Grade outline.

Much practice should be given in picking out the topic sentences of the paragraphs in the literature, geography, hygiene or history lessons, and in observing how they are developed into paragraphs. Also practice writing paragraphs from topic sentences.

4. Types of Expression.

- a. Exercises in description (Index)
- b. Exercises in exposition (Index)
- c. Exercises in narration.

These forms have been provided for in the suggestive topics for oral and written composition, but some emphasis may be placed upon these types of expression as such. The teacher should keep in mind, however, that it is more important to teach pupils what to say than how to say it. This does not mean that we should minimize the teaching of pupils to choose clear, forceful, and correct English, but that we cannot over-estimate the right choice of the subject matter of composition; for then forms of expression become incidental.

EIGHTH GRADES

B and A

Time allotment, two recitation periods per week.

- 1 Suggested topics for both oral and written composition.

Experience

Vacation Experiences
 A Walk in the Woods
 My Experience with Gardening
 How to Make Things
 How to Do Things
 A Trolley Trip
 Running Games
 Doing My "Bit"
 Four Minute Speeches

Accounts of visits to factories and other places of interest. Explain a vacuum cleaner, a fireless cooker, a fire extinguisher, a machine gun, the initiative and referendum, etc. Write up jokes that happen in the school room. Simple arguments on topics in history and civics.

Imagination

The Story of a River
 The Enchanted Pitcher
 A Week on the Moon
 Write a play
 The Autobiography of a Dog, Cat, Horse, etc.
 My Talk with Washington, Franklin, Jefferson, etc.
 Original fables and fairy stories
 Complete stories
 Picture study

Reproduction

Beethoven and the Blind Girl
 The Painter of Seville
 Interpret poems
 Book reports
 A Puritan Dinner
 Reports on current events
 Write biographies
 Story of the Red Cross
 Stories or Incidents of the War
 Stories from Evangeline, Bell of Atri, Herve Riel, Paul Revere
 Stories of Inventors and Inventions
 Stories from History and Literature

2. Letter Writing.

Letter writing should be emphasized in the eighth grade particularly. Pupils should be given plenty of practice in those forms of composition which they will use in practical everyday life. The aim is not to produce essayists, stylists, or literary artists. Letter writing is highly practical and hence its importance. Teachers should not forget that the habits of writing are specific, not general.

Many of the compositions might be put into the letter forms. The subject matter may be based on experience, imagination or narration. Exchange letters with other schools. Write historical letters (imaginary), etc. Study the parts of a letter. Write letters of friendship, of appreciation and congratulation, letters to soldiers, business letters, invitations, acceptances and declinations. Study model letter forms and have pupils write from outlines. Review the entire subject of correspondence and make, if possible, the necessary forms and conventions a part of the child's permanent possessions.

X

3. The Paragraph.

See Fifth Grade outline

Pupils in this grade should be able to make rapid progress in outlining topics for composition.

Much practice should be given in picking out topic sentences from the various text books the pupils are studying, and in observing how they are developed into paragraphs. Also, practice writing paragraphs from topic sentences.

4. Types of Expression.

a. Exercises in description.

b. Exercises in exposition.

c. Exercises in narration.

d. Exercises in argumentation.

These forms have been provided for in the suggestive topics for oral and written composition, but some emphasis may be placed upon these types of expression as such. The teacher should keep in mind, however, that it is more important to teach pupils what to say than how to say it. This does not mean that we should minimize the teaching of pupils to choose clear, forceful, and correct English, but that we cannot overestimate the right choice of the subject matter of composition; for then forms of expression become incidental.

References, Seventh and Eighth Grades:

Baltimore County Course of Study.

The Conduct of Composition Work in Grammar Schools, Clapp & Huston.

The Teaching of Composition, Campagnac.

Progressive Lessons in English, Book II, Firman.

The Progressive Composition Lessons, Book II, Bratigan, Harper & Kidd.

English Lessons, Book II.

Aldine Second Language Book.

Lessons in English, Book II, Charles E. Merrill Co.

Lessons in English, Book II, D. C. Heath and Co.

Working Compositions

Written and Oral Composition

Standards in English, Mahoney, World Book Co.

MINIMUM REQUIREMENTS IN COMPOSITION

At the end of each grade pupils should be able to do the work indicated below:

1B GRADE

1. Match words.
2. Make a rhyme or simple sentence from teacher's model on blackboard or from rhyme card.
3. Write name and address.
4. Construct with alphabet letters simple sentences based on reading lesson.

1A GRADE

1. Construct simple original sentences with word cars, or
 2. Construct simple original sentences with alphabet cards, or 1 and 2.
- Punctuation.
1. Capital letter at the beginning of the sentence, the first letter of a proper name and in the use of the pronoun I.
 2. A period or a question mark at the close of a sentence.

2B GRADE

1. Transfer to paper two or three simple related sentences such as may be evolved in the oral language period.
2. Write name and address and the name of the school.
Punctuation.
1. Capitals, beginning sentences, names of persons, of places, days of the week, months of the year, names of the school, the letters I and O.
2. Period, at the close of the telling sentence, after the abbreviations Mr., Mrs., St.
3. Question mark at the close of the question sentence.
4. Punctuation marks used in writing pupil's name and address.

2A GRADE

Continue the work of 2B Grade.

3B GRADE

1. Write from dictation two or three connected sentences.
2. Reproduction in two to six simple sentences of story told in oral period.
3. Larger simple sentences.
Punctuation.
1. Capitals, all learned in 2B and 2A Grades, the name of our state and of our city.
2. Period, all learned in 2B and 2A Grades and after abbreviations, names of days of week, of months and of state.
3. Question mark after question sentences.
4. Exclamation mark after exclamations.

3A GRADE

Continue work of 3B Grade.

4B GRADE

1. Ability to make simple sentences out of non-sentence groups.
2. Ability to set their thots down on paper, blocked in paragraph form, with proper indentation. Paragraph not more than six or eight sentences in length.
3. Write a short familiar letter of the type here given. Form 100% correct.
Punctuation.

1. Capitals, holidays, local geographical names, first line of poetry, in letter forms.
2. Punctuation used in writing dates and in letter forms.
3. Abbreviations and contractions, isn't, wasn't, I've, won't.

Grammatical errors:

they for there

there for their

where for were

ketch for catch

they was for there was

hadn't ought for shouldn't

lemme for lend me

can for may

may for can

Wrong tense in use of the verbs see, do, come, is.

Such sentences as, Where was you at for Where were you.

4A GRADE

Continue the work of 4B Grade.

5B GRADE

1. Eliminate the overlong sentence. Avoid the clause and the "now sentence."
The simple sentence is the standard, but give credit for the complex sentence properly punctuated.
2. Write a paragraph from a third to a half page in length. Indent the beginning.
3. Short familiar letter, form 100% perfect.

Punctuation.

Upon entering 5B Grade pupils may be expected to have a fair working knowledge of punctuation as listed below:

1. Capital letter at beginning of the sentence, first letter of a proper name, letters I and O, first line of poetry and in letter forms.
2. Abbreviations and contractions as they appear in arithmetic, geography or other studies, or proper names, common contractions, isn't, I'll, etc.
3. Quotation marks and possessive case.

5A GRADE

No new standards assigned for this grade. The aim is complete mastery in the points assigned.

6B GRADE

1. Sentence: Eliminate the comma sentence, the clause sentence, the loose independent sentences connected by "and". Ability to use interrogative and exclamatory sentence in the paragraph.
2. Paragraph: Ability to write a paragraph at least fifteen lines long, properly indented.
3. Letter Writing: The form of the letter and of the envelop must be *exactly* like the model. The letter should be interesting.

Copy from dictation correctly and properly to show ability in technicalities.

Review technicalities of previous grades.

Punctuation:

1. Capitals: Titles of persons, religious denominations, political parties, names of rivers, lakes, cities, etc.
Abbreviations and Contractions: States and months, Dr., Mr., Rev., A. M., P. M.; such contractions as didn't, haven't, they've, o'clock.
All work of previous grades. Drill on all punctuation involved in the form of familiar letters and on envelopes.
Simple quotations.
Comma, in a series and in clauses when needed.
Common grammatical errors are to be eliminated.

6A GRADE

Continue the work of 6B Grade.

7B GRADE

1. Sentence: Sentences should show "better construction." The following points are to be noted:
 - a. Avoid awkwardness by eliminating the "and" habit.

- b. Variety in beginning sentences.
- c. Complex sentences occasionally used.
- d. Use of active and passive voice.
- e. Variation in tense used.
- f. Avoid monotonous use of "but."
2. Paragraph.
 - a. Interesting beginnings, restricted topics, concrete subject, ability to stick to the point.
3. Letter Writing.
 - a. Familiar letter: Form must be 100% perfect as in previous grades.
 - b. Business letters: The form must be perfect and is shown on page 55.
 - c. Application for a position.
 - d. Order for goods.
4. Copying and Dictation:

This is to test the ability in the use of the technicalities taught. Review all technicalities taught up to this time. Add the following:

 - a. Possessive forms.
 - b. Capitalization, punctuation and abbreviations used in business forms.
 - c. Quotations.
 - d. The comma in complex sentences.

7A GRADE

Continue all work of 7B Grade.

8B and 8A GRADES

The standards for these grades are those given in Standards in English, Mahoney, Eighth Grade, pp. 136-156.

LETTER FORMS

Different teachers require different forms in letter writing and pupils become confused in passing from one teacher to another. To avoid confusion and to give uniformity where needed, teachers are required to use the forms here given and no other. Pupils are to be told that there may be some differences of opinion as to certain minor points in letter forms, but the forms used in our schools are used by many of the best authorities. 100% is required of pupils in the form of their letters.

*Friendly or Social Letters**(Heading)*

200 Spruce Street
Morgantown, West Virginia
October 14, 1919

Notice that there is no indentation, but that all three lines begin so as to give equal margins at the left. Avoid all punctuation except commas as shown above unless there are abbreviations, in which case the abbreviation is followed by a period. The best form is to avoid abbreviation, but it is allowable. For instance, the heading above may be written.

(Heading)

200 Spruce St.
Morgantown, W. Va.
Oct. 14, 1919

1. My dear James:
2. Dear Miss Wilson:
3. Dear Mother:

(Greeting)

The only punctuation is the colon. The first and principal words begin with capital letters.

The Body of the Letter

The only formal requirement in the letter itself is that each paragraph shall begin with a capital letter.

(Ending)

Sincerely yours,
Yours sincerely,
Your sincere friend,
Cordially yours,
Lovingly yours,
Your loving son,
Affectionately yours,
Very sincerely yours,

Any of the above forms are in good taste if properly chosen so as best to fit the occasion. The only punctuation is the comma after the last word. The first word begins with a capital letter.

The Envelope

Illustration I

<p>From James Harmon 1146 Spruce Street Morgantown West Virginia</p>	<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div> <p>Stamp</p>
<p>Miss Mary Wilson . 1536 Jackson street Fairmont West Virginia</p>	

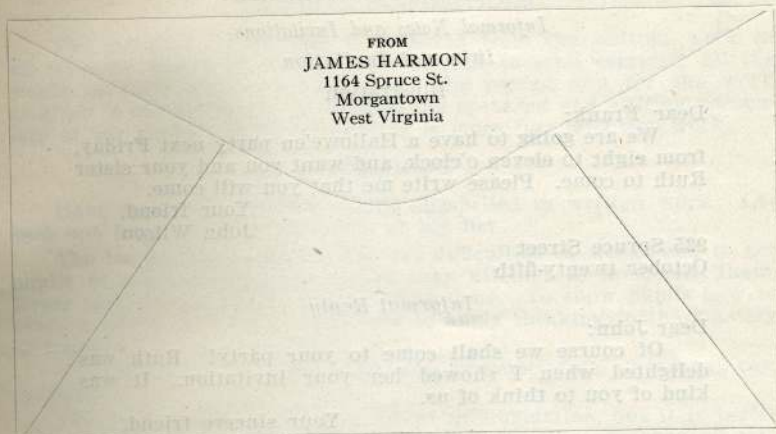
Illustration II

<p>From James Harmon 1146 Spruce Street Morgantown, West Virginia</p>	<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div> <p>Stamp</p>
<p>Miss Mary Wilson 1536 Jackson Street Fairmont West Virginia</p>	

Address the envelope very distinctly, being careful to place the name of the person to whom you are writing about in the middle from top to bottom as well as from left to right, and write the house number and the street, the city, and the state on succeeding lines below. The second illustration shows all the lines with an equal margin from the left side of the envelope. This is preferable when the typewriter is used because of convenience.

Some people prefer to write the return address on the back of the envelope, as shown in the following illustration:

Illustration III

*Business Letters**(Heading)*

See form for heading
under Friendly or
Social Letters

American Book Company
300 Pike Street
Cincinnati, Ohio

(Inside Address)

The only punctuation used in the above is the comma between the name of the city and the name of the state. Abbreviations are allowed in the above as shown below, but they are usually held not to be in such good taste. Note that there is no indentation at the beginning of the lines.

American Book Co.
300 Pike St.
Cincinnati, O.
Gentlemen:

(Greeting)

Dear Sir:
My dear Sir:
Dear Mr. Wilson:
Dear Madam:
My dear Madam:
Dear Miss Wilson:
Dear Mrs. Wilson:

Notice that the last word of the greeting is always followed by a colon. The only other punctuation is such as may be required by abbreviations. The main words begin with capital letters.

(Complimentary Close)

Yours truly,
Very truly yours,
Yours very truly,
Yours respectfully,
Very respectfully yours,
Respectfully yours,

Notice that the complimentary close is followed by a comma and that the first word begins with a capital letter.

The Envelope

The illustrations and directions given on page 42 apply to business letters, as well as to friendly or social letters. Illustration III, page 43, is not the most convenient business form.

*Informal Notes and Invitations**Informal Invitation*

Illustration

Dear Frank:

We are going to have a Hallowe'en party next Friday, from eight to eleven o'clock, and want you and your sister Ruth to come. Please write me that you will come.

Your friend,
John Wilson

925 Spruce Street
October twenty-fifth

Informal Reply

Dear John:

Of course we shall come to your party! Ruth was delighted when I showed her your invitation. It was kind of you to think of us.

Your sincere friend,
Frank Hart

1036 Grand Street

It will be noticed that the form of letters of this character is the same as for other friendly letters, except that the address is written at the end of the letter.

Formal Invitation

Illustration

Miss Jean Stone requests the pleasure of the company of Miss Alice Stephens at a Christmas Party on Friday, December twenty-fourth, from eight to eleven o'clock.

R. S. V. P.
1562 Chestnut Street
December sixteenth

Formal Reply

Miss Alice Stephens accepts with pleasure Miss Jean Stone's kind invitation to be present at her Christmas Party on Friday, December twenty-fourth, from eight to eleven o'clock.

1135 Walnut Street
December seventeenth

Miss Alice Stephens regrets that a previous engagement prevents her from accepting Miss Jean Stone's kind invitation to be present at her Christmas Party on Friday, December twenty-fourth, from eight to eleven o'clock.

1135 Walnut Street
December seventeenth

In the formal note, the writer's address and the date are always placed at the end, close to the margin, and the day of the month is written out in words. This note is in the third person, and has no greeting, complimentary ending, or signature.

Answer all notes of invitation in the form in which the invitation is written. That is, if the invitation is formal, the note of acceptance or regret must be formal. If the invitation is informal, the reply must be informal.

SPELLING

GENERAL SUGGESTIONS

The material for spelling is gathered from the written work in all studies. Above all, pupils must be able to spell correctly all the words in their writing vocabulary. The second aim for the work as given in our schools is to increase the speaking and writing vocabulary of our pupils. Here the spelling is more like language work.

METHODS

Have each pupil list the words misspelled in written work. Let each one learn to spell the words of his list.

The teacher's task is to point out difficulties in words and to get pupils to *think* about them *before* they attempt to memorize them. Every task has its better way of being done. To show pupils how to study a lesson is to show them how to apply thinking to the mastery of words.

The points to be considered are pronunciation, meaning, use, spelling.

There should be no guessing about pronunciation, but it is better to suggest it by the use of phonics or diacritical marks than by telling the pronunciation.

In the Fifth and Sixth Grades, teachers should have pupils begin to make use of the dictionary to get the use, meaning and derivation of words. But do not try to do too much. Not before the Seventh Grade should we expect pupils to be skillful in the use of the dictionary.

The proper use of a word is more important than the definition. "When the *pronunciation, meaning and use* of a word are known, pupils are ready to study its spelling. They should not be asked to learn the spelling of any words they do not thus know."

Variety of methods in teaching and drilling is more effective than any one method—it adds interest and tests seem to show that a combination method of seeing words, of hearing, of spelling them aloud, and of writing them produces the best results.

"In a series of experiments with upwards of seven hundred children between the ages of six and twelve years, various methods of presenting words resulted in the following relative numbers of misspelled words:

	% of error
Words heard	6.48
Words heard and spelled aloud by pupil.....	4.66
Words seen	2.60
Words seen and spelled aloud by pupil.....	2.27
Words seen, spelled aloud and written by pupil.....	1.00

(Dr. J. W. Baird, Clark University)

Tests and reviews should be given only after pupils have had time to study the lists upon which they are to be tested. This gives time for fixing the words in mind and the exercise becomes a review as well as a test. There should be tests in word study, and in methods of private study as well as in spelling.

Teachers should more commonly practice having the pupil mark and grade his own or his neighbor's paper. This cultivates the habit of looking critically at work. But the marking of papers needs careful supervision. In tests a standard of ninety per cent is not too much to expect.

We judge one's spelling ability by his written work.

ILLUSTRATIVE LESSON

Teacher's Aim:

1. To illustrate the principles of learning in a spelling lesson.
2. To economize pupils' time.

Pupils' Aim:

1. To see who can make most improvement in spelling the words of the lesson.
2. To see who can make the best sentences with the words of the lesson.

Subject Matter:

ache	getting	stomach
until	consult	pulled
evening	disease	thoroly

Dictate; study methods; sentences; see who has made most improvement.

PROCEDURE

1. Dictate words and let pupils find out for themselves what words, if any, they are unable to spell.
2. Let pupils study the words they are unable to spell.
3. Show them the best methods of study.
4. Test them on different words to see if the methods are effective.
5. Dictate all the words and find out who has made the most improvement.
6. During procedure 2, 3, 4, 5, let pupils who spelled all the words right at the first dictation write sentences using those words.
7. Let pupils mentioned above read their sentences to decide which has made the best ones.

McMurry's Standards are to be provided for by the methods used in carrying out the plan.

PRINCIPLES OF METHOD IN SPELLING

(Taken from Part II of the Eighteenth Yearbook of the National Society for the Study of Education—Fourth Report of the Committee on Economy of Time)

1. Have the pupil learn to spell those words which he needs to spell and no other.
2. The lesson period should not be more than fifteen minutes in length.
3. The recitation period should be a learning period.
4. Test all words before teaching.
5. Better provision should be made to insure that each child works on his own special difficulties and on no others.
6. The teacher may develop the meaning of words before testing or teaching.
7. The correct pronunciation of a word is a very important factor in learning to spell it.
8. Stress on syllabication of words is an important element in learning to spell.
9. Writing a word is an aid in learning to spell it.
10. It is important that each pupil be taught how to learn to spell.

The following set of rules is designed to embody the conclusions of various experiments in economy of learning, and is in a form to be used by the pupil. A set of directions of this sort has been used for the past term by the pupils of the University Elementary School at the State University of Iowa.

HOW TO LEARN TO SPELL A WORD

1. The first step in learning to spell a word is to pronounce it correctly. If you do not know how to pronounce a word, look up the pronunciation in the dictionary. When you are certain that you know how the word is pronounced, pronounce it, enunciating each syllable distinctly and looking closely at each syllable as you say it.
2. Close your eyes and try to recall how the word looks, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word be sure to enunciate the syllables carefully.
3. Open your eyes to make sure that you were able to recall the correct spelling.
4. Look at the word again, enunciating the syllables distinctly.
5. Recall again, with closed eyes, how the word looked.
6. Check again with the correct form. This recall (as in 2 and 5) should be repeated at least three times, and oftener if you have difficulty in recalling the correct form of the word.
7. When you feel sure that you have learned the word, write it without looking at the book, and then check with the correct form.
8. Repeat this two or more times without looking either at the book or at your previous attempts.
9. If you miss the word on either of these trials, you should copy it in your spelling notebook, since it probably is especially difficult for you.

References:

Spelling Ability, Its Measurement and Distribution, Buckingham, Teachers' College Publication.

A Measuring Scale for Ability in Spelling, Ayers, L. B., Russell Sage Foundation.

Baltimore County Course of Study, Williams and Wilkins, Baltimore.

COURSE BY GRADES

Text—Essentials of Spelling, Pearson and Suzzallo.

Each grade will teach as the minimum requirement all the words of the text given for her grade and all words for all lower grades. The first half year division of the text in each grade is for B Grades, the second is for A Grades.

Have each pupil keep:

1. Individual lists of words from text misspelled by him in his spelling lessons.
2. Individual lists of words misspelled by him in any of his written work.

The teacher should keep lists of words difficult for the class, either from the text or from written work. Test on these lists at least once a week.

No formal work in this subject is given in the First Grade, but every teacher above the First Grade is supplied with a copy of Essentials in Spelling.

In this book, on page 1, is a list of words that children are supposed to know how to spell before being promoted to the Second Grade. Teachers above the First Grade will find the work for each grade outlined and a very good method of teaching the subject explained. These and the reference lists at the back of the book should be carefully examined before beginning the work.

In addition to the words given in the grade lists of the book, the teacher should make a note from day to day of words misspelled in any written work, or that are asked for by the children, and use these in lessons also.

In connection with the method explained on page 57, the primary teacher will need many games to add interest and variety to the oral work. Some such games are given below, and the children and teachers will be able after a little to think of others just as good.

1. Study the whole list. Choose the most difficult word and "take its picture." Close your eyes and see if your picture is clear. If not, take it again. If so, indicate to the teacher that you are ready. (The first one ready should be given a trial. If he hesitates the least bit, he must take another picture while the teacher tries some one else. If the first child is successful, let him choose a new word for study, write his first word on the board, or help in directing the game.)
2. Study the whole list to see how many you can spell from memory. (Try the children who volunteer first, having the class watch the list while they spell orally, to see if the volunteers omit any words. Other children should be allowed to supply those omitted.)
3. The teacher writes a word in the air, slowly. A child who can tell what was written chooses another word and writes it in the air for the class to guess, and so on.
4. Make a sentence about a word, omitting the word selected but drawing a line in the air when you reach its place in the sentence, as, "The sky is ———, James." James spells *blue*, he takes the teacher's place and gives another sentence in the same manner.
5. One child chooses a word from the list, says the first letter and calls upon another child to complete the word without looking at the list again.
6. Sound words for class to spell in unison.
7. Before the end of any game, be sure that every child has taken some part, however small. All who have contributed nothing may be asked to stand and spell in unison, or to spell the word they think most difficult.

Beginning with the Third Grade, there should be a written lesson at least once a week. A very good plan is outlined below:

1. Dictate words and let pupils find out for themselves what words they are unable to spell.
2. Spell each word plainly and write it on the board as the children mark their own papers or for each other.
3. Say the first word, and have all the children who missed it stand. Write the number after the word.
4. Those who miss no words may be asked to see how many of these words they can fit into a sentence or a story, while the other children examine the words with the teacher to find why that word caused trouble. Are there silent letters, peculiar combinations? Did they confuse it with a word of similar sound but different spelling and meaning?

5. Allow some time for further "picture taking" of the troublesome words, then dictate the list again, correct as before, and make a board record of those misspelled this time. Compare with first effort. This may be all done in one period, but is more likely to need more time than that. It is not necessary to complete such an exercise in one day.
6. In the Fourth Grade children should make a notebook to record the words that habitually give them trouble. This should be referred to as often as they feel uncertain about the spelling of any word there.
7. If the words for the written lesson are selected from the notes the teacher has made during the week or words that give general trouble, the children will have a "motive" for learning to spell them correctly.

ARITHMETIC

PRIMARY GRADES

The tendency in the modern school is to delay the formal teaching of Arithmetic until about the third year. The aim is to bring the work to the plane of the children's experiences, interests and needs in all grades, and whenever presented, thus making it "worth while from the child's point of view."

1B GRADE

Incidental—Count children in the rows to pass or collect material.

Count children to see how many belong, or are absent.

Divide materials to pass or in collecting.

Organize materials collected.

Find pages in book.

Keep simple scores in games.

Cut number posters, 1 to 9, inclusive.

Reference—Everyday Arithmetic Manual, pp. 7, 8.

1A GRADE

Reference—Same as for 1B Grade.

Continue work of 1B with increased difficulties.

Count to 100 by 1's, 2's, 5's and 10's.

Begin with 2 and add by 2's to 13; by 3's to 14, and so on with other numbers.

Call attention to endings in addition, as, 0 and 5 are 5; 10 and 5 are 15, with any number that does not involve carrying.

Give these and other similar exercises:

- 50 1. Where is 2? (It is between 1 and 3. It is next to the
49 bottom. It is above 1 and below 3.)
- 48 2. Point to a number that means more than 3; less than 3;
47 one less than 3.
- 46 3. Point to a number that means more than 2.
- 45 4. Begin with 2 and name all the numbers that end with 2,
44 as 2, 12, 22, 32, 42, etc.
- 43 5. Find the number that tells your age; height; day of the
42 week; day of the month; number of people in your row;
41 number of dolls you have; number of marbles you own;
40 your house number; telephone number, etc.
- 39 6. Name any number that is greater than 10; less than 10.
38 Name any number that is greater than 20; less than 20.

37	7.	How many numbers between 3 and 5.	
36			
35	23	11	The numbers should be on the board in this
34	22	10	order from 1 to 50 before giving the exercises.
33	21	9	If space is limited, begin with numbers from 1 to
32	20	8	20, and enlarge the list later as new exercises
31	19	7	are that of by the teacher or children.
30	18	6	Teach Roman numbers, fractions $\frac{1}{2}$ and $\frac{1}{4}$,
29	17	5	and measuring if demanded by other work, as in
28	16	4	drawing or construction work.
27	15	3	
26	14	2	
25	13	1	
24	12	0	

2B GRADE

Reference—Manual Everyday Arithmetic, pp. 7-11.

Review work of 1A.

Read and write numbers to 100.

Read and write numbers, as, 100, 200, 250—to 1000.

Begin the sequence of the combinations:

Put these combinations on the board, have the sum of each told, and say to the class that a game can be played with them as soon as all can tell them quickly.

3	5	9
2	4	3
—	—	—

In the meantime, make up some lists similar to the example given below, which shall contain each combination at least three times, and write the result so the children will not work for the answer, but rather to see how quickly it can be done. Also, it helps in seeing that no mistake is made in the adding.

Example:

- Notice that there must be at least ten numbers in the list so each combination may be included three times.
- 4 Begin to add from the bottom, saying the sum of the first two numbers to start with, as, 5, rather than 2, 5.
- 3 One good plan is to divide the school into two divisions, with a captain for each. The captains stand in front of their respective divisions and take turns selecting a performer, while the teacher points to the numbers as fast as the child can add.
- 4 One mark should be made on the board for each mistake and a record given as he finishes. 10 is given for a perfect record, 7 if there are three mistakes. The next day he may have a chance to raise his record. No one is eligible to be captain unless he can make a perfect record.

If time and conditions permit, the score of each side may be kept from day to day.

Subtraction:

Just as soon as these three combinations are mastered, begin subtraction, using very simple problems at first, made with these three combinations only.

Example 1:

Proceed thus: A child takes a pointer and says, "3 and what make 5? 3 and 2 make 5," and writes 2 in the proper place.

43 "4 and what make 9? 4 and 5 make 9," and writes 5, announcing the complete answer, 52.

Teach the children to add 10 to the 2 above, and 1 to the 8 below. No reasons need be given.

922
-483

439
2
2 is the next combination to be taken. Re- $\begin{matrix} 3 & 5 & 9 \\ 2 & 4 & 3 \end{matrix}$ Sample: 2
view $\begin{matrix} \underline{\quad} & \underline{\quad} & \underline{\quad} \\ & & \end{matrix}$ 3
Notice that the new combination appears three times, 4
and each of the others at least once. 3
The teacher is to make up other lists, using these four 3
combinations only, following the rule just explained. 5
6 $\begin{matrix} 3 & 5 & 9 & 2 \\ 2 & 4 & 3 & 2 \end{matrix}$ 2
4 is the last combination in Group I. $\begin{matrix} \underline{\quad} & \underline{\quad} & \underline{\quad} & \underline{\quad} \\ & & & \end{matrix}$ 3
Review 5
Make up subtraction problems with the combinations 2
learned, and give at least one every day. 3
Have a few minutes drill at the beginning of each 4
lesson, on the combinations. 2
Count to 100 by 2's, 3's, 4's, 5's, and 10's, beginning 3
with even numbers, then with odd. -----
Learn to multiply by 2, culminating by the end of the 44
term in the formal table of 2's to $\times 10$.
Coins should be recognized and their relative value understood.
Teach recognition and meaning of fractions, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.
Teach the use of the ruler as demanded in other work.
Use actual measures in teaching the meaning of pt., qt., gal.
Roman numerals to 12 in the study of the clock face.
Tell time by hours.

2A GRADE

References—Everyday Arithmetic Manual, pp. 7-11.
Teaching the Common Branches.

Review and continue the work of 2B. See 2B directions for starting the work in the sequence of the combinations, and in subtraction. Continue on the same line.

Read and write numbers to 1000.

Combinations:

Review Group I.

Learn Groups II and III.

6 Example:
Group II:—1. New combination, 3..... 6
 $\underline{\quad}$ 1
Make lists for adding that will contain this combination three times as in example given, and use any of the old ones that need further drill. 1 may always be used as needed. 3
Begin each period with a few minutes drill on combinations 5
Give at least one problem in subtraction every day, using only the combinations children have already drilled upon. 2
Keep a list of all combinations studied, at the top of one of the boards, so it will be easy for teacher, children and observers to see that you are following this important direction. 3
39

2. New	$\begin{matrix} 4 \\ 9; \\ \underline{\quad} \end{matrix}$	review	$\begin{matrix} 6 \\ 3 \\ \underline{\quad} \end{matrix}$	Sub. Example: See 2 BGrade
3. New	$\begin{matrix} 3 \\ 3; \\ \underline{\quad} \end{matrix}$	review	$\begin{matrix} 6 & 9 \\ 3 & 4 \\ \underline{\quad} & \underline{\quad} \end{matrix}$	4. New $\begin{matrix} 2 & 8 \\ 6 & 2; \\ \underline{\quad} & \underline{\quad} \end{matrix}$; review $\begin{matrix} 6 & 9 & 3 \\ 3 & 4 & 3 \\ \underline{\quad} & \underline{\quad} & \underline{\quad} \end{matrix}$
			2	

Group III:—1. New 4; review any old ones needed.

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Count to 100 by 6's.

Learn to multiply by 2's, 5's, and 10's. This should culminate before the end of the term in the formal tables to $\times 10$.

Give problems involving addition of cents in which the sum is less than \$1, using no decimal points. Write the word "cents" after the numbers.

Review fractions, $\frac{1}{2}$, $\frac{1}{4}$, and teach $\frac{1}{3}$.

Continue work with the ruler as demanded by other work.

Use actual measures in teaching this subject, pt., qt., gal.

Addition of numbers in two columns, involving "carrying."

Roman numbers to XX.

Tell time by minutes.

3B GRADE

References—Everyday Arithmetic, Book I.

Everyday Arithmetic Manual, pp. 11-17.

Teaching the Common Branches, Charters.

Review reading and writing numbers as taught in the lower grades.

Write numbers to 1000.

Review Groups I, II, and III of the sequence of the combinations as explained in 2B and 2A course. Read carefully. Teach

2

Group IV:—1. New 5

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Learn to multiply by 2, 3, 4, 5, 6, and 10, culminating by the end of the term in the formal tables to $\times 10$.

Oral division as far as the tables are learned.

Problems involving U. S. money with the use of the decimal point in writing the same.

Review fractions of 2A Grade.

Addition in one, two and three figure columns having only the right column involving "carrying."

Subtraction, involving "borrowing," using the additive method (see 2B).

Review Roman numbers of 2A course and add any others as needed.

3A GRADE

References—Everyday Arithmetic, Part I, Manual, pp. 11-17.

Teaching the Common Branches.

Read and write numbers to 10,000.

Combinations: Groups I, II, III, IV, in review. New:

Group V:—1. New 7; review any needed.

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Learn to multiply by 2, 3, 4, 5, 6, 7, 8, 9, 10, culminating before the end of the term in the formal tables to $\times 10$.

Oral division as far as the tables are learned.

Short division without remainders. Write the quotient above the dividend.

Continue addition in three columns, "carrying" in the first and second columns on the right. Use the combinations already learned in making up problems.

Continue subtraction in more than one column, per directions in 2B course.

Review Roman numbers previously learned and teach others to 50.

4B GRADE

References—Everyday Arithmetic, Book I, Part II, ch. 1-4, inclusive.

Everyday Arithmetic, Manual, pp. 17-20.

Teaching the Common Branches, Charters.

Read and write numbers to 100,000 after reviewing similar work from 2B up.

Combinations: Review Groups I-IV, inclusive. (See 2B course for directions, 2A, 3B, and 3A.)

Group VI:

<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: right;">7</td><td style="text-align: center;">—</td><td style="text-align: right;">—</td></tr> <tr><td>1. New 7; review</td><td style="text-align: center;">any others</td><td style="text-align: right;">needed.</td></tr> <tr><td style="text-align: right;">3</td><td style="text-align: center;">—</td><td style="text-align: right;">7</td></tr> <tr><td>2. New 4; review</td><td style="text-align: center;">7</td><td style="text-align: right;">—</td></tr> <tr><td style="text-align: right;">—</td><td style="text-align: center;">—</td><td style="text-align: right;">—</td></tr> </table>	7	—	—	1. New 7; review	any others	needed.	3	—	7	2. New 4; review	7	—	—	—	—	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: right;">7</td><td style="text-align: center;">—</td><td style="text-align: right;">7 3</td></tr> <tr><td>3. New 5; review</td><td style="text-align: center;">7 4</td><td style="text-align: right;">—</td></tr> <tr><td style="text-align: right;">2 1</td><td style="text-align: center;">—</td><td style="text-align: right;">7 3 7</td></tr> <tr><td>4. New 9 9; review</td><td style="text-align: center;">7 4 5</td><td style="text-align: right;">—</td></tr> <tr><td style="text-align: right;">—</td><td style="text-align: center;">—</td><td style="text-align: right;">—</td></tr> </table>	7	—	7 3	3. New 5; review	7 4	—	2 1	—	7 3 7	4. New 9 9; review	7 4 5	—	—	—	—
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Group VII:

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3. New 9; review	8 9	—																													
1 8	—	8 6 5																													
4. New 7 9; review	8 9 6	—																													
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Review all the multiplication tables, helping children to discover their weak points and concentrate on them, eliminating easy parts. Bring all tables up to 12×12 . Give especial attention to slow pupils.

Continue oral and written division, beginning with 2 as a divisor and passing as rapidly as possible to higher numbers—two and three figure divisors. Have remainders in some examples. Explain the process and write the steps in order on the board for reference for class. Do not have remainders written as fractions. Write the quotient above the dividend.

Teach fractional parts of a dollar: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{10}$.

Measures of time, weight, length, and surface summarized and learned as tables.

Continue subtraction as explained in 2B course.

4A GRADE

References—Everyday Arithmetic, Book I, Part II, ch. 5-7, inclusive.

Everyday Arithmetic Manual, pp. 17-20.

Teaching the Common Branches, Charters.

Read and write numbers to 1,000,000, after reviewing work of lower grades.

Review all combinations of Groups I-VII, inclusive (See 3B-3A, inclusive). Take:

		1	9						
Group VIII:—1.	New	8	5	—					
				—					
		4		1	9			1	3
2.	New	7	; review	8	5			3.	New
								2	8
								; review	8
									5
									7
									—
									—

In adding frequently change the lower figure in the list, as 2 to 12, or to 22, 32, 42, etc.

Continue subtraction per directions (See 2B).

Addition and subtraction of very simple fractions.

Addition and subtraction of mixed numbers with very simple fractions.

Multiplication by three figures, and of mixed numbers with a simple fraction in one member only, preferably the multiplier.

Long division continued, beginning with one figure in the divisor and passing as rapidly as possible to two or three figures. Write remainders as fractions.

Fractional parts of a dollar reviewed orally and in writing.

Review and summarize the work of the lower grades.

Standards: Accuracy, speed, neatness.

INTERMEDIATE GRADES

In making the following course of study for Arithmetic, an effort has been made to emphasize the necessity of making the work of vital importance to the child's actual experience; to present problems related to the child's daily life in terms that he can understand.

McMurry gives the following regulations for Intermediate Grades:

"Keep up a close connection between a new lesson and preceding related work. The old processes interpret the new.

"Illustrate principles at first with simple oral problems based upon the measurement of concrete objects at hand.

"Give sharp review drills daily in oral work to establish complete mastery of elementary combinations and processes. In this kind of work one can aim at accuracy and speed.

"A written problem worked out at the board by the teacher, before the children, with questions and answers, is one of the best means of introducing a new process or of assigning a lesson upon a series of problems.

"The working out of a group of related problems bearing upon some large unit of study in geography or history gives a much needed illumination of such topics from the numerical side. Such problems are easy for children and furnish strong motives to effort because of the interesting and valuable answers to which they lead."

Some errors in teaching arithmetic, which are to be guarded against:

The habit of copying from others defeats real efficiency. Great care must be exercised by the teacher to prevent this habit.

Teachers frequently help children too much at the wrong place in the process of learning.

Inexperienced teachers usually move far too rapidly thru the book.

The text book is not to be blindly followed, but supplemented in the oral and inductive work, while it may be modified or reduced in some of its topics.

Children should be impressed with the importance of correct statements. Only careful, accurate work should be accepted by the teacher.

Read carefully Baltimore County Course of Study, pp. 290-299.

Read Iowa or Minnesota Reports on Elimination.

MINIMUM REQUIREMENTS FOR PUPILS ENTERING 5B GRADE

When pupils enter 5 BGrade they should have learned the following number facts and operations:

1. To read and write numbers to 1,000,000.
2. The 45 addition combinations.
3. The subtraction combinations or subtraction by the addition method. The latter is preferred.
4. The multiplication combinations, both in tables and as isolated facts. Ability to use these facts in examples and problems.
5. Division by the long and short methods. Write remainders as fractions.
6. The fractional parts of a dollar: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{10}$. The meaning of fractions.
7. Measures of time, weight, length, surface.
8. Roman numbers to XX and some others they may have used.

All the above work must be continued and reviewed from day to day. Fifth Grade teachers are to emphasize parts found most difficult and give individual work where it is needed. Unless the work mentioned above has been thoroly done, it must be done now or the work will always be weak.

5B GRADE

Spend a few minutes each day reviewing the fundamental processes according to the Barnes Plan. (See page 71.)

Use Studebaker Practice Sheets where they are available.

Text—Everyday Arithmetic, Book II, Hoyt and Peet.

References—Baltimore County Course of Study.

Fundamental Processes, Walsh-Suzzallo, pp. 1-200.

The Thorndyke Arithmetic.

Standard Arithmetic, Book II, Hamilton.

Reports of Committee on Elimination of Iowa and Minnesota.

Course of Study in the Eighth Grades, McMurry.

Part III, Chapter I: This is a review of work of previous grades. Optional work is here provided, which may be assigned to the brighter pupils while the teacher spends much of her time with the slower ones.

Fractions: Use only the following fractions or multiples of these fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{6}$, $\frac{5}{6}$, $\frac{7}{8}$, $\frac{1}{6}$, $\frac{5}{6}$, $\frac{1}{10}$, $\frac{1}{12}$, $\frac{5}{12}$, $\frac{7}{12}$. Fractions other than these are seldom used in commercial transactions.

Part III, Chapter II: Uses of fractional parts, pp. 28-46.

Part III, Chapter III: Addition and subtraction of fractions, pp. 47-61.

Part IV, Chapter IV: Multiplication and division of fractions, pp. 62-78.

Part V, Chapter V: Use of large numbers, pp. 80-82. This work may be done largely in connection with geography. It need not be taught all at once, but should be understood whenever met.

Part V, Chapter V: Use of zero, etc., pp. 82-91.

5A GRADE

Review fundamentals as in 5B Grade.

Text—Everyday Arithmetic, Book II, Part III, Hoyt and Peet.

References—Same as for 5B Grade.

Chapter VI: Decimals, United States money and other decimals; the four operations with decimals, pp. 92-109.

Chapter VII: Alequot parts of a dollar, comparison, pp. 110-118.

Chapter VIII: Denominate numbers; measures of time, weight and length and surface have been studied in the primary grades but must be thoroly reviewed. Unless measures are brought into the school and actual measuring is done by the pupil at home or in the school, such study will amount to little. Measures may be borrowed from primary teachers. Get from the library the booklet on Standard Weights and Measures for West Virginia.

Linear measure, square measure, dry and liquid measures, weight and number.

6B GRADE

Text—Everyday Arithmetic, Book II, Part IV, Hoyt and Peet.

Supplementary—Same as for 5B Grade.

Read Baltimore County Course of Study, pp. 308-317.

Review the four fundamental processes daily as the need is discovered, both in whole numbers, in fractions and in decimals. Use the Studebaker Practice Sheets at least once a week. Find what pupils are weak in this work, what their weak points are, and spend time with them while the brighter pupils do advance or supplementary work.

Chapter I: Bills and accounts. This work should be closely related to the life of the pupil and should grow out of his experiences where possible.

- a. Savings accounts.
- b. Accounts of expenditures outside of school or in connection with school work.
- c. Problems of gardening. The text pp. 1-17 will give much suggestive material.

Chapter II: Study of large numbers, pp. 18-26. Much of the material given here can be used in connection with geography. Time should be taken in the geography work to study large numbers. The material given in the text will suggest many fruitful topics to the teacher.

Chapter III: Use of decimals, pp. 27-43.

Chapter IV: Fractions and mixed numbers, pp. 44-70. The teacher should be sure that pupils know how to perform the four operations with mixed numbers and fractions. If pupils have a concrete understanding of what fractions are, there will be no confusion in the different operations.

Review thoroly the work of the grade. Plan to give help to weak pupils where help is needed.

6A GRADE

Text—Everyday Arithmetic, Part IV, Hoyt and Peet.

References—Same as for 5B.

Read Baltimore County Course of Study, pp. 308-317.

Give time to reviewing the four operations with whole numbers, fractions, and decimals. Use Mrs. Barnes' method, page 71. Use Studebaker Practice Sheets where they are available. Help the weak pupils.

Chapter V: Comparison of whole numbers and fractions, pp. 71-76.

Chapter VI: Percentage, pp. 78-101.

Chapter VII: Measurements, pp. 102-116.

Tables of greatest importance, Long, Square, Cubic, Time, Liquid, Dry; see tables, pp. 137-138.

Review Chapter VIII, pp. 124-136.

Give some standard test to determine relative development of individual pupils and of class. The Woody tests, the Courtis Tests, or the Stone Tests may be used.

7B GRADE

Text—Everyday Arithmetic, Book III, Part V, Hoyt and Peet.

Supplementary Texts—Fundamental Processes, Walsh-Suzzallo.

The Thorndyke Arithmetic.

Complete Arithmetic, Hamilton.

Reports on Elimination of Iowa and Minnesota.

Read Suggestions for Teaching Grammar Grades, pp. 308-317.

Consult Baltimore County Course of Study, Seventh Grade, pp. 323-326.

Secure the record of pupils' standing in the Standard Tests given at the completion of Sixth Grade. Review and test to find where your pupils need to begin. Spend sufficient time during the term to bring all pupils up to the standard in speed and accuracy in the use of the fundamental operations with whole numbers, decimals and fractions.

Review fundamental processes.

GENERAL SUGGESTIONS.

For Seventh and Eighth Grades

Aims: The Seventh Grade marks the beginning of new aims in the study of arithmetic. Up to this time the aim has been the mastery of the fundamental processes and their application to familiar experiences. In the Seventh and Eighth Grades the aim is to train the pupils in the use of arithmetic as it is applied to common aspects of business, industry, and other phases of community life. Thru their study of arithmetic the pupils should gain ability to interpret problems; to estimate answers; to state answers in reasonable form; to choose economical methods; to compute accurately and with reasonable speed; and otherwise to become proficient in using numbers as a tool.

Purpose: The teacher should have a definite purpose in every recitation. Means and methods vary with the subject, class and individuals. Material must be chosen that is familiar to the experience of the pupil and suited to his stage of development.

Development: The passage should be from observation to reasoning, from concrete to abstract, from the particular to the general, and very slowly, from the simple to the complex.

Material: The "live" problems and illustrative material for each phase must be drawn from the pupils' work, but all live material used by the class should not be the gift of the teacher. The child's world is full of material to be had for the asking. He can supply time tables, specimen insurance policies, blank stock certificates, stock quotations, bill and receipt forms, lists of local prices in various trades, and can collect examples of numbers as found in price lists and advertisements. In this work the child discovers the universality of the subject and also a motive for mastering the necessary processes.

Oral Work: The first five or ten minutes of the recitation time may be spent most profitably in spirited exercise for the mastery of processes or for the solution of "mental" problems. The exercises should bring in all the fundamental processes and emphasize accuracy and reasonable speed. The oral work should involve seeing, hearing, and writing at dictation. Writing at dictation involves hearing,

seeing, and instant determination of essentials. All dictation should be given slowly and distinctly, once only, in order to cultivate attention.

Class Work: In all class work cultivate the habit of first grasping the conditions of the problem—what is required, what is given, the relation—then the approach to what is necessary to a solution. Do not permit pupils to begin to “make figures” before these steps have been taken. Have the reasonableness of all results criticized. Encourage the habit of checking and proving results. Cause the pupils to see the importance of handing in the best work of which they are capable. In all work let the aim be *accuracy*, neatness and the ability to think clearly. Secure from the library the problems suggested by the National War Savings Committee. They are invaluable in themselves and suggestive of further work along the same line.

Chapters I and II, pp. 1-42. By making skillful use of the work here suggested, the teacher may be able to spend much of her time with pupils who are not up to standard, may let more advanced pupils help the slow ones, and may let other advanced pupils work as suggested in the text.

Chapter III: Percentage, pp. 43-57.

Baltimore County Course of Study: Method of Teaching, p. 325.

Chapter IV: Business, pp. 59-70. Buying and selling things; how it is done.

Chapter V: Protection against loss, pp. 74-77. Insurance.

7A GRADE

Text—Everyday Arithmetic, Part V, Hoyt and Peet.

Supplementary Texts—Same as in 6B. Review fundamentals.

How Banks Help Us, Chapter V: Checking Accounts, Savings Accounts, Interest Problems. Use the pupils' problems where possible.

Chapter VII: Geometric forms and measurements, pp. 97-116.

The manual training and home economics courses should reinforce this work.

Chapter VIII: Buying a lot and building a house. Have children consult real estate dealers as to the price of lots. Study locations, select and estimate cost of lot. Follow the suggestions of the text where desirable. Do not hesitate to use your judgment as to procedure.

Review Chapter IX.

8B GRADE

Text—Everyday Arithmetic, Book III, Part VI, Hoyt and Peet.

Supplementary Texts—Same as for 7B.

Read Baltimore County Course of Study, pp. 308-316, and 326-329.

Review the fundamental operations with whole numbers, fractions, and decimals, percentage, measurements. Find out how each pupil stands in the standard tests of the previous grade. Give special attention where it is needed and provide supplementary work for the advanced pupils. Reasoning tests as well as tests for speed and accuracy in fundamentals should be given.

Chapter II: Common business forms, pp. 7-21.

Chapter III: Methods of sending money, pp. 24-31.

Chapter IV: Saving and investing money, pp. 34-56. How shall we distinguish between safe and unsafe investments? What gives value to stock? What is the difference between stocks and bonds? Which is a safer investment? Which usually pays higher interest? Which fluctuates? What are U. S. Bonds? Why are they absolutely safe? Follow the stock market a while. Watch the fluctuation. What causes it? Find some safe investment for a thousand dollars.

Chapter V: Borrowing and loaning, pp. 50-70.

Chapter VI: How to collect money, pp. 72-74.

Chapter VII: Taxes, pp. 76-85. What our National Government does for us. What the state government does for us. What the local (city and county) government does for us. How the schools are supported.

8A GRADE

Text—Everyday Arithmetic, Book III, Part VI, Hoyt and Peet. Supplementary—Same as for 7B.

Read Baltimore County Course of Study, pp. 308-317, and 326-329.

Use Studebaker Practice Cards or Mrs. Barns' Method for speed and accuracy in the four processes with whole numbers, fractions, and decimals. Test to find whether pupils are up to standard by using Woody or Courtis Tests and Stone Reasoning Tests.

Chapter VIII: Practical measurements, pp. 89-105. Make this work concrete.

a. Teach pupils how to measure contents of a silo, to find size of a wagon body or car or barge, to hold a certain number of bushels of coal.

b. Read the gas meter.

c. Read the electric meter.

d. Read the thermometer.

Chapter IX: Powers and roots, pp. 109-114. Explain how the triangle is used in surveying.

Chapter X: Ratio and proportion, pp. 114-120.

Review Chapters XI and XII. Give one of the standard tests.

The completion of the course should leave the pupil with a flexible number tool, in the easy, natural, everyday use of which he is proficient.

TEACHING THE FUNDAMENTAL OPERATIONS

(Arranged by Mrs. Bernie Barns.)

In addition to the Course of Study for this grade, the following suggestions may add variety to the work, and will be good preparation for the work with combinations in the other primary grades.

Teachers can think of many other similar exercises that will come as close to the children's natural interests as do these.

- 50 1. Where is 2?
49 (It is between 1 and 3. It is next to the bottom. It is
48 above 1 and below 3.)
47
- 46 2. Point to a number that means more than 3; less than 3; one
45 less than 3.
44
- 43 3. Point to a number that means more than 2.
42
- 41 4. Begin with 2 and name all the numbers that end with 2,
40 as 2, 12, 22, 32, 42, etc.
39
- 38 5. Find the number that tells your age; height; day of the
37 week; day of the month; number of people in your row;
36 number of dolls you have; number of marbles you own;
35 your house number, etc.
34
- 33 6. Name any number that is greater than 10; less than 10.
32 Name any number that is greater than 20; less than 20.
31
- 30 7. How many numbers between 3 and 5?
29
28 The numbers should be on the board in this order, from 1
27 to 50 before giving the exercises. From 1 to 20 would do at
26 first, and the list enlarged later.

25

24

23

22

21

20

19

18

17

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

Note: This and the work on the sequence of the combinations was taken largely from Mrs. Barns' notes, made while taking a course in Arithmetic at the University Summer School.

Mrs. Barns has been very successful with this work in the Third Grade at Woodburn and has consented for all the schools of Morgantown to profit by it.

It is to be hoped that all the teachers will take this up with the same enthusiasm and that all the children of our primary schools may enjoy it as much as the children and teachers do who have given it a trial.

The Sequence of the Combinations.

1. 3 5 9 Put these combinations on the board, have the
 2 4 3 sum of each told, and say to the class that a game
 - - - may be played with them as soon as all can tell
 them quickly.

In the meantime, make up some lists similar to the example given, which shall contain each combination three times, and write the result so the children will not work just for the answer, but can tell easily when a mistake is made.

Example:

3 Notice that there must be at least ten numbers in the list
 4 so each combination may appear three times.

3 Begin to add from the bottom.

3 One good plan is to divide the school into two divisions, with
 4 a captain for each. The captains stand in front of their respec-
 3 tive sections, and take turns selecting a performer, while the
 3 teacher points to the numbers as fast as the child can add. One
 4 mark should be made on the board for each mistake and a record
 3 given as he finishes. 10 is given for a perfect record, 7 if there
 2 are three mistakes. The next day he may have a chance to raise
 — his record. No one is eligible to be captain unless he makes a
 32 record of ten.

If time permits, and conditions demand it, the score of each side may be kept from day to day.

Subtraction:

Just as upon these three combinations are mastered, subtraction may be begun, using very simple problems at first, and using only these combinations.

Example 1:

95 Proceed thus in Second and Third Grades: A child takes a
 -43 pointer and says: "3 and what make 5?" "3 and 2 make 5," and
 — writes 2 in the proper place. "4 and what make 9?" "4 and 5
 52 make 9," puts it down and announces the result.

In the Fourth Grade, omit the questions, announce results, and set them down in order.

Example 2:

922 Teach the children to add 10 to the 2 above, and 1 to the 8
 -483 below. No reasons need be given.

439

II. The next combination to be taken, 2, and review $\begin{matrix} 2 & 4 & 3 \\ & 3 & 5 & 9 \end{matrix}$

2 Notice that the new combination, 2, appears three times and
 3 each of the others at least once.

4 The teacher is to make other lists using these four combina-
 3 tions, following the rule just explained.

3
 5
 2
 3
 5
 2
 3
 4
 2
 3
 44

4 3 5 9 2
 III. New 6; review 2 4 3 2 (End of Group 1.)
 Group II.

6
 IV. New 3;
 Example:

6 Make lists for adding that will contain this combination at
 1 least three times, and use any of the old ones that need special
 3 drill. 1 may always be used as needed.

6
 1 9 6
 3 V. New 4; review 3
 5 3 6 4
 2 VI. New 3; review 3 9
 3 6 8 6 4 3
 3 VII. New 2 2; review 3 9 3
 6

39
 Group III.

2 4 2 6
 VIII. New 4; review any others needed. X. New 4; review 4 8
 6 2 8 2 8 4
 IX. New 8; review 4 XI. New 5; review 4 6 4
 3 2 8 4 5
 XII. New 7; review 4 6 4 8

Groups I, II and III will probably be sufficient work for Second Grade. Third Grade should review these rapidly the first week of the term, and then begin with Group IV. Take Group V.

Group IV.

5 3 2 6
 XIII. New 2 XV. New 5; review 5 7
 7 2 8 2 6 5 7
 XIV. New 6; review 5 XVI. New 7; review 5 7 3 8
 5 2 6 5 7
 XVII. New 5; review 5 7 3 8
 7 7 7 6
 XVIII. New 9 XX. New 2; review 9 6
 6 7 9 7 6 7
 XIX. New 6; review 9 XXI. New 9; review 9 6 2
 8 7 6 7 9
 XXII. New 4; review 9 6 2 9

Make daily note of old combinations that cause trouble, and use them in your lists for adding and your subtraction problems. Do at least one problem in subtraction each day, using the form of explanation given on the first sheet.

In 4B, Groups I, II, III, IV, and V should be reviewed in the first weeks of the term, and Groups VI and VII learned. In reviewing make daily note of the combinations that need further drill and use them at least once in each list, and eliminate the easy ones.

Group VI.

$$\begin{array}{r} 7 \\ \text{XXIII. New } 7 \\ \hline 4 \end{array} \quad \begin{array}{r} 7 \\ \\ \\ \hline 7 \end{array} \quad \begin{array}{r} 2 \ 1 \\ \text{XXVI. New } 9 \ 9; \text{ review } 7 \ 3 \ 5 \\ \hline 7 \ 9 \\ \hline 7 \ 3 \end{array}$$

$$\begin{array}{r} 3 \\ \text{XXIV. New } 3; \text{ review } 7 \\ \hline 7 \end{array} \quad \begin{array}{r} 5 \\ \text{XXV. New } 5; \text{ review } 7 \ 4 \\ \hline 7 \ 4 \end{array}$$

Group VII.

$$\begin{array}{r} 8 \\ \text{XXVII. New } 8 \\ \hline 6 \end{array} \quad \begin{array}{r} 8 \\ \\ \\ \hline 8 \end{array} \quad \begin{array}{r} 5 \\ \text{XXIX. New } 6; \text{ review } 8 \ 9 \\ \hline 1 \ 9 \\ \hline 8 \ 9 \ 6 \end{array}$$

$$\begin{array}{r} 9 \\ \text{XXVIII. New } 9; \text{ review } 8 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ \\ \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ \text{XXX. New } 7 \ 8; \text{ review } 8 \ 6 \ 5 \\ \hline 1 \ 9 \\ \hline 8 \ 6 \ 5 \end{array}$$

In 4A, review all the combinations from the beginning, as rapidly as possible, and take Group VIII.

Group VIII.

$$\begin{array}{r} 1 \ 9 \\ \text{XXXI. New } 8 \ 5 \\ \hline 8 \ 5 \end{array} \quad \begin{array}{r} 4 \\ \text{XXXII. New } 7; \text{ review } 1 \ 9 \\ \hline 2 \ 3 \\ \hline 1 \ 5 \ 7 \end{array}$$

$$\begin{array}{r} 1 \ 8 \\ \text{XXXIII. New } 1 \ 8; \text{ review } 8 \ 9 \ 4 \\ \hline 8 \ 9 \ 4 \end{array}$$

In adding, frequently change the lowest figure; as, change 2 to 12, 22, 32, 42, etc.

TYPE PROBLEMS THAT DEAL WITH THE NAUGHT IN SUBTRACTING

959	909	929	590	1059	500	945	500	100	982	(552)
-554	-505	-510	-316	-635	-300	-923	-346	-100	-493	(32)

*

*Do not put 0 here.

BORROWING METHOD IN SUBTRACTION

555 Tell me the name of the sign before 312. What does it
-312 mean? What other name do we use for "take away"? We are
going to subtract or take away 312 from 555, so we say: 2 from
5 leaves 3, 1 from 5 leaves 4, 3 from 5 leaves 2.

PROBLEMS FOR SUBTRACTION

$$\begin{array}{r} 1254959 \\ -922435 \\ \hline \end{array}$$

After you have taught 3 combinations, begin subtraction by Austrian Method: $\begin{array}{r} 3 \ 5 \ 9 \text{ as } 5 \ 9 \ 12 \\ 2 \ 4 \ 3 \quad -3 \ -4 \ -9 \\ \hline \end{array}$

$$\begin{array}{r} 2 \ 5 \ 3 \\ \hline \end{array}$$

Make simplest problem you can using first combinations. $\begin{array}{r} 5555 \\ -3232 \\ \hline \end{array}$

AUSTRIAN METHOD add ten to figure above and one to next figure below. We'll add another way today.

$$\begin{array}{r} \text{I. } 109549 \\ -65324 \\ \hline \end{array}$$

II. Judging whether carrying is necessary or not. 10925039

1. *Can* I add? -6593643

2. Add 10

3. Add

4*2 *6 *Can't

4. Adds 1 ten to subtrahend.

Point to ones to which you must add 10. Turn over into \$ and cents. Bring problems from papers, father's business, etc.

AUSTRIAN METHOD: 10925039

-6593643

3 and 6 are 9, 4 and 9 are 13,

7 and 3 are 10, 4 and 1 are 5,

9 and 3 are 12, 6 and 3 are

9, 6 and 4 are 10.

1. Have monitors go down the rows and check ones right after you have checked theirs.

II. Answer 1, 2, 3, 4, 5, in order you finish. Add 10.

FOUR DEVICES FOR DRILLING ON MULTIPLICATION

I. Teacher announces table, children write results only. One child is then called upon to read the results while the others check the ones they have wrong.

Teacher reads:

$$\begin{array}{r} 5 \times 5 \\ 5 \times 12 \\ 5 \times 11 \\ 5 \times 9 \\ 5 \times 4 \\ 3 \times 5 \\ 2 \times 5 \\ 0 \times 5 \\ 11 \times 5 \\ 9 \times 5 \end{array}$$

Child writes:

$$\begin{array}{r} 25 \\ 60 \\ 55 \\ 45 \\ 20 \\ 15 \\ 10 \\ 0 \\ 55 \\ 45 \end{array}$$
II. Teacher says, "Add 2 to each result." Table of 2's. Teacher reads 2×7 , child writes 16; teacher reads 2×9 , child writes 20; teacher reads 2×5 , child writes 12, etc.

There are only 62 real multiplication facts.

III. Teacher reads results, children write the multiplication combinations as she reads.

Teacher reads: 2's:

$$\begin{array}{r} 14 \\ 24 \\ 20 \\ 16 \\ 4 \\ 12 \\ 18 \end{array}$$

Child writes:

$$\begin{array}{r} 2 \times 7 \\ 2 \times 12 \\ 2 \times 10 \\ 2 \times 8 \\ 2 \times 2 \\ 2 \times 6 \\ 2 \times 9 \end{array}$$

IV. Teacher reads: 8593721406

Multiply by 217187442812

The first child thru may call out 1, the second 2, the third 3, the fourth 4, and the fifth 5.

One child then may read the answer and each one put a 1 on the board for each problem he gets right, and count them when thru.

Give problems that have all the combinations but 11, 12, and 10; 90 multiplication facts—easy 10's and 11's.

There are 62 *real* multiplication facts to learn.

LONG DIVISION

Case I. When the second figure in the divisor is the same or less than the first figure, e. g., 21, 42.

2583	19/21	2 will go into 5 two times and 1 over, 1 will go into 14 two times, therefore 21 will go into 53 two times with 12 over. Bring down 2. Two will go into 12 six times but 1 will not go into 2 six times, therefore 21 will go into 122 five times with 17 over. Bring down 6. Two will go into 17 eight times with 1 over. 1 will go into 16 eight times, therefore 21 will go into 176 eight times with 8 over. Bring down 2. Two will go into 8 three times and 2 over. 1 will go into 22 three times, therefore 21 will go into 82 three times with 19 over.
21/54262		
42		
—		
122		
105		
—		
176		
168		
—		
82		
63		
—		
19		

Case II. When the second figure in the divisor is greater than the first, e. g., 28, 79.

978	19/28	Estimate first how much of the dividend we must use at first, then say: 30 into 274 will go 9 times, therefore 28 will go into 274 nine times with 22 over. Bring down 0. 30 will go into 220 seven times, therefore 28 will go into 220 seven times with 24 over. Bring down 3. Then say 30 will go into 243 8 times, therefore 28 will go into 243 eight times.
28/27403		
252		
—		
220		
196		
—		
243		
224		
—		
19		

With a three figure divisor or a divisor with more than three figures, use the same rules as in Cases I and II, using the first figures as a trial divisor in Case I and 300 in Case II for a three figure divisor.

Place quotient above dividend because:

1. It tells what figure to bring down.
2. Helps fix the decimal point.

TESTING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION BY CASTING OUT 9'S

Addition

4218	4 and 2 and 1 and 8 are 15; taking out 9 we have 6
6129	6 and 1 and 2 are 9; taking out 9 we have 0
4271	4 and 2 and 7 and 1 are 14; taking out 9 we have 5
5813	5 and 8 are 13; 13-9 is 4; 4&1&3 are 8 8
20431	8 and 5 are 13; 13-9 is 4; 4&6 are 10 10-9 is 1
2&4&3	are 9

Taking out the 9 we have the 1 left which equals the excess here.

Subtraction

The excess of 9's in the subtrahend taken from the excess in the minuend will equal the excess in the remainder.

5467	5 and 4 are 9; 6 and 7 are 13; 13-9 is	4
-2853	8 and 2 are 10; 10-9 is 1; 1 and 5 and 3 are 9	0
—		—
2614		4
2&5&1 are 9.	Excess of 4.	

II. Adding fractions with like numerators: $4 \frac{1}{3}$

$$\begin{array}{r} 6 \\ 3 \frac{1}{3} \\ \hline 13 \frac{2}{3} \end{array}$$

III. Adding fractions with unlike numerators: $2 \frac{1}{5}$

$$\begin{array}{r} 3 \frac{1}{5} \\ 4 \frac{2}{5} \\ \hline 9 \frac{4}{5} \end{array}$$

IV. Get away from whole numbers: $1/8$

$$\begin{array}{r} 2 \frac{1}{8} \\ 2/8 \\ 2/8 \\ 1/8 \\ \hline 2 \frac{7}{8} \end{array}$$

V. Get entirely away from whole numbers: $1/11$

$$\begin{array}{r} 2/11 \\ 5/11 \\ 1/11 \\ \hline 9/11 \end{array}$$

VI. Reducing to lowest terms: $2 \frac{1}{4}$

$$\begin{array}{r} 3 \\ \dots \dots \dots 1 \frac{1}{4} \\ \hline 6 \frac{2}{4} = 6 \frac{1}{2} \end{array}$$

VII. Reducing to whole or mixed numbers:

(a)	(b)
$3 \frac{2}{4}$	$1 \frac{3}{4}$
$2 \frac{1}{4}$	2
$1 \frac{1}{4}$	$1 \frac{2}{4}$
<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>
$6 \frac{4}{4} = 7$	$4 \frac{5}{4} = 5 \frac{1}{4}$

VIII. Reducing to common denominator: $4 \frac{1}{2} = 4 \frac{2}{4}$

$$\begin{array}{r} 3 = 3 \\ 6 \frac{1}{4} = 6 \frac{1}{4} \\ \hline 13 \frac{3}{4} \end{array}$$

IX. Teach reducing whole or mixed numbers to improper fractions in multiplication and division of fractions.

Subtraction of Fractions

I. Placing of fractions: $2 \frac{1}{2}$

$$\begin{array}{r} -1 \\ \hline 1 \frac{1}{2} \end{array}$$

II. Subtracting fractions with like numerators, bringing in a 0 difficulty: $4 \frac{1}{3}$

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

III. Subtracting unlike numerators: $58 \frac{2}{3}$

$$\begin{array}{r} 14 \frac{1}{3} \\ \hline 44 \frac{1}{3} \end{array}$$

IV. Getting away from whole numbers: $5 \frac{3}{5}$
 $\frac{2}{5}$

 $5 \frac{1}{5}$

V. Getting entirely away from whole numbers: $\frac{5}{8}$
 $\frac{3}{8}$

 $\frac{2}{8}$

VI. Reducing to lowest terms: $8 \frac{3}{4}$
 $-4 \frac{1}{4}$

 $5 \frac{2}{4} = 4 \frac{1}{2}$

VII. Reducing to whole or mixed numbers:
 $6 \frac{5}{4}$ $6 \frac{6}{4}$
 $-2 \frac{1}{4}$ $-2 \frac{1}{4}$

 $4 \frac{4}{4} = 5$ $4 \frac{5}{4} = 5 \frac{1}{4}$

VIII. Reducing to common denominator: $4 \frac{1}{2} = 4 \frac{2}{4}$
 $-1 \frac{1}{4} = 1 \frac{1}{4}$

 $3 \frac{1}{4}$

IX.

(a)	(b)	(c)	
48	10 $\frac{12}{15}$	48 $\frac{1}{4}$	78 $\frac{1}{4}$
$-23 \frac{1}{4}$	-7	$-15 \frac{2}{4}$	$-45 \frac{1}{2}$
<hr/>	<hr/>	<hr/>	<hr/>
24 $\frac{3}{4}$	3 $\frac{12}{15}$	32 $\frac{3}{4}$	32 $\frac{3}{4}$

Arithmetic is a moral and ethical subject.

Arithmetic gives confidence in one's self.

Ethical value in adding a column—*must* attend to his business.

Interest is feeling side of attention.

If a child *feels* interested, he will give attention.

GEOGRAPHY

Geography is a study of the earth as the home of man. It deals with the interactions between man and the earth. It should proceed from that which the child knows best, his own home surroundings, to his own state, the United States, North America, Europe, South America, Asia, Africa, Australia.

It must be organized in a psychological rather than a logical way. Each year should present a new set of problems.

Much oral work is necessary in geography.

Children should be carefully trained in the use of maps, charts, how to use geographical readers, books of travel, and books of reference.

The work in this subject, from 1B to 4A, consists of preparation for a more formal study. It is given as language and is outlined from month to month. The topics included are home, school, and community life, nature studies, phases of the weather, change of seasons, appearance of the sky by day and by night, primitive life of this and other countries, direction and location of public buildings and places, kinds of industries in the community, and so on.

In all the primary grades teachers may take the children for excursions to observe nature or things pertaining to the life of the community, provided this is done for a definite purpose and is understood by the class beforehand.

In the third and fourth grades, the latter especially, the children should be encouraged to find out the location of places mentioned in their reading lessons and to collect pictures and articles from magazines and newspapers to bring to class.

4A GRADE

Text—Essentials in Geography, Brigham and McFarland, to p. 54.
How People Work and Live.

During the fourth year the children will have the opportunity of reading such books as the following:

Home Geography, Long
Home Geography, Merrill
Old Mother West Wind
Old Stories of the East
Little Folks of Many Lands
Seven Little Sisters
The Dutch Twins
The Japanese Twins
The Cave Twins

The text is intended to be used as a basis of comparison with what children have observed or read, as a source of information when the children see that their knowledge is limited, and for reference.

If children are encouraged to look for pictures and articles in magazines at home, and if the teacher takes the class out for field excursions or visits to factories, the children can approach the text more intelligently, with more interest, and can judge the value of its statements in comparison with their own knowledge of the subject.

Suggestions for presenting the subject for the first time:

Find out how many children in the class know the name of the new book they are to use, now that they are 4A's. Some will pronounce geography very poorly. Settle that question by showing them the syllables in the word and by refusing to understand afterward unless the word is properly pronounced.

Ask the children to consider for a minute what they think geography is and what it is for. Let a few tell their ideas, then turn to page 1 and have the class read the first paragraph silently, and compare what the *book says it is* with what has been said.

Have them notice what the heading is on page 1—How People Work and Live. Have the books closed and ask the children to take a few seconds and think of all the occupations they know anything about. Choose one child to tell all he has that of and others to add what he has omitted. Then turn to the topic in the Contents, read the list silently to page 50, and let the children decide how many of the sub-topics mean occupations. Under which heading would the occupations that were mentioned by the children previously come? Do all of these mean occupations? Which ones are represented in our community?

Then have the class read silently and discuss paragraph 2, page 1, and compare it with what the children have been telling.

How people in the home community make a living:

Study of the simple local industries with a view to learning:

1. How people are enabled to carry on these industries. Presence of natural resources, or source from which obtained.
2. How these resources are made use of in the industries; or how the industries are carried on.
3. How the products are disposed of. Farming, dairying, manufacturing, shipping or mining may be treated, depending on the locality: Care must be taken to keep the work of this grade home geography. The studies must be concrete. Visits should be made by pupils and teacher to the places of interest whenever possible. The idea to be brought out is that people have different ways of making a living. Each industry must have certain conditions necessary for its existence, and those engaged in one industry are dependent to a greater or less extent upon those engaged in other industries, for raw materials, machinery, manufactured articles, or markets.
 - a. How the farmer supports his family and also supplies many things to people in towns and cities. A study of what the farmer produces, how he does his work, and what he does it with. Wheat, barley, corn, oats, potatoes, fruit, milk, cattle, hogs.
 - b. How the miller supplies our homes with flour.
 - c. How the baker supplies us with bread.
 - d. How the grocers, butchers, etc., supply some of our wants.
 - e. How bricks are made.
 - f. How lumber is manufactured.
 - g. How stone is quarried and dressed.
 - h. The making of furniture.

All these may be developed by stories, reading, views, etc. No text book is needed.

TYPE STUDY

The Production of Milk and Butter

Introduction:

The production of our milk supply is one of the most important questions we have to deal with in securing our food. One reason for this is that disease germs get into milk easily, grow there more readily than in most other things, and can be carried into our bodies without our knowing about it until we get the disease. Therefore it is necessary that milk be well taken care of in order to keep it clean and free from disease germs.

How milk is brought to us:

The milk supply for towns and small cities is usually produced on nearby farms and cooled, bottled, and hauled to the customer by the farmer himself. The supply for large cities, however, is not so easily obtained and must be shipped in large cans long distances on trains and electric cars. At the city it is taken to a central milk plant, heated (pasteurized) to kill germs in it, cooled and bottled. Then it is delivered to the consumers.

Different forms in which milk is sold:

All milk is not sold as whole milk, just as it comes from the cow. Some is sold as cream and some as butter. Cream is the part of the milk that contains the fat. Five gallons of milk will make about one gallon of cream, and cream is about one-fifth fat. Separation of the cream from the milk is brought about by a mechanical "separator," or by allowing the milk to stand in a can until the cream, which is lighter than the rest, rises to the top and can then be dipped off. The part that remains after taking the cream off is called "skim milk."

Butter is made from cream. The cream is allowed to sour; certain germs in the milk cause this to happen. There are good germs as well as bad ones in milk and without some of these good ones we could not make butter as we do now. After the cream is properly soured, it is put into a churn and churned until the fat and the "buttermilk" separate from each other. The buttermilk, which is practically all the cream except the fat, is drawn off and the butter is washed and salted. Then the butter is molded into some convenient form for marketing. As with milk, some butter is taken directly to the consumer by the farmer who produces it. The greater part, however, is shipped to large cold storage houses in the cities. From here it is sent to wholesale grocery dealers, who sell to the grocer or butcher, who in turn supply the final consumer. Not all of our butter is made on farms but in large factories called "creameries," which have great quantities of milk shipped in to them from which they make the butter. In these creameries great quantities of butter are made at one time. Some of the churns will churn five hundred pounds and more at one time.

AIDS FOR TEACHERS

Read:

1. Baltimore County Course of Study, pp. 180-186.
2. Iowa Report on Elimination, pp. 28-38.
3. Curriculum of the Horace Mann School, pp. 10-30.
4. The Teaching of Geography, Dodge and Kirchway.
5. Special Method in Geography, McMurry.

Important suggestions:

1. Teach pupils to read the map. The following things should be understood:
 - a. Meaning of colors. Do all books use the same color scheme (Elevation, etc.)
 - b. Scale of miles. Give practice in its use. Compare two maps of the same thing.
 - c. Lines used. Marginal numbers. Why are lines curved? Why converge toward north?
 - d. How mountains and boundary lines are indicated.
 - e. Directions; i. e., cardinal and semi-cardinal points.
2. Study of mountain range or system.

- a. Direction. Do rain-bearing winds follow or cross its course?
 - b. Height. Not absolute height, but relative and approximate in order to understand its influence on precipitation.
 - c. Minerals. Timber—on which side the more.
 - d. Are these particular mountains valuable? Harmful? Both? Why? For example the Appalachians or the Rocky Mountains may be used as a type study, and have several lessons devoted to them. Of course their relation to man, his abode, his industries, and his products will be the central theme.
3. Draw maps quickly, giving general outline only. Do not waste pupil's time in artistic reproductions. If accuracy is desired, use a stencil or trace.
 4. Study the United States by sections rather than by states. Note the following:
 - a. History (settlement, nationality of settlers), what brought them, whether they are completely Americanized).
 - b. Facts of topography, soil, climate and their influence.
 - c. Industries, products, cities, commerce.
 - d. Study pictures in texts and have pupils bring others. Stereoscopic views, lantern slides, post cards and movies are wonderful aids in the study of geography.
 - e. Encourage pupils to bring typical products of the state or section. Specimens may be secured by writing to manufacturers, boards of trade, etc.
 5. Have a definite aim for each lesson. Let the pupil have a definite aim—one that is likely to challenge his thotful attention.
 6. Use wall maps and globes generously.
 7. Type subjects:

Fishing	Cotton Fields
Manufacturing	Wool (Sheep)
Corn Field	Irrigated Farm
Wheat Farm	Orange Grove
Cattle Ranch	Coal Mines
Sugar Cane	Frie Canal and New York City
A Growing Town (Morgantown)	The Rocky Mountains

5B GRADE

Products That We Use

(5B) Where do the things we use come from, and (5A) why can they be produced in these regions? Thru such a study the children should get some idea (1) of the difference of conditions necessary to the production of various necessities, (2) of shape and size of the earth, (3) of continents, oceans and highways of commerce, (4) of heat belts and zones as they affect plant and animal life, hence man and the industries carried on by him.

Brigham and McFarlane, Book I, p. 71 to end of book as outlined below, is to be used as a basis for the geography in this grade. The following books should also be used for reference:

Carpenter's Geographical Readers:

- How We Are Fed
- How We Are Clothed
- How We Are Housed
- Tarr and McMurry, Book I.

1. From other sections of our own country.
 - Foods:
 - Wheat—North Central States
 - Corn—North Central States
 - Grapes—California
 - Pineapples—Florida
 - Maple Syrup—Northern Ohio and Vermont
 - Salmon—Columbia River region and Alaska
 - Rice—Louisiana, South Carolina and other southern states
 - Oranges—California, Florida
 - Clothing:
 - Cotton goods—Massachusetts and other northeastern states
 - Shoes—Alaska, Northern Canada
 - Houses and Furnishings:
 - Lumber—Lumbering in Minnesota and Wisconsin, also in other states
 - Furniture—Southern Michigan, Indiana and Chicago, Ill.
2. From other parts of America.
 - Foods:
 - Bananas—Central America
 - Coffee—Brazil
 - Meat—Argentina
 - Chocolate—Central America and Brazil
 - Clothing Materials:
 - Wool and hides—Argentina
 - Rubber—Brazil
 - Other Necessities:
 - Asphalt—Trinidad
 - Drugs—Central America, Bolivia, Brazil
3. From European countries.
 - Foods:
 - Beet sugar—Germany
 - Macaroni—Italy
 - Fish—Norway
 - Cheese—Switzerland
 - Clothing Materials:
 - Silk—France
 - Other Necessities:
 - Cutlery—Sheffield, England
 - Toys—Germany
4. From Asia.
 - Tea—China and Japan
 - Fireworks—China
 - Pearls—Ceylon
 - Spices—East India Islands
 - Graphite for lead pencils—Siberia
5. From Africa.
 - Ivory—Sudan
 - Diamonds—Kimberley, Orange Free State
 - Dates—Desert of Sahara
6. From Australia.
 - Wool

5A GRADE

- I. How the surface of a country controls the kind of industry carried on there.
 1. How soil affects the kinds of crops raised.
 2. Why do we find different industries carried on on plains and on hilly or mountainous areas?

3. How rivers and streams affect industry, especially commerce. Waterfall, tributary, valley, river system, river basin, flood plain, and delta may all be taught by field trips and illustration.
4. What has irrigation done for much land which was desert?
5. Why are rivers such good highways of commerce?
6. Ponds and lakes. Why some lakes become salt. Uses of ponds and lakes.
7. Value of the ocean. Furnishing water for rains. Source of food.
 - a. Fish
 - b. Seal, walrus
 As a pleasure resort, a place of navigation. Dangers of navigation

II. How the movement of the air brings rain or drought to a country.

1. The cause of winds.
2. The work of winds.
3. How the air can take up water.
4. How the air gives up this water again.
5. Directions from which winds blow.

III. How industry and commerce have developed since the early days of our country.

1. How the early settler supplied his wants. Location of their homes. Houses and furniture—how obtained. Food and clothing largely supplied by themselves.
2. How our wants are supplied. Dependence on others. Special kinds of work for each town and city.
3. Means of travel—trails, roads of pioneers, modern roads. Why have water routes such as rivers, lakes, canals, and oceans, been so much used?
4. How has it come about that the necessity of supplying food, clothing and shelter to so many people has developed into the five great industries: Agriculture, fishing, lumbering, mining, and manufacturing?

IV. Life in the country and in the city.

1. How the simple country life differs from the complex city life. Difference in family life, in occupation, in school life, in government.

From this may be developed necessary facts of city, state and national government.

6B GRADE

Text—Essentials of Geography, Book II, Brigham and McFarlane. Study of the United States thru a series of types.

Problems to be kept in mind:

1. What do the people of this region do to make a living?
2. How does their environment favor or hinder this?
3. Why do they carry on these industries here and not others?

West Virginia

What do West Virginia farmers raise and why? How do they dispose of their products? What the people in the towns and cities do to pay for these products. Text, pp. 99-100.

Industries:

1. Agriculture: Crops produced, animals raised.
2. Mining: Coal, petroleum, gas, stone.
3. Manufacturing: Regions, articles produced.

How has the surface and climate affected these industries? Latitude and Longitude, area compared with Pennsylvania, New York. Means of trade and transportation. Railroads, rivers, roads, telegraph, telephone, mail.

Why the state must maintain certain institutions: Educational, charitable, reformatory.

History of the state:

Monongalia County and Morgantown. Occupations of the people.

Government, schools, climate, fitness for a home, early history of Morgantown.

Draw a product map of the state. This will serve as a good review.

TYPE STUDY

Of Falling Run Basin as a Type of Stream Basin

1. A stream basin includes all the land drained by the stream and all its branches.
2. Relative width of basin near source and mouth, area of land drained. Falling Run is only a few feet wide at its mouth but gradually widens to about one and one-half miles near its source. The basin is about two and one-half miles long. About eight hundred acres are included in the basin.
3. Divides between this and other basins.

On the east the divide runs from a point near the heating plant up the hill thru Woodburn Hall, across the Circle, thence a little to the northeast up over Observatory Hill. From here the divide is easily followed as the crest of the ridge which separates Falling Run from a branch of Deckers Creek. On the north the slope is more gradual and extends from a point a few feet north of the mouth of the stream up over the hill about one block north of University Drive to Beverly Avenue. Here the basin widens somewhat and the divide follows the crest of the ridge. In its upper part the basin widens more, as shown on the map, due to a branch stream at the north.

4. Why basin is wider farther from its mouth. Show by observation and map that this is due to branch basins.
5. Relation of stream basins to travel. University Drive and Stewart Street follow the north slope of the basin, a road follows the stream bed on the north, and another road follows the south slope. Not only roads, but railroads follow slopes of streams as the easiest route.
6. Deckers Creek, Cheat River, Monongahela, Ohio and Mississippi Rivers can be brought in under each of these points.
7. Erosion, cause of curves in stream, causes and location of falls, may be taught incidentally.

Arrange the studies in groups in the following order:

*New England States**Lesson Plan*

Teacher's Aim: (For the first lesson) To teach the pupils how to use text books in study of this group.

Pupils' Aim: To find out what characteristics warrant the grouping together of the six New England States.

Lesson I (30 minutes).

Subject Matter

Procedure

Basal Text—
B. & F., Bk. II
Fig. 84
(Preparation)

We have found that the U. S. is so large that it is necessary to divide it into sections for proper study. Today we have our first group—the six New England States.

Map of U. S.
Fig. 46

Turn now to the map of the U. S. A. Can you see any reason why these states should form a separate group for study?

Fixing their location and name

On page 71 we find a group called Middle Atlantic States, and on page 98 another called the South Atlantic States. Could you suggest another good name for this New England Group?

You have read the poem "The Landing of the Pilgrims." Where did the Pilgrims come from? Why then do you think these states are called New England?

Climate
Map, Fig. 84

Again look at your U. S. map. How do you think the climate of New England compares with our own? Give reasons for your answer. (Or) Do you think tourists would prefer to visit New England in summer or in winter? Why?

Surface and drainage. Physical (Latitude)
Surface and drainage concluded

Look at the physical map and determine which of the following terms is most applicable to the surface of New England: Level, hilly, rugged, mountainous. What mountains can you find? Of what value to New England? Point out the rivers that have their source in the rugged or mountainous region. Are they long or short (comparatively)? Do you think the water flows swiftly or sluggishly? Would they be very valuable for navigation? What use might be made of them?

Table of Contents (Area and population)

Turn now to your table of statistics. How many people are there in the New England States? What is their area? About how many people would that be for each square mile?

How can so many people make a living in the New England States?

Suggestion: Leave the last problem with the pupils at the close of the first recitation as their *aim* for the second lesson.

Pupils' Aim: (As stated before) To determine how so many people make a living in the New England States.

Lesson II (30 minutes).

Subject Matter

Procedure

Agriculture

Turn to your map and try to determine what part (fraction) of New England would be level enough for farming. Since the population is so dense, do you think most of the farms would be large or small? What kinds of products could be raised to best advantage on small farms? Where could the farmers dispose of these products?

Market Gardening

Manufacturing

We have learned that two conditions are essential for manufacturing—(1) raw material easy to obtain, and (2) power (steam or water) to run machinery. Do the New England States

meet either of these conditions? What use do we say yesterday might be made of the swift flowing rivers?

Note the location of some of the large cities on your map and try to decide whether you think such use has been made of them. Much of the machinery is turned by waterpower and besides the great coal fields of Pennsylvania are not far away, but where do you think they get their raw material? What kinds of raw material are usually manufactured? (From wool, cotton, hides, etc.)

Turn to descriptive part of text.

Do the mountains of this section produce much iron? How is wool obtained? Are many sheep kept in this section? (Vermont) Cotton requires a warm climate. Could they grow it in New England? In what part of the U. S. could they grow it? Could New England get this cotton cheaper by boat or by rail? Which (how many) of the New England States can be reached by boat? From your map determine what cities would have the advantage of this trade. State in a sentence the natural advantages of the New England States for manufacturing.

Summary

Tomorrow we shall find out what they do with their manufactured products, and what products they would need in exchange for them.

Problems:

1. Why so many things we need every day are manufactured here.
2. Why this section has such a dense population.
3. How so many people make a living.
4. What they do with their products and what they get in exchange for them.

Cotton manufacturing:

Where raw material is obtained.

How manufactured in cloth and where this cloth is sold.

Reasons why cotton manufacturing is carried on more extensively here than elsewhere. Why not in the South?

Fall River as type city.

References—North America, Carpenter, pp. 83-88.

How We Are Clothed, pp. 34-50.

Woolen manufacture:

Similar to outline on cotton.

Lowell as type city.

References—How We Are Clothed, Carpenter, pp. 96-105.

Stories of Industry, p. 36.

Manufacture of shoes and leather goods:

Sources of raw materials.

Process of manufacture.

Why manufactured here where both raw material and fuel must be shipped in?

Lynn as type city. Also Brocton and Haverhill.

References—How We Are Clothed, Carpenter, pp. 162-170.

Stories of Industry, Vol. II, pp. 67-82.

Fishing:

Location of fishing grounds.

Fitting out expeditions and life of fishermen.

How caught and prepared for market.

Where sold?

References—Stories of Industry, Vol. I, pp. 114-124.
Allen Industrial Studies, pp. 289-293.

Agriculture:

Why not extensive? Study of bearing of physical features on industry.

Intensive study of Boston.

Early history.
Places of interest.
Industries.
Shipping center.
Educational center.

Middle Atlantic States

Why are we interested in these states?

Here are produced coal, iron, grapes, salt, oysters, fish, and many manufactured articles.

1. How coal is obtained for the smelting of iron and other products. Methods of mining—shaft and drift mines, by hand or machinery. How handled
How marketed—principal centers.
2. Study of Pittsburgh as type of coal as well as iron and steel center. Why is it a center?
3. Why New York has become the largest city in our country. Carpenter, ch. 8, McMurry—Type Study of Erie Canal.
4. Where the cities of this section get their food supply. Where are the agricultural localities? In valleys of rivers. Why do the products of different valleys differ?

Also the following cities may be studied as types:

Washington, D. C., the seat of our national government. Books of views and descriptions are valuable helps. Carpenter's North America, pp. 14-144.
Philadelphia, Baltimore, Rochester, Syracuse and Richmond as centers of manufacture and commerce.

6A GRADE

Southern States—South Atlantic and South Central

Problems:

1. Why are we interested in the South Here we get cotton, sugar cane and syrup, rice and fruit. A study of the production, manufacture and marketing of these may be taken up. A valuable study of the cotton industry has just been put out by McMurry, "The Type Studies of Corn and Cotton." In addition to the text, much valuable material may be obtained from Carpenter's North America and Allen's Industrial Studies. Each of the products are discussed.
Study New Orleans as type city.

North Central and South Central States

1. Why has the Middle West become the source of most of our corn supply? Extent of corn belt and annual quantity. By-products of corn.
Type Study on Corn, McMurry.
2. Wheat raising in the Dakotas and Minnesota. Why grown so extensively in this region. Conditions necessary for its cultivation. Amount raised. How marketed? Study of Minneapolis and St. Paul as shipping centers of wheat and flour. Why are they centers?

3. How iron and copper are mined in the Lake Superior region and their market. Why carried to the coal regions?
4. Ranching in the Great Plains.
States—why?
How cattle are cared for, branded, rounded up for marketing, Where shipped?
Where is sheep-raising carried on? How cared for and marketed.
5. Study of Chicago as meat-packing center. Why important? Location with reference to ranches, feeding grounds, transportation routes, stock yards, packing establishments. Where meat is shipped. United States and foreign countries. Other meat packing centers in the U. S. By-products of this industry—wool, hides, etc.
6. Why much of our fruit comes from the Lake Region. Kinds of fruit raised in Michigan and Northern Ohio. Why? Necessary conditions.
Methods of caring for trees and vines.
How prepared for market.
Where and how shipped.

Plateau States and Pacific States

Why easterners go to the western states.

1. "Sight-seeing."
Why people like the scenery of these states.
What they see. Yellowstone National Park, Grand Canyon of Colorado, Yosemite Valley, etc.
Cities of interest are Denver, Salt Lake City, San Francisco, Los Angeles and Seattle.
Views and descriptions may be studied to answer questions and teach many facts of physical geography.
Additional reference—North America, Carpenter, chs. 31 to 39.
2. Farming.
Why is farming carried on successfully here?
Kinds of crops, quantities produced, favorable conditions, soil, and temperature may be studied.
How are difficulties overcome?
Dry land farming, irrigation.
Why much wheat is grown in Washington.
Spokane—city for milling by power from the Spokane River.
3. Fruit growing.
Why much fruit is raised here.
Kinds, where produced.
Conditions favoring its production.
Remoteness from eastern markets and how shipped.
4. Mining—coal, gold, silver, lead, copper.
Why mining is carried on extensively.
Kinds and quantities of minerals.
Where mined.
Methods of mining gold, silver.
Mining centers: Leadville and Cripple Creek, Colo.; Virginia City, Nev.; Tucson, Ariz.; Butte, Montana.
Additional Reference—Industrial Studies, Allen, ch. 13.
5. Health.

Western States

Lesson Plan

Teacher's Aim: How surface and climate affect population.

Pupils' Aim: Why the Western States are so thinly populated.

<i>Subject Matter</i>	<i>Procedure</i>
Map, Fig. 80	We find that while the Western States contain one-third of the area of the United States, they are the most thinly settled part. Compare the number of cities found on the map to the number found on the map of the Central or Southern States.
	Notice what parts of the Western States have <i>very</i> few cities. There must be some reasons why so few people live in this part of the United States.
Position (so far west)	From what place did most of the early colonists come? How would this affect the population of the West? Why were the people so long in attempting to push westward? Compare the means employed and the time consumed in traveling then with that of the present day.
Surface (mountains)	In which kind of a place would you rather live, where it is bare, rocky and mountainous, or where the land is fertile and comparatively level and free from rocks?
Maps, Figs. 58, 237, 241, 250, 259	Look at the maps, Figs. 58, 237, 241, 250, 259. What kind of a surface has the greatest part of the Western States?
	What then is our second reason for such a small population here? Name the mountain ranges that cross these states and the states that each range crosses. Describe the land between the mountain ranges.
Lack of Rain	From what direction do the winds that pass over the southern part of the Western States blow? Since they blow from the land, what kind of winds would they be? Are these conditions true of the winds that blow over the northern part? What causes rain to fall from clouds? What part of the Western States would receive the most rainfall from these winds? What happens to the winds as they blow on toward the east? What do we call places where little rain falls? Describe a desert. This lack of rain, then is our third reason for the Western States being so thinly settled.
	How has this problem of insufficient rainfall been solved so that much of this land is now utilized?

Dependencies of the United States

How are these dependencies proving valuable?

1. Alaska:
 - Fishing—fish, seals, whales.
 - Mining—gold, coal.
 - Value of products.
 - Great undeveloped resources.
2. Hawaiian Islands.
3. Philippines.
4. Porto Rico.
 - Products and value.
5. Canal Zone.

Mexico

Problems:

1. Why has the development of Mexico been so retarded?
 - a. Physical features: Few harbors, rivers not navigable, mountainous.
 Other reasons: Much territory controlled by savage Indians; Mexican people lazy, uneducated and unskilled.
2. Why does Mexico have such a variety of fruits and farm products? Four kinds of climate in country. Products range from those of the tropical zones to those of northern U. S.
3. How is Mexico suited to the raising of cattle, sheep, horses, mules, and burrows.
4. Why mining, altho very important, has not been developed more than it is.

Kinds and quantities of minerals.
Lack of coal, transportation facilities, interference of Indians, old-fashioned methods of mining.
5. Why manufacturing has not developed.
6. Study of Mexico City, Vera Cruz and Acapulco as types.

Central America and West Indies

Problem: What do we get from these and what do we ship them?
Study of Havana as type city.

South America and Europe should be studied in the Sixth Grade. About a third of the year may be spent on South America and the rest on Europe.

The organization may be somewhat similar to that used in the study of the United States. Generalizations developed in the study of the United States may be constantly applied to similar conditions in other parts of the world. New material must always be presented in terms of the child's past experience and facts already learned.

South America

Why do we wish to be friendly with the South American countries? Brazil, Argentina, Chile. (Community and National Life B-1.)

Products of these countries. What we get from them, what we send to them.

Study relation of climate and products.

Manufacturing little carried on. Why is this important to the United States?

Conditions necessary to production of coffee.

Santos type city; also Bahia, Rio de Janeiro.

Herding: Location, conditions favorable, products.

Other products: Sugar cane, tapioca, cacao bean, fruits.

Type Study

Rubber—Brazil

1. What are some of the most common uses of rubber?

Have the children think of as many things as possible.
2. How are rubber shoes made? Material may be presented by teacher or assigned to pupils.
3. Source of rubber—the rubber tree.
 - a. Where it grows. Large area in Amazon valley. Swampy and marshy soil; very warm climate; abundant rain.
 - b. How the tree looks, tall, straight, shiny bark.
 - c. How the sap is collected. Small hole made in bark in early morning. Sap runs from this into small cups fastened to tree by means of clay. One man seldom gathers more than two quarts of sap in a day.

- d. How is the sap treated? Paddle dipped into milky juice and held in smoke of burning nuts till it hardens. This is repeated till a large ball of rubber has collected on the stick. It must be smoked soon after being collected or it loses some of its value.
4. How is it prepared for shipment and how shipped? Cut from paddles and allowed to dry. Then all these "hams" are collected by the plantation owners, placed in a boat and taken many miles to rubber market. Always shipped by water because there are few roads and no railroads.
5. Why is Para such a great rubber port? Situated at the mouth of the Amazon. This river basin is the greatest rubber producing region in the world. Rubber easily shipped on the river.
6. Who buys this rubber? How? Is it necessary to examine it before buying? How is it shipped to the U. S. and other countries?

References—South America, Carpenter, pp. 312-320.
How the World Is Clothed, Carpenter.
Industrial Studies, Allen.

7B GRADE

Europe

Europe as it was before the war. Compare it with current geography.

Study each country of Europe with one or two problems, never more than three.

United Kingdom

Problems:

1. Why does England not raise enough food for her own use?
2. Why does she need colonies?
3. What do we ship to this country?
4. Why has it become such a great manufacturing country?
5. Study of products and type cities. London, Liverpool, Manchester, Dublin, Belfast, Glasgow, Edinburgh.
6. Places of interest: Oxford, Cambridge, Stratford-on-Avon, homes of poets, River Shannon, Scottish Highlands.

References—Europe, Carpenter.

Britain and the British Seas, MacKinder.

France

Problems:

1. How does France support her dense population?
2. How can they raise so much more wheat per acre than the U. S.?
 - a. Conditions favorable.
Climate, temperature and rainfall.
Soil, methods of cultivation.
3. Study of mountains—Alps, Pyrenees, Jura; of rivers—Loire, Seine, Rhone, Garonne.
4. Skill and economy of labor secret of French success, together with improved conditions.
5. Why the French make such good silk.
 - a. Value of such manufacture.
 - b. Essential conditions.
 - c. Region of silk manufacture, Lyons as type.
 - d. Market.

6. Why French cotton goods are superior.
7. Study of other manufactures of France.
 - a. Iron and steel goods.
 - b. Wines.
8. France as an educational center.
9. Study of Paris.
 - a. Natural and artificial advantages.
 - b. Favorable position as to raw products.
 - c. Center of manufacture and commerce.
 - d. Center of art.

Germany

Problems:

1. Why is Germany anxious to get colonies?
2. How shall we account for Germany's rapid development in manufacture and commerce?
3. Why is Germany so largely engaged in the raising of rye, potatoes, sugar beets, etc., while producing but little wheat?
Study of climate.
4. Study of followign cities as types:
Manufacturing—Breslau, Berlin.
Commerce—Hamburg.
5. Government. Autocracy and democracy compared. Bring out the fact that the government treats the people as children who do not know what is best for them. What calamities has this brought to the world?

Russia

Problems:

1. Account for backwardness of Russia in trade, in production, and in education.
Location, climate, soil, area, population, industry.
Government, recent changes Russia's part in the war. Why did she fail? What parts of Russia have been lost during the war? In what ways are they valuable to Germany?

Belgium

1. Government, area, population.
Why is Belgium so densely populated? What effect had German occupation of Belgium in the early days of the war on the people of Belgium? Was Belgium prepared for war? Why?

Minor Countries of Europe

Holland, Scandinavian Peninsula, Switzerland, Spain and Portugal, Italy, the Balkans.

Further Suggestions for Method of Treatment

I. Problems:

1. What makes the Scandinavian Peninsula an interesting country to visit? Switzerland Which would you rather visit?
2. Spain and Portugal are the least progressive countries of Europe. Why?
3. Why must we and why can we help France today?
4. Why can Norway and Sweden be productive countries, tho being so far north?

II. Lessons in Community and National Life, B-1, B-3, B-5, B-9.

III. Written papers; production of the world:

1. Cotton
2. Sugar
3. Wool
4. Iron
5. Coal
6. Wheat
7. Rubber

Work based on two lessons a week, one hour periods, using Brigham and McFarlane's Essentials of Geography, Book II.

7A GRADE

A. Time—about six weeks.

I. Asia; Japan, China, India and Siberia studied as type countries of Asia.

II. Africa: Studied as a colonizing ground for Europe.

1. Why did the people of Europe go to Africa? *How* have the colonies proved valuable?
2. What nation first possessed colonies in Africa? Name the nations which today have colonies in Africa.
3. Which country of Europe has the largest area, the smallest, and which the richest possessions in Africa?

III. Australia: Studied as a colonizing ground for Europe.

1. Why did the English first go to Australia?
2. What caused the great increase in population?
3. Why is the Australian wool the finest in the world?
4. The Great Barrier Reef.

B. Suggestive Work.

IV. Review of U. S.

1. Westward movement in population, reasons.
2. Development of transportation and communication. This topic is especially important.
3. What part does U. S. play in feeding the world?
 - a. Wheat growing in U. S. and where it is marketed.
 - b. Corn growing in U. S. and where it is marketed.
 - c. Cattle, hogs and sheep raising in the U. S. and where marketed.
4. What part does U. S. play in clothing the world?
 - a. Cotton growing in U. S.
 - b. Wool industry in U. S.
5. What part does U. S. play in sheltering the world?
 - a. Lumbering.
6. The development of the steel industry in U. S.
7. American shipping.
 - a. A study of the geography and history of U. S. shipping.
 - b. Why other nations—England, Holland, Germany—carried American goods all over the world.
 - c. Shipbuilding in the U. S. since the beginning of the World War and especially since we entered the war.
 - d. Commerce after the war with special reference to the U. S. and world trade.
 - e. Germany's plans for controlling world trade after the war.

HISTORY

INTERMEDIATE GRADES

" * * * * The important point to emphasize is that facts must not be considered *at all* as isolated facts. They are important only when useful in solving a problem which is worth solving. History was originally introduced into the curriculum to improve citizenship and to aid the voters of a democracy in reaching intelligent decisions. Teachers have too often failed to regard the original purpose of history and been content to drill pupils in the parrot-like repetition of facts. * * * * *"

"If history is to serve its original purpose and aid in the understanding and appreciation of the political and social problems of the present, its method must be shaped to that end."

The above is quoted from the Report of the Committee on Elimination of Iowa. The entire report is worth careful study. It does not claim to be the final settlement of what shall or what shall not be the content of the Course of Study in History, but it is a step in the right direction.

Early in the year every teacher of history should read *The Teaching of History*, Johnson, Macmillan Company. This book is unsurpassed as an aid in developing a modern point of view and in suggestion as to method. The Baltimore County Course of Study (read pp. 473-500) will also be found to be a valuable aid.

FIFTH GRADES

The work of this grade is largely biography and tells of the discoverers, explorers, and colonizers of North America. The teacher will have no difficulty in finding material for the work of this grade. Her great problem is to learn how to present the material so that it will satisfy the needs of the child. Some illustrations are needed to show the most effective way of presenting biography.

Read Baltimore County Course of Study, pp. 473-532.

Text—Beginners' American History, Montgomery.

5B GRADE

A. Biography:

Columbus	Henry Hudson	Marquette
Cabot	Miles Standish	Joliet
Balboa	Lord Baltimore	La Salle
De Soto	William Penn	Daniel Boone
Raleigh	Ben'amin Franklin	Frances E. Willard
Captain John Smith	Cortez	Clara Barton
		Edith Cavel

Note—Washington and Lincoln are to be studied and reviewed during the month of February.

B. Dates: 1492, 1607, 1619, 1620, 1776.

5A GRADE

A. Biography:

George Rogers Clark	Lewis and Clark Expedition.	Some children may wish to read and tell the class "Alice of Old Vincennes."
Rufus Putnam	William Henry Har-	Thomas A. Edison
Eli Whitney	rison	George W. Goethals
Thomas Jefferson	Andrew Jackson	Theodore Roosevelt
Robert Fulton	Samuel Morse	Gen. Pershing
	Alexander Bell	Herbert Hoover

Washington and Lincoln are to be studied and reviewed during the month of February.

B. Dates: 1789, 1803, 1807, 1812, 1826, 1844, 1861, 1862 (W. Va. becomes a separate state), 1876, 1878, 1903, 1914, Nov. 11, 1918.

If time permits, 5B and 5A may add Jane Addams, Theodore Roosevelt, George W. Goethals, Luther Burbank, Woodrow Wilson, Henry Ford, Florence Nightingale, Clara Barton, Charles Schwab, General Pershing, Katherine Stenson, Edith Cavel.

References and supplementary texts in history at the end of the Course in History and Civics for Eighth Grades, page 172.

6B GRADE

The teacher should be familiar with *The Teaching of History*, Johnson, Macmillan Company. Read *Baltimore County Course of Study*, pp. 33-460.

Text—Introductory American History, Bourne and Benton.

- A. The Immigrant: Children should understand that America is the child of Europe, pp. 1-7.
- B. Greece, the Early European Teacher, pp. 7-40.
For suggestive treatment see *Baltimore County Course of Study*.
 1. Language, hero stories, architecture, sculpture, great plays, oratory, wise men—Socrates and Plato. How they civilized the Mediterranean world.
- C. Rome, the Mistress of the World, pp. 40-86.
Beginning of Rome.
Conquers Italy.
Life and government.
Meets a rival—Carthage.
Conquers other lands about the Mediterranean.
Turns her attention to the French, Germans and Britons.
How did these people live?
Julius Caesar.
Rome rules the world.
Life of the Roman Empire.
Christianity.
- D. Publications:
U. S. Government, Red, White and Blue Series, etc.
National Security League.
Junior Red Cross.

6A GRADE

Text—Introductory American History, Bourne and Benton.

- A. The Decline of Roman Power, pp. 88-93.
Emigration.
Beginnings of England, France, Germany.
- B. Discovery of America by the Northmen, pp. 93-100.
- C. How Englishmen Learned to Govern Themselves, pp. 100-109.
King Alfred's work.
Coming of the Normans.
Justice—trial by ordeal, by jury.
The Great Charter.
Parliament.
Note—Much supplementary work should be done for the purpose of showing how English speaking people have gained their liberty.
- D. Life in the Middle Ages, pp. 110-132.
Geographical advantages of England over her neighbors.
Classes—nobles and peasants.
Knights.
Life in cities.
Rise of modern languages.
Education, Christianity.

- E. Expansion of Europe and the Beginnings of America, pp. 132-
- The Crusades.
 - Wanted—a new route to India.
 - Venetian, Spanish and Portuguese ships and sailors.
 - Marco Polo.
 - The Spanish ships find a New World. Christopher Columbus.
 - John Cabot, Americus, Balboa, Magellan.
 - Spanish explorers and conquerors.
 - Mexico and the Aztecs.
 - Conquest of Peru.
 - Laborers—negro slavery.
 - North America:
 - a. Spanish, Ponce de Leon, De Soto, Coronado, Friar Marcos and the Seven Cities, the Indians.
 - b. Spanish rivals: French, Portuguese, English, Dutch.
 - c. The French in America, Cartier, Coligny.
 - d. English, Drake, Gilbert, Raleigh.
 - e. Prospects of the colonies of the different nations.
- F. See publications under 5B.

7B GRADE

- I. European conditions affecting the discovery and colonization of America.
- A. Extent of known world.
 - B. Crusades and their results.
 1. Influence upon intellectual development.
 2. Commercial development.
 3. Incentive given to geographical development.
 - C. Desire for travel (Marco Polo).
 - D. Growth of cities.
 1. Venice
 2. Pisa
 3. Genoa
 - E. Trade with the East.
 1. Exports
 - a. Linen
 - b. Light woolen goods
 - c. Coral
 - d. Glass vessels
 - e. Wine
 2. Imports
 - a. Spices
 - b. Ivory
 - c. Pearls
 - d. Silks
 - e. Precious stones
 3. Countries
 - a. Cipango—Japan
 - b. Cathay—China
 - c. India
 4. Great trade routes
 - a. Northern
 - b. Southern
 - F. Capture of Constantinople by Turks in 1452.
Effect of the closing of this route to the Indies.
 - G. Theories of the earth and geographical knowledge.
 1. Monsters of the sea
 2. Oceanic and continental theories
 - H. Search for a new route to the East.

1. By Portuguese
 - a. Henry, the Navigator
 - b. Diaz (1487)
 - c. Vasco da Gama

I. Inventions aiding discovery.

1. Mariner's compass
2. Gunpowder
3. Astrolabe
4. Printing press

References—Introductory American History, Bourne and Benton.
 American Beginnings in Europe, Gordy.
 The Story of Marco Polo, Brooks.

II. Discovery of the Western World.

A. The Northmen.

1. Home
2. Voyages: Lief Ericson discovered Vineland (1000).

B. Columbus

C. John Cabot

D. Magellan

E. Amerigo Vespucci and the naming of America

References—Pioneers on Land and Sea, McMurry.

Ten Great Events in History, Columbus and the New
 World, Johonot.

The Life and Voyages of Columbus, Irving.

Christopher Columbus, A Tour of the Prairies, Irving.

Voyages of the Companions of Columbus, Irving.

III. Exploration in America.

A. Spanish.

1. Ponce de Leon
2. Balboa
3. Coronado
4. Pizarro
5. De Soto

B. Hindrances to Spanish success.

1. Government
2. Religion

C. French—Characteristics and purpose.

1. Jacques Cartier (1534)
 - a. Newfoundland
 - b. Gulf of St. Lawrence
2. Jean Ribault
 - a. Explored shores of Florida and South Carolina
 - b. Named St. John's River in Florida the River of May.

D. English—Characteristics and purpose.

1. Sir Francis Drake
 - a. Voyage around the world
 - b. Landing at California and Oregon
2. Sir Walter Raleigh

E. Dutch.

1. Henry Hudson

References—Source Reader, Hart.

Source Book of American History, Hart.

Pioneers on Land and Sea, McMurry.

Explorers and Settlers, Barstow.

History of Hernando Cortez, Abbot.

IV. Exploring the Mississippi Valley.

- A. Location of European nations in America.
- B. The westward barrier.

1. The Appalachian Mountains
 - a. Routes across or around them to the Mississippi Valley.
2. The Indians.
 - a. Territories
 - b. Relations with the white men
- C. The discovery of the Mississippi.
 1. Joliet and Marquette
 2. La Salle
 - a. Reached the mouth of the Mississippi.
 - b. Took possession of Louisiana
- D. English attempt to cross the barrier.
 1. Why the English could wait

References—Source Reader, Hart.

Source Book, Hart.

The Discovery of the Northwest, Baldwin.

American Indians, Starr.

Story of the Indians, Grinnell.

V. Colonization of America.

If we are to understand the growing spirit of independence in the English colonies that finally led them into the Revolution, we must make a careful study of their life in the New World. The fact that they were compelled to build up everything from the simplest beginnings, gives us an idea of the unconquerable spirit which they possessed. From the very beginning their life in America was a preparation for future independence.

Manual training and constructive work along lines suggested by this period of history will enable the child to appreciate more fully the achievements of the early pioneers. McMurry says, "By reproducing houses and various simple products of industrial art a child not only finds expression for his motor activities in manual effort, but he comes into a closer sympathy and understanding of the people whose fabrics and houses he attempts to reproduce. It may be said that this is only another way of repeating in the child the experience of the past, and of working it over into his physical and mental organism. Anything in the way of drawings made by the children, constructions, or efforts at weaving and industrial production, which give vent to a child's motor impulses, as touched into life by a good story, will produce a more pronounced and lasting effect."

The illustrated story is another means of making this period of history "alive." Such subjects as the following have been used successfully in our classes:

A Colonial Sunday

A New England Farmhouse

Life on a Virginia Plantation

Colonial Punishments for Crime

Amusements of Colonial Times

Colonial Schools

Superstitions of Colonial Times

Colonial Industries

A New England Town Meeting

Costumes of Colonial Times

Language in the Colonies

Farming in the Colonies

Life in New England

Religion in the Colonies

A. English—Thirteen Colonies.

1. New England

a. New Hampshire

b. Massachusetts

c. Rhode Island

d. Connecticut

2. Middle Colonies.

a. New York

b. New Jersey

c. Pennsylvania

d. Delaware

3. Southern Colonies.

a. Maryland

b. Virginia

c. North Carolina

d. South Carolina

e. Georgia

B. Detailed study of:

1. Virginia—1607.
 - a. Why the English came to settle in America.
 - b. London and Plymouth companies.
 - c. Settlement of Virginia.
 - d. Captain John Smith.
 - e. Cultivation of tobacco.
 - f. Introduction of slavery—1619.
 - g. The Virginia Assembly—1619.
 - h. Education.
 - i. Government.
 - j. Growth of colony.
2. Settlement of Massachusetts, 1620-1630.
 - a. The Pilgrims.
 - (1) Why they left England.
 - (2) Why they left Holland.
 - (3) Landing in America.
 - (4) Miles Standish.
 - (5) Relations with the Indians.
 - (6) Education.
 - (7) Town meetings.
 - (8) Growth of colony.
 - b. The Puritans.
 - (1) Why they left England.
 - (2) Salem and Boston.
 - (3) Massachusetts—Plymouth and Massachusetts Bay unite.
3. Settlement of New York—1623.
 - a. Henry Hudson discovers the Hudson River.
 - b. The Dutch buy Manhattan Island.
 - c. Patroons.
 - d. Relations with the Indians.
 - e. How New Netherlands became New York.
4. Settlement of Pennsylvania—1681.
 - a. William Penn obtains land in America.
 - b. Why he wished to make a settlement.
 - c. Relations with the Indians.
 - d. Philadelphia.
 - e. Government.
 - f. Growth of colony.

C. How the colonists lived.

1. Life in the colonies.
 - a. New England.
 - b. On the plantations.
2. Industries.
3. The old colonial system.
4. Education.
5. Religion.
6. Dress, manners and customs.

D. How the colonies were governed.

1. Local government.
 - a. New England—town meeting.
 - b. South—county government.
 - c. Middle colonies—mixture of two systems.
2. Local government of present day.
 - a. City.
 - b. County.
 - c. State.
3. Punishment for crime.
 - a. Comparison with present day punishments.

4. Comparison of the liberties of English colonies with those of Spain and France.
 - a. Reasons for this difference.
- E. French.
 1. In Acadia—De Monte (1604)—Settlement on Bay of Fundy.
 2. Quebec—Champlain (1608).
 3. Louisiana (1699).
 - a. Mobile (1701).
 - b. New Orleans (1718).
- F. Spanish.
 1. Florida (1565).

References—Source Reader, Hart.

- Source Book, Hart.
 History Told by Contemporaries, Hart.
 Old Virginia and Her Neighbors. 2 vol., Fiske.
 Beginnings of New England, Fiske.
 Swarming of the English, Vol. I, Wilson.
 The Colonial Era, 1492-1756, Fisher.
 Stories of the Old Dominion, Cooke.
 Pioneers on Land and Sea, McMurry.
 Courtship of Miles Standish, Longfellow.
 Grandfather's Chair, Hawthorne.
 History of New York, Irving.
 Brave Little Holland, Griffis.
 The True William Penn, Fisher.
 Ten Great Events in History (Freedom's Voyage to America), Johonot.
 The Picturesque Hudson, Johnson.
 Stephen of Philadelphia (a story of Penn's colony), Otis.
 Richard of Jamestown (a story of the Virginia Colony), Otis.
 Old Times in the Colonies, Coffin.
 See Publications under 5B.

7A GRADE

- VI. Rivalry between French and English.
 - A. Western claims.
 1. France.
 2. England.
 3. Colonies.
 - B. Attempts to prove claims.
 1. French—warn English to leave territory, build line of forts.
 2. English—the Ohio Company, Washington's journey.
 - C. The Albany Congress.
 1. Why held.
 2. Number of states represented.
 3. Franklin's plan of union.
 4. Why the colonies did not form a union.
 - D. French and Indian War (Seven Years' War).
 1. Cause.
 2. Important events.
 - a. Building of Fort Duquesne.
 - b. Braddock's plans; his defeat; his death.
 - c. The removal of the Acadians.
 - d. English success; capture of Quebec.

Peace; the treaty.

4. Why the victory of the English was important to the world.
5. Why it was important to the English colonists.
6. Connection of war with West Virginia.

References—Montcalm and Wolfe, 2 vol., Parkman.

The Struggle for a Continent, Parkman.

Source Reader, Hart.

Source Book, Hart.

The Discovery of the Old Northwest, Baldwin.

The Conquest of the Old Northwest, Baldwin.

Readings in Modern European History, Robinson and Beard.

Evangeline, Longfellow.

Grandfather's Chair, Hawthorne.

VII. The struggle for political independence.

- A. Grievances of the colonies before the Stamp Act.
 1. Attitude of the colonists concerning Grenville's plan for a standing army in America.
 2. Navigation and Sugar Acts.
 3. Differing views of the English and Americans in regard to the meaning of representation.
- B. Later events pointing toward war.
 1. The Stamp Act repeal.
 2. The Townshend Acts.
 3. The Boston Tea Party.
 4. Writs of Assistance.
 5. Quartering of troops in America.
 6. The Boston Massacre.
 7. The "Five Intolerable Acts."
 8. First Continental Congress.
- C. Two parties in America.
 1. Patriots.
 2. Loyalists or Tories.
- D. The outbreak of war.
 1. Lexington and Concord.
 2. Siege of Boston.
 3. Second Continental Congress.
 4. Bunker Hill.
 5. Making an army.
- E. The birth of a new nation.
 1. Declaration of Independence.
 2. Making new governments.
 3. First union of the states.
 4. Chances of success.
- F. Campaigns around New York.
 1. Importance of New York to each side.
 2. What the British accomplished in the campaign.
 3. What Washington accomplished.
- G. The New Jersey campaign.
 1. Washington's retreat; the British pursuit.
 2. Trenton; Princeton.
 3. Results.
- H. Campaigns of 1777.
 1. Howe's campaign around Philadelphia.
 2. Burgoyne's defeat, October, 1777.
- I. Life in war times.
 1. Valley Forge.
 2. Money and industries.

3. The Loyalists.
 4. Migrations.
 5. Kentucky and Tennessee.
 6. Clark and the Northwest; importance of his victories.
- J. How the French helped the colonies.
1. Value of the French alliance.
 2. New enemies of Great Britain.
 3. War on the ocean.
 - a. The American navy; Paul Jones.
 4. War in the South.
 - a. Marion, Pickens and Sumter.
 - b. Green's campaign.
 - c. Yorktown; the surrender of Cornwallis.
 5. Peace.
 - a. The treaty.
 - b. Boundaries of the new nation.
- K. Story of the American flag.
- References—Source Reader, Hart.
 Source Book, Hart.
 History as Told by Contemporaries, Hart.
 The Men Who Made the Nation, Sparks.
 The American Revolution, 2 vol., Fiske.
 The Colonists and the Revolution, Barston.
 George Washington, 2 vol., Lodge.
 Life of George Washington, 4 vol., Irving.
 George Washington, Scudder.
 Benjamin Franklin, McMaster.
 Patrick Henry, Tyler.
 History of the United States, Elson.
 Stories of the Old Dominion, Cooke.
 The Boys of '76, Coffin.
 Twelve Naval Captains, Seawell.
 Readings, Robinson and Beard.
 Grandfather's Chair, Hawthorne.
 Conquest of the Old Northwest, Baldwin.
 Our Country's Flag, Holden.
 The Winning of the West, Roosevelt.
 The Westward Movement, Barstow.
 Daniel Boone, Thwaites.
 Daniel Boone and the Wilderness Road, Bruce.
- VIII. The critical period of American history.
- A. The Articles of Confederation.
1. By whom planned?
 2. When and by whom adopted?
 3. Good things accomplished by the Congress of the Confederation.
 - a. Adopted present system of money.
 - b. Ordinance of 1787.
 - c. Held the states together until they became accustomed to united action.
- B. Evidences of the need of a stronger union.
1. Financial affairs.
 2. Trade conditions.
 3. The Mississippi question.
 4. British held northern frontier posts.
 5. Boundary disputes.
- C. Steps which show the growing spirit of union.
1. New England Confederation.
 2. Albany Congress.

3. Stamp Act Congress.
4. First Continental Congress.
5. Second Continental Congress.

D. The Federal Convention.

1. When and where it met and what it did.
2. General plan of the government it devised.
3. How the faults of the Articles of Confederation were overcome.
4. Adoption of the Constitution.

References—Source Reader, Hart.

Source Book, Hart.
 Formation of the Union, Hart.
 Critical Period, Fiske.
 The Making of the Nation, Walker.
 Alexander Hamilton, Lodge.
 The Founding of the Government, Vol. III, Wilson.
 Conquest of the Old Northwest, Baldwin.
 History of the People of the United States, Mc-
 Master.
 History of the United States, Elson.
 The Men Who Made the Nation, Sparks.

IX. Period of Organization (Federalist supremacy), 1789-1801.

Presidents: Washington, Adams.

A. Starting the new government.

1. Formation of the Cabinet.
2. Hamilton's financial policy.
 - a. Tariff.
 - b. Internal revenue.
 - c. National assumption of state debts.
 - d. Mint and United States Bank established.

B. Foreign affairs.

1. Commercial difficulties with England; Jay treaty.
2. Settlement of Mississippi question.
3. France asks help against England; Neutrality Proclamation issued; result.

C. Domestic affairs.

1. Indian wars.
2. Whiskey rebellion.

D. Political affairs.

1. Alien and Sedition Laws.
2. Virginia and Kentucky Resolutions.

E. The country and the people.

1. Population; large cities.
2. Factory system introduced into the United States.
3. Invention of the cotton-gin; its effect on slavery and westward migration.
4. Pioneers in the west.
5. Lack of sympathy of people of different states.

References—Vol. I, Rule of Federalism, 1783-1801, Schouler.

History Told by Contemporaries, Hart.
 Source Book, Hart.
 Life of George Washington, Scudder.
 Four American Inventors (Whitney), Perry.
 Washington's Farewell Address, Scott.
 Alexander Hamilton, Lodge.

X. Jeffersonian Republicans, 1801-1809.

President: Thomas Jefferson.

A. Policy of the new administration.

1. Jefferson's principles.
 2. Reduction of government expenses—army, navy, and foreign representatives decreased.
- B. The Louisiana purchase.
1. Why considered necessary?
 - a. Development of Mississippi Valley.
 - b. Importance of an open Mississippi.
 - c. Effect of French ownership upon western settlers.
 2. Extent of territory and terms of purchase.
 3. Exploration.
 - a. Lewis and Clark.
 - b. Zebulon Pike.
 - c. Results.
- C. Fulton's Invention of the Steamboat.
- D. Foreign Relations.
1. Commercial difficulties with England and France.
- References—History Told by Contemporaries, Hart.
 Scourc Bock, Hart.
 Vol. II, Jefferson Republicans, 1801-1817, Schouler.
 The True Thomas Jefferson, Curtis.
 Thomas Jefferson, Morse.
 Pioneers of the Rocky Mountains and the West, McMurry.
 How Our Grandfathers Lived, Hart.
 History of the United States, Elson.
 Four American Inventors, (Fulton), Parry.
 The Louisiana Purchase, Hitchcock.
 First Across the Continent, Brooks.
 Stories of the Old Dominion, Cooke.

- XI. The struggle for commercial independence, 1809-1817.
- A. Conditions which interfered with American commerce.
1. War between England and France.
 2. Grievances against England.
 - a. Impressment of American seamen.
 - b. Interference with American trade rights.
 - c. The affair of the "Chesapeake" and the "Leopard."
 - d. The British Orders in Council.
 - e. Refusal to pay for wrongs inflicted.
 3. Grievances against France.
 - a. Seizure of American ships.
 - b. Berlin and Milan decrees.
 4. Jefferson's peace policy.
 - a. Non-Import Act, 1806.
 - b. Embargo Act, 1807; repealed 1809.
 - c. Non-Intercourse Act, 1809.
 5. War against England declared, June, 1812.
- B. Reasons why a war should have been avoided.
1. United States became virtually an ally of France.
 - a. Attack on England was to aid Spanish enterprise.
 - b. Attack on England was to aid Russian enterprise.
 2. United States unprepared for war.
 - a. Army of 6,700 to England's 150,000.
 - b. Navy of 18 ships to England's 900.
 3. Sentiment for and against war so divided.
 4. Repeal of British Orders in Council.
- C. The War.
1. Canadian campaign; object, result.
 2. Victories of Perry and McDonough.

3. War on the Ocean.
 - a. The "Constitution" and the "Guerriere."
 - b. The "Essex."
 - c. Reasons for American victories on the ocean.
4. The British burn Washington.
5. Battle of New Orleans, January 8, 1815.
6. Results of the War of 1812.

References—History Told by Contemporaries, Hart.
 How Our Grandfathers Lived, Hart.
 Source Book, Hart.
 Twelve Great Naval Captains (Hull, Perry, MacDon-
 ough, and Lawrence), Seawell.
 Hero Stories from American History, Blaisdell and
 Ball.
 History of the United States, Elson.
 Tecumseh, Eggleston.
 Dolly Madison, Goodwin.

XII. A new era, 1817-1829.

- A. New York and new routes.
 1. Factory system more firmly established.
 2. The American market.
 3. Need for roads and canals.
 - a. The National Road, 1818.
 - b. The Erie Canal, 1825.
 - c. Other canals.
- B. The march of population westward.
 1. Immigration after the war.
 2. The westward movement.
 3. New states.
 4. Life of the settler in the west; in the south.
- C. New political issues.
 1. Rise of national feeling.
 2. Monroe Doctrine.
 3. Western extension of slavery.

References—History Told by Contemporaries, Hart.
 Source Reader, Hart.
 Source Book, Hart.
 Conquest of the Old Northwest, Baldwin.
 Life of Abraham Lincoln,
 History of the United States, Elson.
 From Trail to Railway, Brigham.
 The Westward Movement, Barstow.
 A Tramp Across the Continent, Lummis.
 James Monroe, Gilman.
 Life on the Mississippi, Twain.
 History of the American People, Wilson.
 The Swarming of the English, Vol. I.
 Colonies and Revolution, Vol. II.
 Colonies and the Nation, Vol. III.
 The Making of the American Nation, Redway.
 Dramatized Scenes from American History, Stevenson.
 Classics in Dramatic Form, Stevenson.
 The Story of Our Country, 2 volumes, Elson and Mc-
 Millan.
 The Story of Agriculture in the United States, San-
 ford.
 Story of the Atlantic Cable, Field.
 Publications as under 5B.

DATES

Exact dates are of secondary importance; however, the following dates should be required:

1. 1000—Norse discovery of America.
2. 1492—Columbus discovers America.
3. 1519-1521—Magellan sails around the world.
4. 1607—Settlement of Jamestown, Virginia.
5. 1619—First law-making assembly; introduction of slavery into Virginia.
6. 1620—Landing of the Pilgrims.
7. 1643—The New England Confederation.
8. 1733—Founding of Georgia.
9. 1754—Albany Congress.
10. 1763—French driven out of America.
11. 1765—Passage of the Stamp Act; Stamp Act Congress.
12. 1775—Battles of Lexington and Concord.
13. 1776—Declaration of Independence.
14. 1777—Burgoyne's surrender at Saratoga.
15. 1781—Cornwallis' surrender at Yorktown.
16. 1787—Ordinance for government of Northwest Territory.
17. 1789—Starting of the new government.
18. 1783—Invention of the cotton-gin.
19. 1803—Purchase of Louisiana.
20. 1807—Fulton's invention of the steamboat.
21. 1812—War for commercial independence.
22. 1820—Missouri Compromise.
23. 1823—Monroe Doctrine.
24. 1828—First railroad built in the United States.

BIOGRAPHY

The argument for biography rests upon the following general propositions:

(1) The individual person is a simpler subject to study than the tribe, city, or nation to which he belongs.

(2) Children have a natural and healthy interest in persons; they live and suffer with their heroes, and thus enlarge their own experience in a manner scarcely to be thought of in dealing with social groups.

(3) Acquaintance with the great and noble characters of the past creates a desire to be like them, and makes the evil deeds of evil men abhorrent.

(4) Individuals can be made to represent social groups, so that a study of the characteristics and experience of individuals is in effect a study of the characteristics and experiences of social groups themselves.

Biography, on the whole, can be made more historical by grouping men about events rather than events about men, and by studying men first of all as man. Take the American Revolution. Surely not even George Washington himself is a sufficiently embracing center for making this movement intelligible. Nor is there any other hero of the revolutionary period who sums up in himself the characteristics of his age sufficiently to make his life the life of the times. There were many leaders and many different points of view. What were the determining views? Who were the advocates of them? What were the chief events in the struggle? Who were the men associated with them? There were Otis, John and Samuel Adams, Hancock, Hutchinson, Franklin, Dickinson, Hamilton, Patrick Henry, Jefferson, Washington, Pitt, Grenville, Lord North, and George III. What manner of men were they? What kind of homes did they come from? What educational advantages had they enjoyed? What was their social position? What were their personal characteristics? What was their occupation? Were they seekers after public office? Did they hold public

positions? Who were their friends? Who were their enemies? What were their personal controversies and grievances? Up to this point the aim is merely to know the men as men, to think of them much as we think of our personal acquaintances. When now we turn to the principles and acts of the Revolution, and meet our acquaintances, some on one side and some on the other, the whole movement is humanized for us. We see in the conflict between England and the colonies opposing principles, but we see also opposing personal tastes, interests, hopes and ambitions. We see the cost to some and the gain to others, among those who espoused and those who rejected the principles.—Teaching of History, Henry Johnson.

What is true of this period is true of any other period. The element of reality is given to every movement if we become "personally acquainted" with the leaders. The tendency has been to neglect the biographical side of history in the upper grades. More emphasis placed on this part of the work will greatly increase the interest.

Pupils should be required to have at least a general knowledge of the following men.

Columbus	John Dickinson
Diaz	James Madison
Magellan	Daniel Boone
La Salle	James Robertson
Champlain	George Rogers Clark
Henry Hudson	James Wilson
Roger Williams	Alexander Hamilton
William Penn	John Hay
James Oglethorpe	Henry Knox
Benjamin Franklin	Eli Whitney
James Otis	Albert Gallatin
Patrick Henry	Aaron Burr
Grenville	Robert Fulton
George III	Henry Clay
Samuel Adams	John C. Calhoun
John Adams	Daniel Webster
George Washington	James Monroe
Thomas Jefferson	John Marshall

DUTCH AND ENGLISH RIVALRIES

Lesson Plan

I. Aims:

1. Pupils' aim: To find out how New Netherland became New York—how the colony became English after having started out Dutch.
2. Teacher's aim: To lead the pupils to see the significance of this event to later history.

II. Development:

What colonies had been founded in America by the English? Where were they located?
 What rivals had they in colonizing America?
 What colony had the Dutch founded?
 Where was it located in relation to the English colonies?
 What right had the Dutch to claim this territory?
 What other nation claimed this territory? Why?
 Whose claim do you consider stronger, the Dutch or the English? Why?
 What was the general feeling that existed between the English and the Dutch at this time?
 Where had they first come into conflict?
 What evidence have we had that the English feared the growing power of the Dutch?
 Give the boundaries of New Netherland as claimed by the Dutch.

- What rivers were included in this territory?
 Why were the rivers considered so important?
 What outlying trading posts did the Dutch build along these rivers?
 How was their trade interfering with that of the English?
 At what points were the English settlers and traders closing in on the Dutch?
 In what other way were the English and Dutch rivals?
 How did this lead to war?
 How did this affect the American possessions of the Dutch.
 Why did not the Dutch colonists offer greater resistance to the English?
 Which would you rather have been, an inhabitant of a Dutch colony or of an English? Why?
 • How much of the Atlantic coast did England hold after the conquest of New Netherland?
 Do you think it would have been better for the history of the country if the Dutch had been allowed to retain their possessions in America? Why?

III. Summary:

Reasons for conquest of New Netherland by England.

1. Rivalry in matters of trade
2. Dutch colony separated New England from the other English colonies and thus threatened British dominion in North America.
3. England claimed territory through discovery of Cabots.

References—Text, Bourne and Benton.

Chapter VIII, Dutch and English Rivalries, pp. 77-87.

Henry Hudson discovers the Hudson River, p. 23.

New Eng and Confederation, p. 66.

Supplementary:

History of the United States, Elson, pp. 131-140.

Source Book, Hart, p. 42, No. 16, a description of the settlement of New Amsterdam.

p. 58, No. 22, New York in 1678.

p. 85, No. 32, Life in a Dutch town, 1647-1658.

Maps: United States.

The World.

THINGS TO DO

1. Make a map showing the Dutch colony of New Netherland, the Hudson River, Manhattan Island, New Amsterdam. Locate the chief rivers included in New Netherland, and the outlying trading posts founded by the Dutch. Show the English settlements which were nearest New Netherland on the east and on the west. (This will require one class period.)
2. Write about Henry Hudson: Tell for whom he was sailing; what he was sent out to find; where he was to look for it; where he went; what he saw; what the Dutch East India Company thought of his voyage.
3. New Amsterdam: Describe the old city; how it looked; its people; how they lived; what became of the Dutch city; what is there today.
4. Which nation had the stronger claim to New Netherland, the English or the Dutch? (At least ten or fifteen minutes should be given for the discussion of this question in class.)
 Optional, organize a debate on the question.

SB GRADE

1. Effect of the industrial revolution and the new national policies.

- A. The differences of gaining a living even in colonial times.
 B. Causes of these differences. Why had commerce and manufacturing not been developed in the South? Why had slavery failed in the North?
 C. Conditions in the west.
- II. New England and the other North Atlantic States.
 How this section was fitted for manufacturing.
 Difficulty of skilled labor.
 Coming of the age of machinery. What it did.
- III. Textile manufacturers in England.
 Inventors of Hargreaves, Arkwright, Champton.
 Cartwright, Watt and others: Show how these inventions changed the industrial world.
 England becomes the leading industrial and commercial nation of the world.
- IV. Larger capital is needed for the new industry. Growth of corporations and in time the trust problem.
 Vast increase in wage earning class.
 People crowding to industrial centers.
- V. The story of American industry.
 Review this story from 1789 to 1840.
 Beginnings of the use of machinery and water power in the U. S.
 Follow this growth carefully and study it down to the present.
 How we became a manufacturing country.
- VI. The effect war has on a manufacturing country.
 The unrest, the insecurity.
 The effects when peace comes.
 Why a "protective" tariff at this time?
- VII. The new west. Discovery of gold and its effects.
- VIII. Rise of political parties and the growth of Democracy.
 New leaders: Clay, Calhoun, Jackson, Adams, Webster.
 Follow these leaders through their different eras.
- IX. Humanitarian reforms; justice; better prisons.
 Care of defective, insane, pauper, temperance reform.
 The demand for equal education.
 Immigration from 1830 to 1890.
- X. What is national'ism, sectionalism?
 The tariff of 1732-1840.
 The question of slavery.
 Study the story of it.
 The Mexican War to be treated briefly with the slavery question.
- XI. Crisis of the Union. One nation or two?
 Sectionalism comes to the front. New party formed.
 Causes of the war.
 What the two sections fought for.
 Resources and advantages of each.
 The war for the Union briefly given.
 Put an end to slavery.
 Reconstruction of the Union.
 Attitude of foreign countries during the war.
- XII. The New Union, 1870-1917.
 The age of science and its application.
 Mining: Coal, iron, steel; electricity.
 Building of great tunnels, bridges, elevated and subway railroads.

Immigration at its highest at this time. This has been the biggest question before the American people. What effect will the world war have on it? Why?

- XIII. The rise of all big business enterprises.
 Trouble between labor and capital.
 Many new questions to come up at this time.
 How to govern our new possessions. Their education.
- XIV. The World War.
 The causes.
 The geography.
 Germany's Mittleuropa ambitions.
 How the Germans waged war.
 How America became involved.
 How America waged war.
 American industry in war time.
 American Government in war time.
 Readjustments after the war.

Never forget that the pupil's education is not finished under any teacher—that acquiring knowledge continues through life.

Current Events

TYPE PROGRAM

Time—once a week.

Program for Current Events, Friday, May 11, 1917, 2:30-3:15.

Chairman called the class to order.

Class gave the flag salute.

Class Poem.

America Enlists, Part II, from May number of Review of Reviews.

The Vengeance of Ebenezer, Story from Boy's Life, April, 1917.

America to be Jailor for Ally Prisoners, Pittsburgh Post, May 9,

1917.

General discussion of this topic by the class.

Counting Eggs, Story from the New Home Speaker.

An Immediate Need, from Collier's, May 12, 1917.

State News and City News from daily papers.

Report of the critic.

The following topics should be taken up early in the year.

1. Schools:

Organization

Officers; town, county and state.

2. State charities:

Asylums.

Alms houses.

3. State penal institutions.

4. Department of Health:

Fight against certain diseases peculiar to our state.

5. Organization of a Junion Civic League:

Pledge, officers, constitution and by-laws.

References—The Survey

The World's Work

Review of Reviews

The Independent

The Outlook

One daily paper

Popular Mechanics

The Youth's Companion

A class in Current Events once a week.

CIVICS

8A GRADE

Text—The Community and the Citizen, Dunn.

Teacher's Aim: To teach citizenship and Americanism.

Pupils' Aim: To find out how our country works and how each can be a better worker in America.

I. The Community, Dunn, ch. 1.

1. What it is.

What is a community? Reasons for location, purpose of organization.

Study of early community in Morgantown.

Early history of Morgantown, including stories about the Eckerleys, the Deckers, and Morgans; Indian stories about Morgantown.

References—Border Warfare.

History of Morgantown, Moreland.

"A community is a group of people having common interests and bound together by common laws."

Obtain map of Morgantown (Superintendent's office).

Locate communities having common interests.

Are there any large communities of which Morgantown is a part?

a. County.

b. State.

c. Nation.

Why are these local communities so collected?

Contrast our community with a pioneer community.

2. Why it is:

Why have the people organized more closely than in pioneer times?

The class finds that the community has come together for some of the following things (see Dunn, ch. 3):

a. Protection of health.

b. Protection of life.

c. Protection of property.

d. Better schools.

e. Better churches.

f. Better business.

g. Better transportation.

h. Improvement of social conditions.

i. Beautifying the community.

It is, then, the work of the community to provide these things.

Who is the community? Define a successful and an unsuccessful community.

II. Protection of health. It depends upon:

1. Sanitary conditions.

a. Have each child inspect his own back yard, garbage can, etc. Have reports on improvements made in class.

b. Have children inspect and report in class on sanitary conditions in their community. Appoint class committee to investigate serious cases. After careful inspection on the part of the *teacher* and committee, if cases are found dangerous, report to city authorities.

2. Water supply.

a. Discuss water as a source of disease.

- b. Report on water system of New York, Cincinnati. Look up filtering systems explained in hygiene texts. Discuss advantages and disadvantages of different filtering systems.
 - c. Discuss sources of Morgantown water supply.
 - d. Diseases that might be carried by water.
 - e. Visit filtering plant. In large classes all visiting work will have to be done by committees. Report on filtering plant and draw conclusion about Morgantown water. Suggest improvements.
3. Food supply.
- a. Sources of Morgantown food; one-third local, two-thirds shipped.
 - b. Types of food to be considered:
 - (1) Milk:
 - Report on comparative value of fresh and condensed milk as food (Farm's Bulletin in W. V. U. Library).
 - Contrast healthfulness of each as regards freedom from germs.
 - Work of city and state inspectors in making milk safe for use.
 - Appoint committees to visit three local dairies; (suggested—Lought's, Harner's, State Farm).
 - Report in class on results.
 - Discuss need for central sterilizing and distributing plant for milk in Morgantown.
 - Work of state inspector as to food value, bacteria and tuberculosis of cattle.
 - How we can make our milk supply better; know where it comes from; refuse to buy where bad conditions exist.
 - (2) Meat:
 - Sources.
 - Methods of keeping it in Morgantown.
 - Dangers of open market.
 - City ordinances regarding exposing meat in cases.
 - (3) Vegetables:
 - Outline same as above.
 - Work of state and national weights and measures men, Report of W. Va. Legislature for 1918.
4. Sewage and garbage; also discussed under unsanitary conditions.
- a. Good and bad features of sewage system.
 - b. Need of city-owned garbage plant.
5. Community health; good doctors, community nurses, baby clinics, good hospitals and free hospital service when needed.
- a. Report on
 - (1) Baby clinic.
 - (2) U. S. Bureau of Child Welfare.
 - (3) Work of community nurse.
 - (4) How we can help in this work:
 - Report contagious diseases.
 - Observe quarantine.

III. Protection of life.

- 1. Police; work in Morgantown; state police.
- 2. Fire department; visit fire shed and report. Suggest improvements.
- 3. Health officers; review work of health officers.

4. City and state laws.
 - a. Look up city laws that protect life (City Ordinance in Mayor's office). These concern
 - Traffic.
 - Fire regulations.
 - City sanitation.

What do we owe to the community in return for these things and how may we help in accomplishing them?

IV. Protection of property.

- Review work of fire department and police.
- Discuss transfer of property, deeds, wills, etc.
- Discuss work of city recorder and the clerk of the county court.
- Have a committee visit the county court and report.
- Discuss protection of property in case of strikes; state militia.
- Protection of army and navy in time of war.
- Protection of American property in foreign countries thru the Department of State.
- What do we give in return for protection?

V. School system.

1. Pioneer schools, Source Book, Hart.
2. Schools in early West Virginia, History of W. Va., Callahan.
3. Schools in Morgantown.
 - a. Subjects taught.
 - b. How financed.
 - c. Cost of school system per year and per pupil, Superintendent's report.
 - d. School officers; city, county, state. Work of each officer. Who are local officers? How do they receive their offices? Why the state and Morgantown can afford to put this money into schools.

VI. Churches.

- Provision in constitution about religious freedom. What has America gained by this policy?
- Outline local churches; community work done.
 - a. Helping poor.
 - b. Teaching foreigners.
 - c. Supporting organizations such as Red Cross or Y. M. C. A.

How the community helps the church and how the church helps the community.

VII. Business.

1. Origin of business life, Dunn.
2. Advantages of industries to a community.
3. Advantages which the community gives to business:
 - a. Protection.
 - b. Opportunity.
 - c. Transportation.
 - d. Men.
 - e. Materials.
4. Industries in Morgantown.
 - a. List industries.
 - b. Have reports on industries.
 - c. Teacher and committee visit Power House and American Sheet and Tin Plate Company. Other members report on other industries.
 - d. Discuss what these industries bring to and take from Morgantown.

- e. Discuss franchises, state taxes, state protection, effect of good work on reputation of a community, effect of bad work.
- f. Discuss need of establishing and keeping confidence in an industry; apply also to city and school.
- g. Write account of some industry or business of Morgantown. For an industry the following outline is suggested:

Subject

- I. Location and reason for location.
 - 1. Materials.
 - 2. Transportation.
 - 3. Water power.
 - 4. Fuel.
- II. Early history of the industry.
- III. Growth to present time.
- IV. General method of work.
- V. Special processes.
- VI. Finished products.
- VII. Value of industry to Morgantown.

VIII. Transportation.

- 1. History; report on
 - a. Early means of transportation.
 - b. First railroads.
 - c. Greatest railroads in U. S.
- 2. Value to
 - a. Community.
 - b. Nation.
- 3. Protection.
 - a. State.
 - b. National.
 - c. Interstate Commerce Commission.
- 4. Discuss national ownership and control.

IX. Social life.

- 1. Needs of community life.
 - a. Common interests.
 - b. Common laws.
- 2. Review communities in Morgantown. Why were they different?
 - a. Different nationalities.
 - b. Different work.
- 3. The Nation as a community.

The problem of the U. S. is to bring all nations represented here into one great community. Read or report on extracts from Mary Antin's "The Promised Land." Read carefully chosen passages about unguided slum life from "How the Other Half Lives."

Discuss immigration laws and naturalization laws. Who makes and who enforces these laws?

Discuss admission of Japanese and Chinese as American citizens.

Discuss literacy test.

Discuss terms, "Dago," "Wop," "Sheeney," etc. Have the class point out reasons for not using such terms. Outline nationalities represented in class back two generations. This changes the attitude of the class toward the "foreigner."

Outline races found now in Morgantown. The class can find out why some of these people came; also, if they can speak and write English and how they learned

the language. Where should they learn it or have the chance to learn it? How many have foreign language newspapers? Good and bad features of the foreign language paper. When can we abolish it?

What are we doing in Morgantown to make society better by Americanizing these people? Work of schools, churches, factories, private teaching.

What we can do to help now and what we can do when we become voters.

Other social questions; playgrounds, etc.

X. Beauty in the community.

To be taken up in spring in connection with clean-up work. Report on home conditions that could be made more attractive. Suggest in class means of improvement. Report on progress at intervals later.

Discuss keeping streets clean.

a. Work of city.

b. Work of individual.

Discuss scattering paper, marking with chalk, bad use of advertising.

Discuss school premises and room with suggestions for more attractive arrangement.

XI. Government.

1. Working of city government, Dunn.

Compare commission and mayor plans with reference to adoption in Morgantown. Have local people interested to address the class.

Discuss Morgantown charter, city courts.

2. State government, Dunn.

Workings and officers. To be studied while legislature is in session; state courts.

3. National government, Dunn.

Outline of government. Most of the Cabinet work has been touched upon. Work of Congress and President. National courts.

NATURE STUDY

GRAMMAR GRADES

It is not intended that the topics here suggested be given one at a time or in any particular order. Indeed, some teachers have gotten excellent results by dividing the class into sections and assigning special work to each section. The teacher need not confine her work to the topics here given. Whatever belongs to the natural environment of the normal child is legitimate material and the widening circles of his environment furnish new material from time to time.

The aim of nature study in the grades should be to lead the child to observe the common things that live and grow in the fields and along the streams where he plays, that are seen when he is on his tramps, that shine in the sky above him, that help or hinder him as he works in his garden. As he sees these things, his interest should be so stimulated that he will gain much first-hand information about them to be enjoyed or to be put to practical use.

This outline is based chiefly on the child's garden, although numerous other things in nature are introduced because they come within the scope of the child and are worth his study. Nevertheless, these will be best taught if they are connected with some problem of the garden.

It is hoped that the teacher will always keep in mind that the child is to be impressed with the fact that the Lord has given color and form to everything in nature for us to enjoy. Furthermore, that

these insects and plants are either a benefit or an enemy to other life forms, and that they are given means of protection so that they are not easily exterminated by their particular enemies.

References for methods and motives:

- Nature Study, Holtz: Motive, ch. 1.
- Ed. Value, ch. 2.
- Aesthetic Value, ch. 3.
- How and What, ch. 4.
- Illustrative Material, ch. 6.

Correlation with other studies:

- Handbook of Nature Study, Comstock:
 - Language, p. 16.
 - Drawing, p. 17.
 - Geography, p. 18.
 - History, p. 18.
 - Arithmetic, p. 19.
 - Clubs, p. 22.

Nature Study, Holtz: Geography, art and literature, ch. 6.

FIFTH GRADES

Fall—September, October, November

Insects

During the early part of this period's study, the child should learn about the simple habits of certain roadside and garden insects which he has seen during the previous summer months. These are the Monarch, Roadside and Cabbage butterflies, the wasp, bee, cicada, dragon fly, grasshopper, and cricket.

References:

- Fall of the Year, Sharp, chs. 4, 7, 12, 13.
- Nature Study, Holtz, chs. 13, 14.
- Our Common Friends and Foes, Turner, p. 91.
- Moths and Butterflies, Mary C. Dickinson.
- Nature Study and Life, Hodge, ch. 4 (plans).
- To a Butterfly, Wordsworth.

Plants

Clovers, goldenrod, and roadside asters should be gathered and the many varieties of each closely observed. As clover is so valuable to enrichment of the soil, it should be made a matter of real interest.

W. Va. Agricultural Bulletins, Clovers.

Seeds

Seeds to be used for school room demonstration and also for out-door garden in the spring should be brought from the homes and properly dried and labeled for use later in the year.

- All the Year Round, Part I, Strong, p. 93.
- Nature Study, Holtz, pp. 343-350.
- Nature Study, Hodge, pp. 367-369.
- Song of the Harvest, The Huskers, Whittier.

Potted Plants

If the school room is properly heated over week-ends and in vacations so that plants will not freeze, plants may be potted by the pupils and brought into the room. This should be supervised by the teacher and care must be taken to get good soil. Here is the time to begin the study of soils. Have the pupils collect samples of soils that you know are of no value as well as those that are, and store these in the basement to be brought out later in the year for soil tests. Be sure to have plenty of good rich soil as you will need it for your indoor plantings.

Trees

1. Tree Census.
 - Ten Common Trees, Stokes.
 - Our Native Trees, Keeler. This book will be found valuable in making a census of trees which chil-

dren pass on their way to and from school, or which they may find in their rambles thru the country. Problems like the following are sure to arouse interest: How many different kinds of trees did I see on my rambles thru the country? How many different kinds of trees do I pass every day?

Handbook of Nature Study, Comstock, ch. 4.

Nature Study, Hodge, pp. 371, 373, 367, 369.

Penn Treaty Elm, Am. U. S. History.

Washington Elm, Am. U. S. History.

The Charter Oak, Am. U. S. History.

2. The Oak.

Handbook of Nature Study, Comstock, pp. 748-755.

Our Native Trees, Keeler, pp. 323-375.

3. The Pine.

Comstock, pp. 789-803.

Keeler, pp. 439-496.

Nature Study, Holtz, ch. 18.

4. Leafless Trees.

The falling leaves, their changing hues, the ripening nuts, the uncovered nests, and the preparation for winter all make the study of trees most delightful during Autumn.

5. Branching.

Nature Study, Holtz, ch. 17.

Make a special study of tree branching. Note where buds are strongest. Count the age of branches by the annual leaf scars. If the branches are not symmetrical, study the cause.

6. Hibernation.

What preparation has the tree made for winter? All the Year Round, Part I, Strong.

7. Tree Culture.

Nature Study and Life, Hodge, chs. 22 and 23.

Nature Study, Holtz, ch. 18.

Handbook of Nature Study, Comstock, ch. 4.

It may be well to trace the life history of some trees. Collect data for its biography; trace the scars of its wounds from frosts, from snows, from axes, from insects, from lightning. Note how the branches have grown and the causes of the same. Take its measurement and record its growth.

Changes

Take special note of the changes that are taking place in plant and animal life during the fall months and the relation that this condition bears to the changes in the situation of the sun, the temperature, and the moisture. Study effects of frost on things in the garden.

*Walks
a-Field*

Plan for at least two afternoons out in the fields and the woods with your pupils when you observe among other things the following: Spiders floating on cobwebs in the air, nature sowing seeds for spring, animals laying up food for winter. Collect leaves of the many varieties of oaks found in this locality and press and mount them. Cardboard backs of tablets will be found very satisfactory mounts. Nuts and barks of each particular tree mounted with the leaf and written description of the tree and its location will make a valuable collection. Have the pupils bring in branches of witch hazel when it blossoms in November. Make a study of this most interesting tree.

References:

Our Native Trees, Keeler.

Ten Common Trees, Stokes.

Cocoons Make collections of cocoons and put away for safe keeping until spring. These must be watered often as those on the trees are exposed to all the winter rains.

References:

Nature Study, Holtz, p. 194.

Animals

1. Birds: Migration of the birds should be closely watched all thru the fall and changes in their appearance and habits noted.
Bird Ways, O. I. Miller.
Birds Thru an Opera Glass, F. A. Merriam.
 - a. Bird census.
Many children are already interested in the study of birds. It may be well to have maps of the neighborhood drawn so children can locate birds seen.
Nature Study and Life, Hodge, chs. 18 and 19.
Birds Thru the Year, Gilmore. In this little book pupils will find something of interest for any season. Of special interest in fall and winter are chs. 2, 10, 11, 12 and 13.
 - b. Food of birds.
Hodge, chs. 19 and 21.
Holtz, ch. 9.
Birds in Their Relation to Man, Weed and Dearborn, chs. 1, 2, 3, 4, 5, 6, 7.
 - (1) Insects. It will be well to study insects in connection with bird food. Indirectly we here connect the bird with the garden. Read *To a Butterfly*, Wordsworth.
Nature Study and Life, Hodge, ch. 4 (plans).
 - (a) Food.
Our Feathered Friends, Grinnell, chs. 9, 10, 11, 12, 13.
Birds in Their Relation to Man, W. and D., chs. 6 and 7.
Birds Thru the Year, Gilmore, ch. 9.
 - (b) Life Histories.
Holtz, ch. 8.
Stories of Insect Life, M. and W. Handbook of Nature Study, Comstock, p. 308.
 - (c) Some Common Insects.
Nature Study, Hodge, ch. 5.
Bulletins of Division of entomology, Washington, D. C.
W. V. U. Experiment Station Bulletins.
Holtz, ch. 14.
 - (d) Collection of insect pictures.
 - c. Migration.
Bird Life, Chapman, ch. 4.
 - d. Nests.
Handbook of Nature Study, Comstock, p. 147.
Holtz, ch. 10.
 - e. Eggs.
Chapman, ch. 6.
 - f. Economic value.
W. V. U. Agricultural Bulletin.
Bird Life, Chapman, ch. 6.

An extremely interesting book in which many sides of bird life are presented.

Birds in Their Relation to Man, W. and D., introduction.

Our Feathered Friends, Grinnell.

Handbook of Nature Study, Comstock, ch. 1.

g. Collection of bird pictures.

Gardens

Before the cold, wet weather begins, see that your pupils have put their gardens in order for the spring tilling and planting.

Winter—December, January, February

*Weather
and
Climate*

1. Influence on plant and animal life.
2. Barometer, highs and lows.
Regional Weather Map. Daily map can be secured by writing to U. S. Weather Bureau, Elkins, W. Va.
3. Winds and ventilation.
4. Clouds.
5. Temperature.
6. Sunrise and sunset, the day's length, the sun at the south in winter.
7. Rainfall.
8. How does climate control vegetable life? Animal life? Man's life?

Animals

During these winter months when there are not the insects and plants to be observed as in the other months, much valuable information may be obtained about animals. Earthworms, the rabbit, skunk, ground mole and field mouse should be studied as these are often enemies of the garden. Use some of the books in the library for reference and draw upon the libraries of the pupils.

*Moon
and
Stars*

1. Study the moon for a full month with care, and record in some manner your observations. This work will take but a few minutes each evening. Begin work at the time of new moon.
2. Where is the new moon first seen? At what time of day?
3. Is the new moon seen each evening in the same position in the sky at the same hour?
4. Notice the time the moon goes down every night.
5. Is it changing in size and shape?
6. How long does it take the new moon to become full?
7. Note its time of rising. How much later does it rise each night than on the preceding one?
8. Watch for the new moon again. z
9. Foretell the moon's phases for the next month.
10. Teach the pupils the Polar Star and the Big Dipper and the change in position that the Dipper seems to take in relation to the Polar Star. To do this the position of the handle must be noted in January. If it is possible, show by black-board drawings the constellations about the Polar Star: Little Dipper, Cepheus, the Dragon, Cassiopeia's Chair.

*Coal
Two
Kinds*

1. Use.
2. Substitutes in countries where there is none.
3. Where do we get the coal used in Morgantown?
4. Coal industry in W. Va.
5. What states produce most coal? Locate on a map the great coal regions of the U. S.

6. Study the influence of coal supply upon industries.
7. Study coke and charcoal.
- Soil Tests* Bring out the samples of soil in February and test out good and poor soil. Some of the seeds may be planted in each and when the pupils are satisfied as to which is the best, seeds may be planted in that for the out-door transplanting.
- References:
 Nature Study on the Farm, Keffer, pp. 13 to 25.
 Nature Study on the Farm, Keffer, pp. 82 to 92.
 The First Book of Farming, Chas. L. Goodrich.
 Growth of Seedlings in the House, Prof. Dacy, Bulletin.
- Plant Struggles* During the winter period study plant struggles.
 Reference:
 Nature Study, Cummings, pp. 200 to 208.
- Birds* February is the month to begin watching for the birds. The children will enjoy making another calendar and as the birds come, marking their arrival on it. They should be encouraged in this.
- Plants* Buds begin to open—plants awaken after a long winter sleep.

Spring—March, April, May

Continue the observation of winds, clouds, length of day, and the weather.

Teach the construction of a hot-bed and if desirable have the pupils construct one and transplant the seedlings that have been growing in the demonstration boxes in the school room.

During these months the children will be working in their gardens under the supervision of a garden teacher.

Improvement of grounds caring for a lawn, planting trees and flowers, is almost as important as raising vegetables. Before and during the annual "clean up" week, children should be taught the importance of this work, both from the point of view of sanitation and civic pride.

SIXTH GRADES

In the Sixth Grade the work in nature study should be more thorough than in the grades below. Simple experiments should be performed and a record kept. Pupils in this grade should be able to form opinions and conclusions from data gathered and the experiments performed. In this way pupils are developing powers of thinking and observation which will be difficult to obtain in the other branches. This subject if well taught, will awaken greater interest in geography, art, language, and literature. Teachers who have more than one grade may correlate nature study with language, drawing and geography.

Nature study properly taught will develop in the pupil the habit of careful inquiry and close observation which will be of great value to him throughout his lifetime. He will take a greater interest in his environment and will be enabled to see and utilize its resources.

The teacher may not have time to use all of the subjects here given, but should select those which are best adapted to the school community.

September

1. Saving garden seeds.
 Varieties. Why? How? Storing.
 W. Va. Bulletin, U. S. Dept. of Agriculture Bulletins.

2. Harvesting and storing garden vegetables. Varieties. How it may be done to prevent waste. Bulletins as above.
3. Butterflies and moths. Making a collection for school room. Mounting, labeling; study their habits, life history, friends or enemies. Write the Department of Agriculture, Washington, D. C., for bulletins on W. Va. insects. How to Know Butterflies and Moths, Comstock.

October

1. Seeds. Have pupils bring in a few seeds of grass, weeds, grain and fruit. Study size, color and external appearance of the seeds.
Purpose of seeds; other uses.
Agriculture Bulletins, W. V. U. and U. S. Dept. of Agriculture.
2. Rodents. Find names of those most common in the community. Try to find damage done in the home. Methods of eradication.
Agriculture Bulletins.
3. Atmosphere. Pupils may keep a chart of atmospheric conditions such as direction of winds, the daily temperature, clear days, cloudy days, rainy days. Get report of weather from newspaper and compare with actual conditions. Study weather maps in geography. Daily weather map can be gotten by writing to U. S. Weather Bureau, Elkins, W. Va.
4. Winter care of flowers. Right temperature, best places to keep them, watering, etc.

November

1. Rocks. How formed. Names of the economic rocks. Uses. Experiment by heating, freezing, etc. How become gravel, sand and soil? Fossils? Where?
Reference: Any good geology, State Geological Survey, White.
2. Metals. Same as above. Uses and where found? How mined? How prepared for use?
References—Great American Industries, Rocheleau.
Story of Mines, Shinn.
First Lessons in Mining, Richards.
State Geological Survey, Monongalia Co., White.
3. Lumbering. Lumber industry and development of the country. Lumber states. Logging. Camps. Sawmills. Hard and soft woods. Durability, finish. Identify different woods.
References—U. S. Bulletin, Forestry.
State Geological Survey, White.
4. Building materials. Stone, brick, lumber, plaster, nails, cement blocks, roofing. Where prepared and how? Glass. Why is so much made in this community?
Reference—State Geological Survey, White.

December

1. Insects. Home, food, habits of most common insects. Divide into two classes, friendly and enemy insects.
References—Insects, Hyatt.
W. Va. Bulletins.
2. Poultry. Kinds, uses, care, food, habits, importance.
3. Clothing. Made of what material? Fiber plants, animals, insects. How made?
References—How We Are Clothed, Carpenter.
State and U. S. Bulletins.

COURSE OF STUDY

January

1. Heavens. As the sky is clearer and brighter this time of the year than at any other, it is a good time for pupils to study the sky and locate some of the greater planetary systems, the milky way, etc.
Reference—Any astronomy.
2. Have pupils make and record observations of the moon. Teach them some important facts about the moon. What are some of the superstitions regarding the moon?
Reference—Any astronomy, geography or physical geography.
3. Stars. Pupils may learn the name and locate some of the most important stars.
Reference—Any books on astronomy.
4. Buds. Formation of buds. Arrangement and kinds. Purpose. What they contain.
References—Nature Study by Grades, Cummings.
Among Green Trees, Rogers.
Spring, Sharp.
Spring, Strong.

February

1. Animals. Classify as wild or domestic all the animals of this community. Use and purpose of animals in their relation to man.
References—Domesticated Animals, Shaler.
Lesson Plans on Domestic Animals, Beckwith.
Elements for Zoology, Holden.
Wild Animals, Ingersoll.
Mighty Animals, Mix.
American Animals, Witmer and Eissett.
2. Trees. Seed, root, stem, bud, leaf, flower, fruit. The use and purpose of each to the tree and to man. Plant food. Plant enemies. The relation of light, heat, moisture and soil to trees.
References—Nature Study and Life, Hodge.
Our Native Trees, Keeler.
Ten Common Trees, Stokes.
Among Green Trees, Rogers.

March

1. Gardening. Selecting a site. Tools and seeds. Some seeds to be planted in window boxes. Preparation of the soil. Planting. Cultivation. Garden visitors. Which ones should be encouraged and which ones destroyed? This subject furnishes plenty of good material for composition work. Since many subjects in literature deal with phases of nature, pupils take more interest in this study.
References—Bulletins, U. S. Agr. Dept., W. V. U. Bulletins.

April

1. Weeds, how dispersed. Classification. Methods of destroying.
Reference—Agriculture Dept.
2. Propagation of plants. Suckers, layering cuttings, grafting, budding.

May

1. Fishes. Shape and appearance and fins. Home. How they move, breathe, feed and rear their young.
2. Reptiles. Classes. As friends or foes. Home, food, habits. Value of toads, frogs, snakes and turtles.
3. Value of birds. How to encourage them to stay with us. Literature furnishes an abundance of material on this subject.
References—Story of the Fishes, Boskett.
Life in Ponds and Streams, Forneaux.

GENERAL SCIENCE

8B GRADE

I. Introductory.

1. What is science?
2. The field of science.
 - a. Natural.
 - b. Physical.
3. Why study science?

II. Matter.

1. Definition.
2. Its states.
3. Its properties (general).
4. Is air matter?
 - a. Show that air has weight and causes pressure.
5. Effect of heat on matter.
 - a. Effect on solids, liquids, and gases.
 - b. Transmission of heat.
 - c. Fireless cooker.
 - d. Measurement of temperature.
6. Physical and chemical changes.
7. Physical and chemical properties (illustrate by experiment).
8. Classification of matter.
 - a. Mechanical mixtures.
 - b. Chemical compounds.
 - c. Elements.

III. Some common elements.

1. Carbon.
 - a. Charcoal; uses.
 - b. Lampblack; coal; graphite; diamond.
 - c. Carbon dioxide; preparation and test for carbon dioxide; commercial uses of carbon dioxide.
2. Phosphorus.
 - a. Preparation; properties; uses.
 - b. Friction match; safety match; dangers of friction match.
3. Sulphur.
 - a. Preparation; physical properties; chemical properties.
4. Iron.
 - a. Occurrence.
 - b. Preparation from ore.
 - c. Three forms of iron.
5. Oxygen.
 - a. Preparation; properties.
 - b. Oxidation; uses; source.
6. Hydrogen.
 - a. Occurrence; preparation; properties; uses.
7. Nitrogen.
 - a. Occurrence; preparation; properties; use.

IV. Acids, bases and neutral substances.

1. Acids.
 - a. Characteristics.
2. Bases.
 - a. Characteristics.
3. Neutral substances.
 - a. Neutralization.
 - b. Salts.

- V. Water.
 - 1. Composition.
 - 2. Properties and uses.
 - 3. Hard and soft water.
 - 4. Dangers in water.
- VI. Atmosphere.
 - 1. Composition.
 - 2. Properties and uses.
 - 3. Moisture in atmosphere.
 - 4. Dew point; dew and frost; fog and clouds; rain, snow, hail.
- I. Study of plants (Botany).
 - 1. Importance of plants to man.
 - 2. Plants composed of cells.
 - a. Cell structure.
 - b. Size of cells.
 - c. Composition of protoplasm.
 - d. Properties of protoplasm.
 - 3. Comparison of plants and animals.
 - 4. Age of plants.
 - 5. Leaves.
 - a. Structure and shape.
 - b. Chlorophyll.
 - c. Food making.
 - d. Food storage.
 - e. Transpiration.
 - f. Advantages and disadvantages of transpiration.
 - g. Habitat dependent on water supply.
 - h. Protection against loss of water.
 - i. Respiration.
 - 6. Roots.
 - a. Function.
 - b. Kinds.
 - c. Absorption of water and solutes.
 - 7. Stems.
 - a. Functions.
 - b. Kinds.
 - (1) Modified.
 - (2) Underground.
 - (3) Condensed.
 - c. Structure.
 - 8. Reproduction.
 - a. Reproduction and nutrition.
 - b. Flowers.
 - c. Formation of seeds.
 - d. Pollination.
 - e. Seed dispersal.
 - 9. Low forms of plant life.
 - a. Bacteria.
 - (1) Conditions for growth.
 - (2) Bacteria and disease.
 - (3) Decay.
 - (4) Useful bacteria.
 - b. Algae.
 - c. Fungi.
 - 10. Plant diseases and pests.
- II. Study of animals (Zoology).
 - 1. Distribution.

2. Means of distribution.
3. Barriers to distribution.
4. Adaptation.
5. Groups of animals.

a. Mammals	g. Mollusks
b. Birds	h. Worms
c. Reptiles	i. Echinodiems
d. Amphibians	j. Coolenterates
e. Fishes	LL k. Porifera
f. Arthropods	l. Protoza.
6. Relation of animals to man.
 - a. Animals useful to man.
 - b. Domesticated animals.
 - c. Food supplying animals.
 - d. Animals supplying clothing.
 - e. Animals injurious to man.

III. Man's place in nature.

1. Classification.
2. Differences between man and the other primates.
3. Age and races of man.

References—A Year in Science, Weckel and Thalman.

General Science, Elhuff.

The First Year in Science, Hessler.

An Introduction to Science, Clark.

First Year Science, Snyder.

Real Things in Nature, Holden.

Elements of Biology, Hunter.

HYGIENE

HYGIENE

Text—Good Health, Jewett.

Read Baltimore County Course of Study, pp. 387-392.

In the daily inspection of the hygienic and sanitary conditions of the class room the teacher will take note of the following conditions:

1. Personal cleanliness; hair, teeth, nails, nose, clothes.
2. Ventilation of room; fresh air, temperature.
3. Physical exercises at least twice during the day.
4. Conditions which might produce eye strain.
5. Posture.
6. Size of desks in relation to size of pupils.
7. Breathing habits; report mouth breathing to the school nurse.
8. Nutritious and wholesome food.

5B GRADE

Text—Good Health, pp. 1-84.

I. Air and respiration.

1. The breathing process.
 - a. The nose.
 - b. The lungs.
2. The air we breathe.
3. Pure air made unfit for breathing.
 - a. Carbon dioxide.
 - b. Tobacco smoke.
4. How the air moves.
5. Amount of air we need.
6. Ventilation.
 - a. In the home.
 - b. In the school room.

- II. Our unseen friends and foes.
 1. What they are and where found.
 2. The work of microbes.
 3. Conditions favorable to their growth.
 4. Importance of cleanliness.
 5. Importance of outdoor exercise.
- III. Nature's great restorer.
 1. The need of sleep.
 2. Amount of sleep.
 3. Habits of sleeping.
- IV. Care of the eye.
 1. Dangers of the eyesight.
 2. Precaution against eye diseases.
 3. Avoidance of eye strain.
 4. Defective eyes.
- V. Alcohol and health.
 1. Experiments with animals.
 2. Results of the experiments.
 3. Conclusions.

5A GRADE

Text—Good Health, pp. 84-end of text.

- I. The ear and its care.
 1. The mechanism of the ear.
 2. How we hear.
 3. Hygiene of the ear.
- II. The body covering.
 1. The structure of the skin.
 2. The function of the skin.
 3. Keeping the skin clean.
 4. The proper care of the nails.
 5. The hair and its care.
- III. Food and digestion.
 1. What to eat.
 2. When to eat.
 3. How to eat.
 4. How much to eat.
 5. Aids to digestion.
 - a. Digestive fluids.
 - b. The teeth.
 6. Oral hygiene.

6B GRADE

Text—Town and City, Jewett.

- I. The growth of cities.
 1. Causes.
 2. Results.
 3. Problems of sanitation.
 4. Reforms.
- II. Clean streets: New York, Morgantown.
 1. The old and the new way.
 2. Juvenile street cleaning leagues.
 3. Garbage disposal.
 - a. How managed.
 - b. Use of garbage.
- III. Cities and outdoor life.
 1. The need of parks and playgrounds.
 2. Law and order and parks and playgrounds.
 3. Health and playgrounds.

4. Public baths.
 5. Is Morgantown well supplied with all these things? What should be done?
- IV. How the city protects property.
1. The fire department.
 2. The work of firemen.
 3. Protection against fire.
 - a. Fire proof buildings.
 - b. Fire escapes.
 - c. Laws to observe.
 - d. Fire drills.
 4. How Morgantown protects property
- V. The water supply: New York City, Morgantown.
1. The source.
 2. Advantages and disadvantages of meters.
 3. Drinking water.
 4. Dangers from impure water.
 5. Getting water to town.
 6. Rivers and sewage.
 7. Purification of water and sewage.

6A GRADE

Text—Town and City, Jewett.

- I. The prevention of disease.
1. What the Japanese did.
 2. Prevention vs. cure.
 3. Necessary precautions.
 4. Some safeguards against epidemics.
 - a. Antitoxin.
 - b. Vaccination.
 5. What precautions were taken against disease in the World War?
- II. Alcohol and tobacco.
1. Expense of alcohol to the state and city.
 2. Health and alcohol.
 3. Good business and alcohol.
 4. Tobacco and national vigor.
- III. Pure food.
1. The fight for clean milk.
 2. Food inspection.
- IV. The last days of tuberculosis.
1. Tuberculosis an enemy of the city.
 2. War against tuberculosis.
- V. Why the mosquito should go.
1. The life history of the mosquito.
 2. What New Orleans and Brookline did.

7B GRADE

Text—The Body at Work, Jewett.

- I. The plan of the human body.
1. Architecture of our bodies (Introduction).
 2. The framework of the body.
 - a. Danger from the school desk.
 - b. Care of the muscles.
 - c. The muscle itself.
 - d. Support of muscles.
 - e. Freedom of bone and muscle.
 - f. How joints assist.
 - g. Things that hinder strength and speed.

- II. The circulatory system.
 1. The heart at work.
 2. Discoveries concerning the blood and circulation.
 3. The circuit of the blood.
 4. The nature and function of the blood.
 5. Alcohol and the blood.

7A GRADE

- I. The respiratory system.
 1. Effect of exercise.
 2. Where and how the blood changes color.
 3. Things that hinder.
- II. Food and digestion.
 1. Determining the kind and purpose of food.
 2. How the mind affects digestion.
 3. The digestive process.
 4. Hygiene of digestion.
 - a. Cooking of foods.
 - b. Caring for foods.
 - c. Care of the teeth.
- III. The excretory system
 1. The skin and bathing.
 2. The kidneys.
 3. Heat, fuel, clothing.

SB GRADE

Text—Making the Most of Life, O'Shea and Kellog.

Read Baltimore County Course of Study, pp. 387-388, 398-400.

At the end of the SA Grade the pupil should have not only a knowledge of the factors involved in personal health and hygiene, but should practice them in his own life and in his relation to others. All pupils should know how to administer first aid to the injured.

- I. Physical measurements.
 1. Height.
 2. Weight.
 3. Symmetry.
 4. Strength.
- II. Vital machine.
 1. Heart.
 2. Blood.
 3. Lungs.
- III. Value of good health.

Is the health of the individual his own business alone or is the community interested in his health?
- IV. Value of exercise.
 1. Health training in the army cantonments.
 2. What is the relation between muscle and nerves?
 3. The effects of muscular training upon health and symmetry.
- V. The study of foods.
- VI. The ruling power.
 1. Building up mental powers.
 2. How mental power is torn down.

SA GRADE

Text—Making the Most of Life, O'Shea and Kellog, pp. 165-end of text.

- I. The race of life.
 1. Somethings that handicap us so that we are not likely to win the race of life.

2. How the body tries to protect itself.
 3. How the body renews itself.
- II. The plagues of the human body.
1. Germs.
 - a. Good
 - b. Bad
- III. Making the most of life.
1. How to live long and well.
 2. Safety first.

THRIFT

IN CONNECTION WITH THE DIFFERENT SUBJECTS

The following suggestions on the teaching of Thrift were sent out by the Bureau of Education during the war. It is quoted here because it offers definite suggestions in a line of work the importance of which we are just beginning to realize. Now that the war is over some may think the necessity for teaching thrift is past. On the other hand, one of the great lessons of the war will be lost unless the impulse born in the necessity of war times can be carried over into the habit stage in the rising generation.

TEACHING THRIFT THRU ENGLISH COMPOSITION

Teachers should clearly understand that thrift means not merely the saving of what one has earned. It means quite as well the ability to put to good use all of one's resources. It is clear that among the other exercises in the composition class might be a discussion of what is meant by thrift.

Looking at the matter from the standpoint of English composition as a school activity, it should be borne in mind, first, that equal stress should be laid on oral and written exercises in the upper grades while in the lower grades the work should be mainly oral; second, that success in the work will depend quite as much upon the assignment, that is, the working up of the material for expression, as in the expression itself; third, that the best results will doubtless be obtained by organizing the compositional activities in accordance with the so-called problem-project method of learning. This involves the following aspects: (a) situation, (b) problem, (c) plan, (d) criticism of plan, (e) execution, (f) organization and judgment of results, (g) feeling of appreciation. Pupils should clearly understand what they are undertaking to do and why they undertake it in accordance with one method rather than another. All the suggestions which follow are predicated upon this general platform.

POSSIBLE EXERCISES

1. *A Thrift Dictionary.* Each pupil will arrange a little dictionary which he might construct in the industrial arts class, and in it will place, as they are worked out, the principal terms used in the studies on thrift, with clear-cut definitions and illustrations somewhat after the manner of *Webster's Unabridged Dictionary*. This work can be made of great value from the standpoint not only of accurate knowledge, but also the habit of defining terms and expressing meaning concisely.

2. *Original Proverbs.* Taking *Poor Richard's Almanac* of Benjamin Franklin as a starting point, children might vie with each other in producing new proverbs expressing certain ideas agreed upon in advance. The class might well find out what ideas Franklin embodied in his various proverbs as a preliminary part of the work. This would be a very great value in itself. As collateral study there would be investigation of the history of *Poor Richard's Almanac* itself.

3. *The Life of Franklin.* *Franklin's Autobiography* as a whole may be read with this one question in mind, Did Franklin succeed? The question of what he meant by success will arise and also whether he reached his own ideals. Ultimately, the members of the class may write out in their own words a brief life of Franklin.

4. *Captains of Finance.* Following the work on Franklin, numerous other prominent men may become the subject of study, perhaps each member of the class having a special topic. In this case each child will read the biography which he has written and thus contribute to the information of all. This gives free play to individuality and produces a real social condition in the class.

5. *Debates* may be arranged as to which of these prominent men best exemplify the idea of thrift.

6. *Contests*, either for oral or written composition, can be arranged, the results to be judged by some of the patrons of the school. This, if well handled, will result in a fine body of written work, which will be placed on exhibit. The papers may take any one of the following forms: fictitious stories illustrating thrift, essays, arguments, or letter. In the case of letters the persons addressed may be some pupils in a younger group, pupils in another school, pupils in Europe, who are to learn what we are trying to do to help them, the principal of the school, a former teacher, or Benjamin Franklin, or some other character who is supposed to be able to receive the letter. Such a contest might include original poems.

7. *France.* Since France is the notable example of thrift, that country might well be made the subject of careful study and the results embodied in the form of a scrap book, that is, a collection of papers, drawings, and clippings which would set forth the French character. If well done, this would result in a class book of large size and containing a very interesting array of material. This is especially timely.

8. The general topic of how we may serve our country may well be made to include as a large factor the subject of thrift. The teacher and the class together should work up carefully the need of thrift and the various means by which thrift can be put into actual operation. The class will have a chance to show ingenuity in pointing out ways of being thrifty.

9. Closely allied to the subject just mentioned is that of how we do business. Pupils who are old enough may be able to understand how our whole business system is based on credit and this in turn on our ability and willingness to pay. If a banker or other responsible business man can be induced to do so, he might be called in to speak on this subject. The pupils could then reproduce the main points of his talk and add to the subject as much as possible.

Notes. The effectiveness of all of the above ideas will depend in large measure upon their being handled in connection with definite occasions. Anniversaries may be seized upon and especial occasions, such as the drive for Liberty Loans or other special occasion. It is impossible to over-emphasize the importance of having a definite time for doing the work. Since it is to be permanent in the schools, teachers should understand this and work in accordance with the idea year after year.

It is suggested, also, that the material that is collected be carefully filed and that a clearing-house of ideas be established so that successful work in thrift through composition may be made general. Some person or committee should be authorized to act as such clearing-house, and some organ of publication should be chosen to represent the thrift movement through composition. This will make the movement nation-wide and permanent.

It is important in all of these exercises to impress upon your pupils the patriotic service involved in buying Thrift and War Sav-

ings Stamps. They should be keen to show in their compositions the contribution that can be made to the winning of the war through the purchase of these Government securities. The real purpose of the work is to impress upon the pupils the necessity for saving goods and services.

We must make available for our Army and Navy the materials which we have been accustomed to use for ourselves. Whenever we buy Thrift or War Savings Stamps, we are saving money that we might otherwise use to purchase for ourselves the goods which the Government needs. But it is not simply a matter of goods; when we spend instead of saving we require men to work for us who ought to be working for the Government.

TEACHING THRIFT THRU HISTORY

The present emergency is full of opportunity for teachers of History. In every war in the past the people at home have had their share of responsibilities and obligations in furthering the successful conduct of the war, and have shared to a great extent the suffering and hardship occasioned by it. A few examples will illustrate to the teacher how this phase of history may be made vital to the pupil. It seems reasonable to expect that the effect of such lessons will be to intensify the patriotic feelings of the pupils in the schools of the country, and to make them more intelligent toward a campaign for thrift and conservation.

English History. One example is given from the Napoleonic Wars as an indication of what may be done in English History. These wars with their economic difficulties furnish plenty of material for a comparison with the present conditions. The struggle has many of the characteristics of the world war and the demands made upon the home population are very significant when compared with those which now confront us. For example, notice the following from Traill, H. D. *Social England*, Vol. 5:

"Scarcity of flour necessitated a change in diet. In July, 1795, the Privy Council implored all families to abjure puddings and pies, and declared their own intention of having only fish, meat, vegetables and household bread made partly of rye. It has recommended that one quarter loaf per head per week should be a maximum allowance. The loaf was to be brought on the table for each to help himself, that none be wasted. The king himself had none but household bread on his table. The rich recommended to make no soups or gravies, to take only the prime cuts and leave the others that the poor might buy them. The poor were to be taught to make soup and rice pudding. Rice was a new and as yet little-used commodity, and the Government agreed to give such a bounty on its sale that its price should never exceed 34s. a hundred weight. In 1801 the Government offered bounties on the importation of all kinds of grain and flour and passed the Brown Bread Act (1800) forbidding the sale of wheaten bread, or new bread of any kind, as stale bread would go further."

Among the various effects brought about by the war was the elimination of certain luxuries. The following interesting case is also taken from Traill:

"The scarcity of flour, together with Pitt's tax on powder (1795) caused a total change in the personal appearance of both sexes, for men ceased to wear powdered wigs, and women had not more powdered "heads"."

Further illustrative material may be found in the following books:

Perris, C. H., *Industrial History of Modern England*, Henry Holt & Co.

Traill, H. D., *Social England*, Putnam.

Gibbons, H. deB., *Industrial History of England*, Methuen & Co.

Slater, G., *The Making of Modern England*, Houghton, Mifflin Co.

Levi, Leone, *History of British Commerce*, Murray & Sons.

Cunningham, Wm., *Growth of English Industry*, Camb. University Press.

War Between the States. The war between the states is particularly rich in material showing the sacrifices made by the people of the North and South in support of their respective armies. The young men of the North and the young men of the South fought side by side in the great war. The children of this country may well take time to admire impartially the sacrifices made by the men and women of the "Sixties" for the causes in which they believed. The following problems will suggest how this war can be made to stimulate home service.

(1) Compare the economic resources of each section at the beginning of the war. Make clear how an upset in trade relationship necessarily brought temporary hardships. (2) Show how the war was financed in each section, stressing particularly the various forms of taxes and the sale of bonds. (3) Show how the problem of labor was solved, noting particularly the part played by women in each section; and in the North, the effect of the recent improvement in the labor saving machinery. (4) Notice particularly how substitutes were introduced to take the place of certain necessities. How the difficulty in each section in obtaining coffee, tea, meat, salt, sugar, fats, clothing of all sorts, medicines, paper, etc., was solved. (5) Give instances of associations of women for making bandages, comfort bags, and clothing. (6) Show what provision was made for helping the poor and for caring for the sick, both in the army and at home. Stress particularly the progress of philanthropy during the war. (7) Study the effect of the war upon education, both in colleges and in the more elementary schools. (8) Point out the tendency of many to indulge in luxuries and show how luxuries are taxed. (9) Investigate the tendency in many cases to indulge in amusement to a greater extent than usual, and show how there was a widespread substitution of non-commercialized for commercialized recreations.

The attitude shown in both sections is most inspiring. The following quotations, the first exemplifying the North, and the second exemplifying the South, are typical of a great number which could be given:

1. "Many of us are compelled to deny ourselves luxuries. Many of us complain and murmur but at such moments let us think how insufficient and worthless are our sacrifices compared with those which the soldiers are working for us day after day, month after month, and let us be shamed into silence."

Fite, E. D., *Social and Industrial Conditions During the Civil War*, pp. 136-137, Macmillan.

2. "To be idle was torture. We women resolved ourselves into a sewing society—resting not on Sundays. Sewing machines were put into the churches, which became depots for flannel, muslin, strong linen, and even uniform cloth. When the hour for meeting arrived, the sewing class would be summoned by the ringing of the church bell. * * * * There was absolutely nothing which man might possibly use that we did not make for them."

Pryor, Mrs. Roger A., *Reminiscences of Peace and War*, pp. 131, 133, Macmillan.

The following list of references, while not extensive, contains sufficient material to treat this problem intelligently. Much may be accomplished with any one of them:

Rhodes, J. F., *History of the U. S. Since the Compromise of 1850*, Vols. 3, 4, and 5, Macmillan.

Hart, A. B., *American History Told by Contemporaries*, Vol. 4, Fite, E. D., *Social and Industrial Conditions During the Civil War*, Macmillan.

Hosmer, J. K., *Outcome of the Civil War*, Harpers.

Pryor, Mrs. Roger A., *Reminiscences of Peace and War*, Macmillan.

Hart, A. B., *Romances of the Civil War*, Macmillan.

Dodd, Wm. E., *Expansion and Conflict*, Houghton, Mifflin Co.

These examples will suggest what may be done with other periods in history. As a part of a bulletin on thrift, they are concerned only with the problem of home service in war times. Of course the contributions of history to patriotic attitudes is not limited to this one phase. The efficient teacher will see to it that no valuable phase whatever is neglected.

TEACHING THRIFT THRU ARITHMETIC

To Teachers of Fifth, Sixth, Seventh, and Eighth Grades:

Professor David Eugene Smith, of Teachers' College, Columbia University, has prepared for the National War Savings Committee the following problems as suitable supplementary work in arithmetic. Will you use them? In the upper grades the problems may be taken home. If pupils get help from parents in working them, it may help to spread ideas of thrift. Can you "make up" other problems similar to these?

Aim of Problems.

1. To inculcate ideas of thrift and saving.
2. To emphasize the subject of Thrift Stamps in the lower grades and War Savings Stamps in the upper grades.
3. To bring the problems within the arithmetical reach of the pupils of the respective grades.
4. To cover the most important processes usually taught in the respective grades.
5. To use one-step problems in the early grades so as not to obscure the lesson we wish to impress by creating difficulties of solution.

HELPING OUR COUNTRY

Problems for Fifth Grades

1. On a Thrift Card each space for a Thrift Stamp is $\frac{15}{16}$ of an inch high, and there are 4 spaces, one above another, in each column. How high is each column?

Such measures are approximate to the nearest $\frac{1}{16}$ of an inch. Remember that after the war our Government pays you back more for your War Savings Stamps than you pay for them.

2. On a Thrift Card each space for a Thrift Stamp is $1\frac{3}{4}$ inches wide, and there are 2 spaces, side by side, in each half of the card. How wide are the two spaces together?
3. A Thrift Card is 7 inches wide and $7\frac{7}{8}$ inches high. How many square inches are there on each side of a Thrift Card?
4. If you could buy 1 Thrift Stamp on Monday, 2 on Tuesday, 4 on Wednesday, 8 on Thursday, and 16 on Friday, how many Thrift Stamps could you buy this week?

5. In Ex. 4, suppose that a man could buy 32 Thrift Stamps on Monday, and keep doubling as before, so that the numbers for that school week would be 32, 64, 128, 256, 512, how many Thrift Stamps could he buy that week?
6. In our fight for a safe world our soldiers must have good shelter tents. Our Government finds that it can buy 1000 such tents for \$2,967.80. When War Savings Stamps are selling for \$4.18 each, how many must be sold in order to raise enough money to buy them?
Is your village or city helping work like this?
7. Our Boys need warm overcoats next winter. When War Savings Stamps are selling for \$4.18 each, how many must be sold in order to raise money enough to buy \$1,492.26 worth of such coats?
Our Government can buy 100 coats for \$1,492.26.
8. In the first seven months of the war our Congress voted to spend \$62,133,000 for aviation. It had to borrow the money for this purpose. Suppose each of our 100,000,000 people bought only 3 Thrift Stamps at 25c each, would that furnish enough money? Find how much more or how much less would suffice.
9. The total expenses of the United States Government from the time it was established down to 1917 was \$26,300,000,000. In 1917, the Government was compelled to raise, chiefly for the war, \$19,000,000,000. The amount raised in 1917 lacked how much of being as much as all the expenses of the Government down to 1917?
10. The total income of all the railroads of the United States in 1916 was \$3,662,057,141. If we spent five times this amount in 1917 in preparing for war, how much did we spend for this purpose in 1917?

Problems for Sixth Grades

1. If the population of the United States on January 1, 1916, was 102,826,000, and if one fourth of the number buys War Savings Stamps or Thrift Stamps, how many persons buy these stamps?
Remember that after the war our Government pays you back more than you pay for the W. S. Stamps.
2. If you have bought 16 Thrift Stamps at 25c each, and wish to use these in buying a War Savings Stamp in a month when the price is \$4.22, how much more money must you have in order to buy the Stamp?
3. We are not a very thrifty people. The average savings bank deposits for every person living in New Zealand is \$129. If every man, woman and child in our country should buy 30 War Savings Stamps when the price is \$4.18 each, how much would the value of the stamps lack of being \$129?
4. Most people can save \$4.18 if they try to do so. Suppose that our population in July, 1918, was 102,900,000, and that one third of this number bought one War Savings Stamp at \$4.18, how much money would our Government receive from the sale?
Every little helps. \$4.18 is not very much, but over \$140,000,000 is a large sum.
5. By taking care of their clothes and shoes, and by avoiding waste, each pupil in a certain class helped its family save \$4.20, which was enough to buy a War Savings Stamp.

There were 18 pupils in the class, no two from the same family. As a result of this, how much money could the 18 families invest in War Savings Stamps?

6. Each of our Boys at the front needs two flannel shirts, and our Government pays \$727.32 for shirts for 100 soldiers, two shirts apiece. When War Savings Stamps are selling at \$4.18 each, how many stamps must be sold to give our Government enough money to buy these shirts?
7. Our Government has to supply each soldier with eating utensils, including such things as a knife, a fork, a cup, and plates. The cost of these utensils for 1,000 soldiers is \$7,733. At \$4.18 each, how many War Savings Stamps must be sold in order to give our Government the money to supply these utensils to 10,000 soldiers?
8. Every soldier needs a good overcoat for the cold winter in the trenches. Such a coat costs \$14.92. A village buys in one day 257 War Savings Stamps at \$4.18 each. This will furnish our Government with enough money for how many such coats, with how many cents over?
Find the largest number of coats
9. Every soldier wears an identification tag so that the officers will know who he is in case he is hit by a bullet. There is not a boy or girl who cannot save or earn enough every day to buy two of these tags, for they cost only $\frac{1}{2}$ cent each. How much would you have to earn or save to buy the tags for 1,000 soldiers?

Remember that each War Thrift Stamp you buy furnishes our Government with enough money for 50 tags. Do your bit even in small things.

Problems for Seventh Grades

1. We are not a very thrifty people. Our savings bank deposits average \$51 per person of our total population. In Switzerland the average is \$86. At 25c each, how many Thrift Stamps ought each of us to buy, on the average, to bring our savings in these banks and in Thrift Stamps up to the Swiss average?

Remember that after the war our Government pays you back more than you pay for the War Savings Stamps.

2. It was estimated that 29% of our 102,826,300 population of January, 1918, would buy War Savings Stamps, and that each of the purchasers would thus lend our Government, on an average, \$66%. At this rate, how much would our Government receive from the sale of these Stamps?

Vast sums grow from small ones, if you have enough of them. If you can buy only one Thrift Stamp, that will help.

3. Our Boys at the front need plenty of warm woolen socks for the winter in the trenches. Our Government pays \$3,009.60 for 10,000 pairs. How many War Savings Stamps must be sold at \$4.18 each in order to realize this amount?
4. If a boy buys one Thrift Stamp every week day of the year 1918, thus saving 25c for each stamp, how much would he save in this way in the year?
5. A man works on a salary of \$25 a week for 50 weeks in a year. He uses 80% of his income for living expenses and 50% of the balance for Thrift Stamps. How many Thrift Stamps does he buy?
6. If you bought a War Savings Stamp on January 1, 1918, it would have cost \$4.12 and our Government will pay you

\$5 for it on January 1, 1923. How much more do you receive than you would receive by investing \$4.12 for 5 years at 4% simple interest?

7. A man bought 200 War Savings Stamps on July 1, 1918, when they cost \$4.18 each. On January 1, 1923, our Government will pay him \$1,000 for these 200 stamps. How much more does the man receive than he would have received if he had invested the money for the same length of time at 3% simple interest?
8. If a manufacturer charges dealers at the rate of \$8.34 for a woolen blanket, but sells such blankets to our Government, for our soldiers, at a discount of 25%, how much will 100 blankets cost? How many War Savings Stamps, bought in June, 1918, at \$4.17 each, will it take to pay for the blankets?
9. A man wishing to buy 100 War Savings Stamps in October, 1918, when the price was \$4.21 each, found it necessary to borrow the money at a bank for 80 days. The bank charged him at the rate of 4%. How much interest did he pay the bank?

If he gave a note for 60 days, the interest was probably paid in advance and was called discount.

10. Our soldiers need many thousand rifles. A rifle that ordinarily costs \$32.50 can be bought by our Government in quantities at a discount of 4%. Find the net cost; the smallest number of War Savings Stamps, bought at \$4.20, that will pay for a rifle; and the amount that will be left over after using the money for buying a rifle.

Problems for Eighth Grades

1. A boy paid \$4.12 for a War Savings Stamp on January 1, 1918. The Government allows him 4% interest on this amount, compounded quarterly. The Government will pay \$5 for the Stamp on January 1, 1923. Show that the boy receives 4% interest, compounded quarterly, as stated.
2. In the schools and colleges of the United States there were 23,856,890 pupils in 1916. Suppose that such a number should each buy a War Savings Stamp and pay \$4.12 for it; how much would thus be lent to our Government?
3. A man bought 200 War Savings Stamps on January 1, 1918, at \$4.12 each. Our Government returns the money to him on January 1, 1923, with 4% interest, compounded quarterly. How much more interest will he receive in this way than he would if he had invested the money at 4% simple interest for the same period?
3. Our Boys need steel helmets in the trenches. Our Government pays \$30,076 for 10,000 such helmets. A certain society made a drive last January to sell enough War Savings Stamps at \$4.12 each to pay for these helmets. How many stamps did it need to sell to furnish just this amount?
5. Each of our Soldiers needs a poncho for wearing in the trenches. Our Government buys these at \$3,553 per thousand. How many War Savings Stamps, bought at \$4.18 each, will it take to pay for 1,000 ponchos?
6. Good shoes for our Soldiers cost at retail \$7.50 a pair, but our Government can buy them in large quantities at 20%-15% off this price. How much does our Government pay for each pair? How many War Savings Stamps at \$4.18 each will it take to pay for 10,000 pairs?
Find the result to the number of stamps just larger in value than the sum needed.
7. A girl bought some War Savings Stamps and received Certificate No. 10,120,742 on which to affix them. She was in-

terested to see how much paper our Government used to print the 10,120,742 certificates. She found that her certificate measured 8 in. by 11½ in. Find the number of square inches that all these certificates would cover, and then express the result as square feet.

8. In Ex. 7 suppose that each of these certificates was filled with War Savings Stamps costing on an average of \$4.18 each; how much would our Government receive from the sale of these Stamps?
Remember that it takes 20 War Savings Stamps to fill the certificate.
9. Suppose that 70% of the 23,857,000 pupils in all of the schools and colleges in the United States should buy one Thrift Stamp today, and 80% should do the same next week, and 90% the week following, how much money would they all save in this way?
Think what it would mean to our Government to have the use of such a sum of money at this time, all from 25-cent savings. The number of pupils given in the example is approximately the number of 1916.

LELSONS IN COMMUNITY AND NATIONAL LIFE

Once each week in place of studies mentioned in Fifth and Sixth Grades. Pamphlets for class use are in the library.

- C- 1 The War and Aeroplanes, in place of Geography.
- C- 2 Spinning and Dying Linen in Colonial Times, in place of History.
- C- 3 The Water Supply of a Town or City, in place of Hygiene.
- C- 4 Petroleum and Its Uses, in place of Geography.
- C- 5 Conservation as Exemplified by Irrigation Projects, in place of Geography.
- C- 6 Checking Waste in the Production and Use of Coal, in place of Geography.
- C- 7 Preserving Foods, in place of Hygiene.
- C- 8 Preventing Waste of Human Beings, in place of Hygiene.
- C- 9 Inventions, in place of History.
- C-10 Iron and Steel, in place of Geography.
- C-11 The Effects of Machinery on Rural Life, in place of History.
- C-12 Patents and Inventions, in place of History.
- C-13 Market Reports on Fruits and Vegetables, in place of Geography.
- C-14 The United States Fuel Administration, in place of Geography.
- C-15 Sugar, in place of Geography.
- C-16 The Commercial Economy Board of the Council of National Defense, in place of Geography.
- C-17 Custom as a Basis for Law, in place of History.
- C-18 Co-operation Through Law, in place of History.
- C-19 How the City Cares for Health, in place of Hygiene.
- C-20 The Family and Social Control, in place of History.
- C-21 Before Coins Were Made, in place of History.
- C-22 The Minting of Coins, in place of History.
- C-23 Paper Money, in place of History.
- C-24 Money in the Community and the Home, in place of History.
- C-25 A Seaport as a Center of Population and Wealth, in place of Geography.
- C-26 Charity in the Community, in place of Hygiene.
- C-27 Early Transportation in the Far West, in place of Geography.
- C-28 The First Railway Across the Continent, in place of Geography.

<i>Fifth Grades</i>			<i>Sixth Grades</i>		
History	Geography	Hygiene	History	Geography	Hygiene
C- 2	C- 1	C- 3	C- 2	C- 1	C- 3
C- 9	C- 4	C- 7	C- 9	C- 4	C- 7
C-11	C- 5	C- 8	C-11	C- 5	C- 8
C-12	C- 6	C-19	C-12	C- 6	C-19
C-17	C-10	C-26	C-17	C-10	C-26
C-18	C-13		C-18	C-13	
C-20	C-14		C-20	C-14	
C-21	C-15		C-21	C-15	
C-22	C-16		C-22	C-16	
C-23	C-25		C-23	C-25	
C-24	C-27		C-24	C-27	
	C-28			C-28	

Once each week in place of studies mentioned.

- B- 1 Effect of War on Commerce in Nitrate, in place of 7th Geography, 8th Element. Science, H. S. Com. Geography.
- B- 2 The Varied Occupations of a Colonial Farm, in place of 7th and 8th History, H. S. Com. Geography.
- B- 3 A Cotton Factory and the Workers, in place of 7th Geography, 8th History, H. S. Com. Geography.
- B- 4 Feeding a City, in place of 7th and 8th Hygiene, H. S. Com. Geography.
- B- 5 Saving the Soil, in place of 7th Geography, 8th Element. Science, H. S. Com. Geography.
- B- 6 Making Dyes from Coal Tar, in place of 7th Sewing, 8th Element. Science, H. S. Com. Geography.
- B- 7 An Intelligently Selected Diet, in place of 7th Hygiene, 8th Cooking, H. S. Com. Geography.
- B- 8 Finding a Job, in place of 7th Hygiene, 8th Civics, H. S. Com. Geography.
- B- 9 How Men Made Heat to Work, in place of 7th Geography, 8th Element. Science, H. S. Com. Geography.
- B-10 Telephone and Telegraph, in place of 7th History, 8th History and Civics, H. S. Com. Geography.
- B-11 The Work of Women, in place of 7th Sewing, 8th Cooking, H. S. Com. Geography.
- B-12 The Impersonality of Modern Life, in place of 7th History, 8th History and Civics, H. S. Com. Geography.
- B-13 The Department of Interior, in place of 7th History, 8th History and Civics, H. S. Com. Geography.
- B-14 The United States Public Health Service, in place of 7th and 8th Hygiene, H. S. Physiology.
- B-15 Price Control of Wheat, in place of 7th and 8th History and Civics, First Year Cooking.
- B-16 Why We Must Help France, in place of 7th and 8th History and Civics, H. S. Com. Geography.
- B-17 The Development of a System of Laws, in place of 7th and 8th History and Civics, H. S. Com. Geography.
- B-18 How State Laws Are Made and Enforced, in place of 7th and 8th History and Civics.
- B-19 The Commission Form of City Government and City Manager, in place of 7th and 8th History and Civics.
- B-20 The Church as a Social Institution, in place of 7th and 8th History and Civics.
- B-21 National Standards and the Bureau of Standards, in place of 7th and 8th Arithmetic.
- B-22 Financing the War, in place of 7th and 8th Arithmetic, H. S. Com. Geography.
- B-23 Thrift and War Savings, in place of 7th and 8th Arithmetic, H. S. Com. Geography.

- B-24 Building the Industrial City of Gary, in place of 7th Geography, 8th History and Civics, H. S. Com. Geography.
 B-25 Concentration of Production in the Meat Packing Industry, in place of 7th Geography, 8th History and Civics, H. S. Com. Geography.
 B-26 Concentration in the Marketing of Citrus Fruits,, in place of 7th Geography, 8th History, H. S. Com. Geography.
 B-27 Good Roads, in place of 7th Geography, 8th History and Civics, H. S. Com. Geography.

Seventh Grades

Geography	History	Hygiene	Sewing
B-1	B-2	B-4	B-6
B-3	B-10	B-7	B-11
B-5	B-12	B-8	
B-9	B-13	B-14	
	B-15		
	B-16		

Eighth Grades

Elementary Science	History and Civics	Hygiene	Cooking
B-1	B-2	B-4	B-7
B-6	B-3	B-5	B-11
B-9	B-8	B-14	
	B-10		
	B-12		
	B-13		
	B-15		
	B-16		

Seventh Grades

Arithmetic	Geography	History
B-21	B-24	B-17
B-22	B-25	B-18
B-23	B-26	B-19
	B-27	B-20

Eighth Grades

History & Civics	Arithmetic	H. S. Com. Geography
B-17	B-21	B-17
B-18	B-22	B-22
B-19	B-23	B-23
B-20		B-24
B-24		B-25
B-25		B-26
B-26		B-27
B-27		

MUSIC

Suggestions for all grades—reprinted from the Course of Study for the schools of Baltimore County, Maryland.

I. Aims and values.

Before music can be successfully taught, there must be a very clear understanding of its aims and values by all of those concerned in its teaching. Music properly taught ought to make for a better school spirit and a better community spirit, in that it involves the action of a concerted whole—the result being proportioned to the way in which school classes and community groups act as wholes, not as individuals. It is, therefore, an invaluable subject for the training of a *social conscience*—a *civic spirit*. With this as an aim, no one may be excused from music—each individual must be taught to do his share in perfecting a group idea. The subservience of the individual to the group cannot too early be impressed upon our American children, and the most interesting and concrete way to do it is thru chorus-singing in the Public Schools. The material selected must voice the interests of the group; the methods of teaching must be as simple and human as may be, and individuals must be urged to high endeavor in order that the resulting expression may be *social* expression and not individual exploitation. Leaders must be developed, the weak trained to help themselves and thereby the whole; and organization and co-operation with other groups must be a feature of the work. In addition to this big aim, there are many secondary ones among which may be mentioned:

II. Secondary aims.

1. The cultivation of the musical and literary sense, thru an acquaintance with the *best* song literature.

2. The daily application of the principles of tone and enunciation to speech of any kind; recitations, reading, and ordinary conversation.
3. The breathing and posture demanded for correct singing *must* be made into *habits of living*—not merely music habits.
4. Opportunities for training in public behavior should be promoted by the music song festivals.
5. The music must open an avenue of artistic enjoyment not only to the school child, but to the homes connected with the school. For this reason the school must encourage community choruses, community informal singing, people's orchestras, people's bands, etc.
6. The music should furnish the means to enlist the support and interest of churches and Sunday schools, private and parochial schools, clubs of all kinds, neighborhood organizations, moving picture parlors—in short, music offers the medium thru which the community may act as a united whole.
7. A repertoire of good social songs must be taught in school and promulgated assiduously in the community thru the co-operation of the agencies named in 6. This is one of the simplest ways to secure such co-operation.

III. A complete scheme of public school music should take into account the following factors:

1. The teaching of singing in the schools from Grade 1 thru the High School; such teaching to apply to every child in every grade for the entire course and to include artistic rendition and sight singing—the cultivation of taste to be paramount.
2. High School orchestras and glee clubs included in the music work. Instruments furnished if need be.
3. The teaching of instruments in Grades 7 and 8 in classes by professionals. Instruments furnished if necessary.

NOTE: Children of these grades are at the best age for beginning the study of an instrument. If no other time can be found, those taking instruments might be excused from singing lessons at that time.

4. The crediting of music in the high school so that talented children may not be put at a disadvantage thru their music study.
5. The giving of concerts by choruses of high school students in connection with a visiting orchestra. This to serve two purposes: interesting the student in orchestral performance and interesting the neighborhood in the work of the schools.
6. Enlisting the co-operation of musical clubs and organizations in giving free concerts to school children or concerts at a minimum cost.
7. The finding of specially gifted children with the view of setting them in the way of earning a livelihood thru their gift.
8. The formation of community singing classes and community orchestras outside of schools, to improve the community and the schools thru the community.
9. Informal community singing at stated times under the jurisdiction of the school authorities.
10. The furtherance by school authorities of all efforts looking toward class organization and co-operation of all neighborhood agencies for the benefit of music.

11. People's music festivals, small and large, under the auspices of the school authorities.
12. A music bureau in connection with the Supervisor's office which shall issue reading matter, explanatory and suggestive in musical matters, and at the service of all for the improvement of community music.

IV. General points for class-singing efficiency.

1. In the first three years of school life it is not too much to expect that:
 - a. Monotones shall be eliminated.
 - b. A soft, light, high sustained singing tone shall be established.
 - c. An extensive repertoire of good songs—good English and good music—shall be known to the children.
 - d. Musical feeling for rhythm, the phrase, climax, etc., shall be established.
2. In grades 4 to 8, inclusive, all the foregoing are to be expected in addition to simple sight-reading, with part singing in the Sixth, Seventh, and Eighth Grades. In these three grades, too, active participation in community music should be made a feature.
3. A habit of correct posture and breathing shall be established.
4. A relaxed jaw, making possible clean enunciation, shall be a habit; said habit to function in all spoken speech.
5. Simple, natural solo singing shall be encouraged in every child.
6. A love for singing that will function outside the school is the aim of the teaching.

Directions to Teachers:

1. Please watch carefully the position of children when singing. Correct position means—
 - Feet on floor squarely, whether standing or sitting.
 - Push back on seats of chairs as far as possible, backs erect, not touching chair backs.
 - Chest out, head up, eyes front.
 Allow no stiffness of shoulders or arms in attempting to get good position. The body is relaxed but the chest and back are not. The chest and back hold up the relaxed body. Please be *very strict* in all these position points.
2. The following details are to be watched in all singing—
 - Use pitchpipe or instrument for pitching song, and *pitch in correct key*.
 - Rhythm*—Whenever possible, let a movement suggested by something in the song accompany the singing. For instance, in the Thanksgiving Song, let the class pretend to use sickles and swing them rhythmically. Return to this movement whenever the rhythm of the song is bad.
 - Precise intonation*—Allow no sliding of voice from note to note. Make each pitch clean and distinct.
 - Time and tunes*—Have them exact.
 - Tone*—Let it be soft, high, sustained.
 - Pronunciation*—Round vowels and clean-cut consonants, a relaxed lower jaw. Breathe deeply at every phrase.
 - Interpretation*—Bring out the meaning of the song.

FIRST GRADES

The following course offers the minimum of work and song material. All musical effects must be gotten by imitation of the teacher, who must teach by rote. No book is to be in the hands of the child.

I. Aims.

1. To establish light head-quality of tone.
2. To establish breathing at beginning of phrases.
3. To cure all monotones.
4. To establish habits of position and attention.
5. To establish habit of relaxed jaw, in speaking as well as in singing.
6. To secure clean-cut enunciation in singing, with an absolute avoidance of any sliding of voice from note to note; this clean-cut enunciation to be carried over into all spoken speech. Make it a *habit*, not a happening.
7. Greatest of all:—To secure a *joy* in song expression, the foundation of all.

II. Desk books for teachers.

Dictation Manual, Hollis Dann, Book No. 1.
 First Year Music, Hollis Dann.
 Singing Games and Dances, Carl Ziegler.
 Christmas Carol Song Book, Laura Bryant.

III. Song repertoire. (Found in Hollis Dann First Year Music.)

Good Morning—page 73
 My Doll—page 74
 Come Let Us Learn to Sing—page 16
 Little Jack Frost—page 20
 I Had a Little Pony—page 15
 Ten Little Indians—page 21
 Storm and Sunshine—page 32
 Three Little Kittens—page 64
 Song of Thanks—page 25
 Away in a Manger—Xmas Carol Book
 Xmas Tree—page 22
 Jolly Santa Claus—page 26
 Little New Year—page 30.
 Tick-Tock—page 66.
 Blacksmith—page 34.
 My Valentine—page 30.
 America—page 70.
 Seed Baby—page 41.
 The Little Bird—page 63.
 Pussy Willow—page 38.
 News for Gardeners—page 42.
 Buttercups—page 48
 Dandelions—page 53.
 Daffydowndilly—page 40.
 The Robin's Song—page 47.
 Going to Market—page 58.
 Children Go—page 52.

IV. Swinging games.

Marching Song—page 11.
 Shoemakers' Dance—page 13.
 I See You—page 9
 Dancing Song—page 7.
 Awake, Ye Sleeping Shepherds—page 5.
 The Girl Within the Circle—page 8
 Sister, Dance with Me—page 14.

V. Dictation Manual—Book 1, Hollis Dann

1. First sequential exercise—page 4.
2. Oral dictation—pages 6 to 46
 - a. Short scale-wise passages.
 - b. Small skips of tonic chord.

3. Rhythm—two and three part measure.
 - a. Beating with finger.
 - b. Recognizing two and three part measure.
4. Reading—from board, short scale-wise exercises. Whole notes.
5. Written work—at board, whole notes, short exercises which children easily recognize in oral dictation.
6. Marking of accents, placing bars and measure sign.

Type Lesson

Time—20 minutes. Use piano or pitchpipe. Fresh air.

Monotones placed in front seats at beginning of lesson. Children standing, sing a song with which they are familiar. Still standing, they sing the sequential for that week.

Children sit. Try monotones. First with Loo on third space C, then let each one try to sing a short phrase of a song which has just been sung.

Oral dictation—Sing with Loo; children raise hands if they think they can sing it correctly. After you know your class pretty well, do not call on the ones you think are sure to sing it correctly, but encourage the backward ones. Often call on those who do not raise their hands.

Teach the new song. Sing it twice thru, then talk about the story told in the song till the child is interested in the text. Teach by short phrases.

When there is no new song to teach, use the time with a singing game or a written lesson at the board.

Written lesson—draw staff on board as high as the faces of the children. Each child should have about 14 inches space to write in. Show the children where to place Do. Have them place it. Sing the exercise with Loo, have them sing it twice, then write it. As soon as written, have children take seats, mark the correct ones, and discuss from five to ten minutes, according to the number and ability of the children.

Rhythm—Children beat on desk with one (first) finger, counting one-two-one two. Accent the one and say the two softly. Same with one-two-three. Accent the one, and say the two and three softly.

Note: From time to time, special outlines will be issued stating what songs and exercises are to be taught in each month. Teachers' meetings will be announced.

SECOND GRADES

- I. Aims—Same as for grade one.
- II. Desk books for teachers.
 - Dictation Manual, Hollis Dann, Book 1.
 - Supplementary Song Book.
 - Xmas Carol Book, Laura Bryant.
 - Singing Games, Carl Ziegler.
- III. Song repertoire.
 - Songs suitable for the season, chosen from the supplementary books suggested by the Supervisor. Follow the outline.
- IV. Singing games.
 - Boat Song—page 17.
 - Mulberry Bush—page 25.
 - Round the Village—page 27.
 - Sailor Boy—page 28.
 - Now with My Hands—page 18.
 - Oats, Peas, Beans—page 26.
 - Draw a Bucket of Water—page 17.

- V. Dictation Manual—Book 1, Hollis Dann.
 Sequentials—review those learned in first year—pages 4, 5.
 Welding Ti Do and Re Do—pages 35, 47, 48, 50 and 59.
2. Changing pitch of Do—pages 35, 47, 48.
 3. Tonal dictation.
 Oral—pages 33 to 84, Longer scale-wise passages than in the first year. Skips of the tonic triad and other triads.
 4. The tie—introduced on page 41.
 5. Written work—on blackboard, make clef, sharp, flat, 2-2, 3-2, 4-2.
 - a. Short scale passages with whole notes.
 - b. Small skips with whole notes.
 6. Notes and rests. (These to be used on blackboard only.)
 Whole, half, dotted half, quarter, eighth.
 7. Syllabizing.
 Tunes first learned by rote, then syllabized, America, Reveille.
 8. Metric dictation.
 - a. Oral—Children recognize two, three, and four part measure.
 - b. Written—Children place accents, bars, and measure signs.
- Note: Pitch songs high, in correct key. Sing with strong rhythm, rather quickly and always softly.
 Have all children sing a few words alone, do this every day, especially with children who are timid or unmusical.
 Read Carefully. All aims given in first grade. From time to time, special outlines will be issued stating what songs and exercises are to be taught in each month. Teachers' meetings will be announced.

THIRD GRADES

- I. Aims—Same as for grade one.
- II. Desk books for teachers.
 Dictation Manual, Hollis Dann, Book 1.
 Second Year Music, Hollis Dann.
 Xmas Carol Book, Laura Bryant.
 Singing Games, Carl Ziegler.
- III. Song Repertoire.
 Songs suitable for the season, as outlined by the Supervisor. These songs will be taken from the Second Year Music.
- IV. Singing games.
 Did You Ever See a Lassie—page 35.
 Young Musicians—page 32.
 Oats, Peas, Beans—page 26.
 Others outlined by Supervisor.
- V. Sight singing.
 From pages outlined in Second Year Music, Hollis Dann.
- VI. Dictation Manual.
 1. Sequentials—Review series A-B-C-D-E, pages 87, 88.
 - a. Chromatic—page 103.
 - b. Study of Ti Do—pages 126, 127.
 - c. Study of Re Do—pages 130, 131.
 2. Tonal dictation.
 - a. Oral
 - a. Skips of triads combined with short scale passages—pages 93 to 136.
 - b. Introduction of Fi—page 92.

- c. Introduction of Di, Ri, Si, Li—page 102.
- d. Intensive study of Do, Me, So—pages 115 to 121 using the hand signs.
- e. Two part singing—pages 122 and 135.
- f. Introduction of Te—page 123.
- g. Minor scale—normal—page 125.
- b. Written—on blackboard.
 - a. Skips of triads and short scale passages taken from the work outlined for writing book on pages 98-99, etc.
- 3. Metric dictation.
 - a. Oral.
 - a. Introduction of two sounds to a beat—page 100.
 - b. Introduction of six part measure—page 106.
 - c. Introduction of three and four sounds to a beat—page 109.
- 4. Lines and spaces.
Learned orally and later studied from the board.
Note: Pitch songs high and in correct key. Sing with strong rhythm, rather quickly and always softly. Have monotones sing a phrase alone every day, helping them to overcome their shyness and out-of-tune-ness. Read carefully all aims given for grade one. From time to time special outlines will be issued stating what songs and exercises are to be taught in each month. Teachers' meetings will be announced.

FOURTH GRADES

- I. Aims—Same as for grade one.
 - ii. Desk books for teachers.
 - Dictation Manual, Hollis Dann, Book 2.
 - Third Year Music, Hollis Dann.
 - Xmas Carol Book, Laura Bryant.
 - Hi. Song repertoire.
Songs for season chosen by the Supervisor from the Third Year Music Book. Follow outlines closely.
 - IV. Sight singing.
Use material as outlined in Third Year Music.
 - V. Dictation Manual.
 - 1. Sequentials—Review those on pages 8-9.
 - a. Study of Fa Mi—page 15.
 - b. Study of Si, La—page 28.
 - c. Flat chromatics—page 30.
 - d. Three part singing with triads—page 21.
 - e. Minor scale sequentials—page 27.
 - f. Study of Ti, Fi, Fa, Te in sequential form—page 40.
 - g. Study of Ri, Si, Di in sequential form—page 47.
 - h. Study of Le, Me, Ra in sequential form—page 58.
 - 2. Written work.
Writing book No. 1 (Teacher will find material for this work in Manual Book 1.) This book should be begun in September and finished at the end of the first semester, doing a few exercises each week.
 - 3. Rhythm.
 - a. Dotted beat note—page 19.
 - b. Exercises in two, three and four sounds to a beat.
- Note: Teacher read carefully note to third grade course.

FIFTH GRADES

- I. Aims
 - 1. To establish a light head-quality of tone.
 - 2. To establish breathing at beginning of phrases.

3. To establish habits of position and attention.
 4. To establish habits of relaxed jaw in speaking as well as in singing.
 5. To secure clean-cut enunciation in singing, with an absolute avoidance of any sliding of voice from note to note; this clean cut enunciation to be carried over into all spoken speech. Make it a *habit*, not a happening.
 6. Greatest of all; to secure a *joy* in song expression, the foundation of all.
- II. Desk books for teachers.
 Dictation Manual, Hollis Dann, Book 2.
 Fourth Year Music, Hollis Dann.
 Xmas Carol Book, Laura Bryant.
- III. Song repertoire.
 Songs for the season, from the Fourth Year Music, as outlined by the Supervisor.
- IV. Sight singing.
 Use material as outlined in Fourth Year Music, following the outlines made by the Supervisor.
- V. Dictation Manual.
1. Review Sequentials—pages 70, 71.
 2. Review Chromatic tones—page 77.
 3. Review major and minor triads—pages 72, 73, 78, 79.
 4. Steps and half steps—page 83.
 5. Building major scale—pages 85-99.
 6. Sharp, flat, natural—their uses.
 7. Syncopation—pages 105, 106.
 8. Singing four scales from the same tone. (One major and three minor)
 9. Follow Supervisor's outlines.
 10. Written work.
 - a. Writing book No. 1 in 5B—last half of book.
 - b. Writing book No. 2 in 5A—first half of book.
 (Teacher will find material for book one in Manual one. Material for book two in Manual two.)
- Note: Pitch songs and exercises in correct key. Use pitch-pipe or piano. Do not guess at the pitch. Sing with strong rhythm, rather quickly and always softly. If you have monotones in your class (this refers to hopeless monotones) consult your Principal about letting them study in another room during the music lesson. This, after you are convinced they are real monotones. Read aims carefully and try to keep them in mind while teaching the lesson. From time to time, special outlines will be issued stating what songs and exercises are to be taught in each month. Teachers' meetings will be announced.

SIXTH GRADES

- I. Aims—Same as for 5th Grade. Read carefully.
- II. Desk books for teachers.
 Dictation Manual, Hollis Dann, Book 2.
 Junior Laurel Songs, C. C. Birchard.
 Xmas Carols, Laura Bryant
- III. Song repertoire.
 Songs for the season, chosen from the Junior Laurel Songs as outlined by the Supervisor. These will consist mostly of two part songs, which will be studied first by syllable as sight singing, later with words as Art Songs.

IV. Sight Singing.

Use one and two part songs from Junior Laurel Songs. This work will all be outlined for each month by the Supervisor.

V. Dictation Manual.

Use in reference to Supervisor's outlines, and the Writing Book 2.

VI. Written work.

6B should do last half of Book 2

6A should use the practice pages in Book 2 to write exercises as outlined by the Supervisor.

Note: Same as 5th Grade. Read carefully.

JUNIOR HIGH SCHOOL

The course in music in Junior High School has been arranged with a view to attracting and educating all the pupils musically, whether they can sing or play or not. The aim is not so much to make of them professional musicians, but music lovers, and to enable them to listen to the world's great music intelligently and appreciatively.

SEVENTH GRADES

Chorus Singing

Pupils provide themselves with Junior Laurel Songs (same book used in sixth grade) and have use of a set of Progressive Music Series, Book IV, and NeCollins Glee and Chorus Book. Follow Supervisor's outlines.

Sight Singing

One, two and three part songs from chorus books.

The bass staff is introduced so as to enable boys to become familiar with the bass staff before the voice changes, and so that girls may follow intelligently the bass, tenor, and piano parts.

Dictation and Written Work

Use in reference to Supervisor's outlines with music ruled paper. Problems will be worked out to prepare for choruses studied.

Study of Voices

Characteristics of different kinds of voices.

Distinguishing different kinds of voices from records played.

Women's voices: Soprano, Lyric, Colorature, Dramatic; Mezzo-soprano, Contralto.

Men's Voices: Tenor, Lyric, Dramatic; Baritone, Bass.

Combinations of voices.

Famous chorus, choruses and festivals.

Interesting facts about a number of famous artists having each kind of voice.

Records are used extensively in this study.

Desk Book: "What We Hear In Music," by Anne Shaw Faulkner.

Opera Study

Stories and music of famous operas are studied, according to outlines. The operas used are DeKoven's "Robin Hood;" Rossini's "William Tell;" Wagner's "The Flying Dutchman;" and others according to particular interest at the time.

Records are much used in opera study.

Desk Book: "Operas Every Child Should Know," by Dolores Bacon.

Current Events

"Musical America" and newspapers and magazines are used for this work. A copy of "Musical America" is placed on the reading table in each assembly room every week.

Note: Each pupil pays a fee of twenty-five cents a year to cover upkeep of chorus books and provide musical magazines for current event work.

EIGHTH GRADES

Chorus Singing

Two and three part songs from Progressive Series Book IV, and NeCollins Glee and Chorus books. Supplementary choruses as outlined.

Sight Singing

Two and three part work from chorus books using both G and F clefs.

Study of the Orchestra and Its Instruments

Divisions of the Orchestra:

Strings		Brasses	
Violin		Trumpet or cornet	
Viola		French horn	
Violoncello		Trombone	
Contra bass		Tuba	
	Harp		Percussion
Woodwinds		Tympani	
Piccolo		Xylophone	
Flute		Side drum	
Double reeds		Bass drum	
Oboe		Bells	
English horn		Triangle	
Bassoon		Gong	
Contra Bassoon		Tambourine	
Single reeds		Cymbals	
Clarinet		Chimes	
Bass clarinet		Castanets	
		Celesta	

The appearance, construction, principle, tonal quality, and use in the orchestra of each instrument should be carefully studied. Whenever possible have the instruments practically demonstrated. Records should be used extensively.

Combinations of instruments and full orchestra.

The great symphony orchestras of the United States and their conductors.

Some of the greatest symphonies of the world and their composers.

Desk Books

What We Hear in Music, Anne Shaw Faulkner.

Instruments of the Symphony Orchestra, Arthur Edward Johnstone.

Opera Study

Stories and music of standard operas are studied, following outlines. The operas studied are Wagner's "Ring of the Nibelung"; Verdi's "Il Trovatore"; Bizet's "Carmen"; Wagner's "Lohengrin"; others according to particular interest at the time.

Records are much used in opera study.

Desk Book

Operas Every Child Should Know, Dolores Bacon.

Current Events

Same as for Seventh Grades.

Note:—Same as for Seventh Grades.

DRAWING AND MANUAL ARTS

Foreword

References for all grades.

Industrial Arts Text Book.
How Children Learn to Draw.
Educational Papers.

The following course contains the fundamentals but the specific methods of applying will vary to correlate with present day life and school work and will be given in monthly outlines.

Materials: Each child should have his supplies by close of first month. Those unable to buy them should be reported to principal at once. Each teacher is held responsible that every child in his room has the proper material.

Room Exhibit: Each teacher is to keep on display results of the daily work. Choose at least six of a kind, change work often, and keep up to date. Put up whole lesson when possible.

Some pupils should make two of each thing in handwork, one to take home, and one for schoolroom.

Save best work for Final Annual Exhibit.

Purpose of Teaching Art: "The true purpose of art teaching is the education of the whole people for appreciation." "A training that calls for the very direct exercise of the critical powers, developing judgment and skill, is a training that will increase the individual's efficiency, whatever his calling may be.

General Directions: Size, shape, and color of paper used are determined by object to be drawn.

For drawing lessons provide good specimens with leaves, well mounted and sufficient in number to be seen well by all pupils.

Avoid crossed stems. Let stems come to bottom of paper.

Where crayons or paints are called for, do not sketch with pencil unless called for specifically.

The use of the pencil to determine slants and line of growth, should continue through the year in all grades, to determine proportion, from fourth grade up.

Aim to have every drawing large and free, avoiding all small, insignificant work.

Each directed lesson should be followed by an undirected seat exercise of similar kind.

Train children to exercise judgment through judicious class criticism.

Reduce waste of time and energy to a minimum in distributing and collecting materials.

The teacher who does not feel competent to carry out the course of study is requested to attend a course of three instruction lessons given through the year.

PRIMARY GRADES

No traced work is to be given unless outlined, except in a few cases where backward children may be given cuttings to trace, always working from these to freehand cuttings. Put up no traced work. Cutting pictures from catalogs and fashion books is good training for awkward pupils.

Method of Holding Crayons: Hold crayons with hand on top as chalk is held. To get this correct position let children pretend their right hand is a bird, lift it, let it flutter down and catch the crayon, then fly back up. To prevent "tight action" have pupils shake their hands and wrists, or tell them not to pinch their crayons.

FIRST GRADES
SEPTEMBER-OCTOBER

First Lesson:

Test the new crayons to see if all are good workers. Emphasize value and beauty of the new crayons, pay no attention to technique. Which crayon will best color the grass? Color the grass. Which build a fence? Let it build a fence. What can blue do? etc. Aim to use as many colors as possible and let pupils take work home.

Repeat the following lesson in different forms from time to time, to increase the child's confidence in his ability and to develop his imagination.

Paper Tearing Lesson: Emphasize the value of the child's fingers and the work they can do. Tell a story and illustrate as you proceed.

I was taking a walk and getting tired, I sat on a—tear out a log and let children guess and tear out. On the ground near the log were a lot of—tear out stones and place near log, etc. On looking round, guess what I saw? Let children suggest and tear out objects they think of.

This story is suggestive only. After one such lesson the children could and should make up the story to be illustrated.

Note: The above can also be illustrated with crayons.

Color:

General talk about color in lessons where colors are used with special help for those who cannot recognize all the colors.

Illustrative:

Interest children in looking at pictures through the text books. Let the first drawings be undirected and from memory of familiar plays and incidents. Later on, illustrate incidents in the stories they read, and nursery rhymes, either through cutting or drawing.

Draw landscapes with blue sky and green fields and bushes in the distance. In October note change in coloring. Color landscapes with colors observed by children out doors or from the window.

Objective:

See note on Nature Drawing. Give class instruction on drawing a large specimen from nature. Aim for good size and spacing and simple expression of growth. Grasses make good subjects, two lessons with each, if necessary, first in black crayon, second in colored crayon.

Drawing and cutting from objects such as fall fruit and vegetables and trees.

Handwork:

Teach making of square from oblong, folding the 16 square fold, and develop into basket, box, or wagon.

Design:

Seat work. Border designs made with parquetry sticks.

NOVEMBER

Objective:

Autumn vegetables, selecting large specimens; pumpkin, carrot, potato. Two lessons, first in black or brown crayon, second in color.

Illustrative:

Cut and draw leafless trees. Landscapes with autumn foliage and leafless trees.

Action figure dramatization.

The pupils are to do whatever the figure drawn on the board does. Do not at any time give verbal directions.

1. Draw boy standing with hands at sides. (Action figures are made by drawing oval for head, a straight line for back, each leg, etc.) Leave unchanged till all children stand. Make figure kneel, and finally sit in position. Let children suggest some positions.
2. Pumpkins or other vegetables may be substituted for the head and features added.
Make envelope in which to keep cuttings. Decorate with simple border. Make placard and basket. Pages 52, 53, Industrial Art, Book 1.

DECEMBER

Objective:

Show pictures of evergreens. Cut and draw evergreen trees.

Illustrative:

Winter landscapes on gray paper. Illustrate the Christmas story in cutting and drawing. What I want for Christmas. Going Shopping.

Handwork—Design:

Make basket—page 55. Make cornucopias, Christmas tree decorations, and gifts. Decorate with designs taken from pine tree or holly.

JANUARY

Objective:

Memory cutting and drawing of toys and holiday experiences.

Draw toys brot to school. Limit to one kind, as transportation, animal, etc.

Illustrative:

Figure sketches, massing figures, always preparing for illustrative work. Illustrate action stories related to lessons of the month. Snow sports.

Design:

See page 46. Follow directions and suggestions given there. Apply to hand work.

FEBRUARY

Objective:

Study pictures of animals, cut and draw animals studied.

Trees in winter; observe growth, drawing large branches only. Draw from pictures and memory.

Illustrative:

Landscape, winter tree, division of space and size emphasized.

Illustrate rhymes or stories involving some of the animals studied.

Design:

Make border of red and blue vertical lines on white strip of paper. Emphasize repetition.

Handwork:

Cut out shield. Grandfather clock. Teach cutting of heart and arrow. Aim for original combinations to form valentines.

MARCH

Objective:

Draw Signs of Spring. Study of chickens, drawing in mass.

Illustrative:

What the wind does. Landscape with tree on windy day. Emphasize spacing. Story about chickens.

Handwork:

Make windmill, boat, and pinwheel.

Design:

Circles used. Practice drawing on board and teach name. Make a border

APRIL

Objective:

Draw birds. See pages 115-132, How Children Learn to Draw, and follow it.

Draw spring flowers and growths, using black and colored crayons.

Illustrative:

A Rainy Day. Color background, cut out children with umbrellas and paste on.

Handwork:

Make furniture for a doll house.

Design:

Make necessary decorations for rugs and curtains of doll house, using simple borders of lines and spots.

MAY

Objective:

Continue drawing of flowers. Pose drawing.

Illustrative:

Garden occupations, summer sports. Circus parade, if there is one. Summer landscapes.

Handwork—Design:

May basket. Review of 16 square fold.

SECOND GRADES
SEPTEMBER-OCTOBER

First Lesson:

See 1st Grade and review the first lesson given there.

Objective:

Drawings of fall hedges, seeds and flowers in black or brown, then repeat in color. The line of growth is the important consideration. Pose drawing in mass.

Illustrative:

Make landscapes, blue sky, green fields or bushes, entirely from memory or imagination. Note change of color in October. Mass figures as in first grade and precede lesson with minute sketches at the board. Give constant drill on the parts that go to make up a story telling picture, sky, land, water, trees, road, pose, etc. Illustrate daily lessons.

Draw and cut trees with foliage, apply to landscape.

Handwork and Design:

Review making of square and 16 square fold. Make envelope. Decorate with simple border, cut or drawn. Line drills, fine and broad lines with crayons. Cut circles and semicircles, use in border.

NOVEMBER

Objective:

Autumn vegetables, with leaves when possible, beet, carrot, turnip, onion.

Illustrative:

Thanksgiving stories. Indian or Pilgrim developed and centered on a poster, border, or sand table. Cut out letters for Thanksgiving. See pages 20-25.

Handwork:

Indian and Pilgrim Life. Pages 48-55.

DECEMBER

Objective:

Show pictures of evergreen trees, cut and draw. Draw in landscape, using gray paper, chalk for snow. Vary the time of day; sunset, moonlight, etc. Winter landscape in three values, white ground, gray sky, dark trees.

Illustrative:

Use of tree shape studied in illustration of poem or story. Christmas wants. Christmas story with cutting grouped on a blackboard picture, poster or sand table. Correlate with idea of Service, as Red Cross work.

Handwork and Design:

Apply a winter landscape to a booklet, card, or calendar. Make Christmas toys and trimmings, decorate with conventionalized evergreens, or simple dot and spot borders taken from holly. Do not over-decorate.

JANUARY**Objective:**

Drawing of Christmas toys. Pages 58-60. Toys drawn in mass on blackboard. Pose drawing in mass.

Illustrative:

Memory cutting of Christmas toys, vacation experiences. Study growth of a leafless tree. Plan for good placing of this tree in a picture and make landscape, emphasizing good spacing of ground and sky. Use this as a setting for out door games, as coasting, snow balling, etc.

Eskimo work to correlate with Language, page 56.

Handwork:

Cut out snow flakes.

FEBRUARY**Objective:**

Objects connected with daily work and appropriate to month, as drum, horn, sword, gun—war souvenirs, helmets, trench caps, etc.

Illustrative:

Correlate with Language work and History. Knowledge in landscape drawing to make backgrounds for historical incidents.

Design:

Practice cutting arrows and hearts and try different combinations for valentines.

Draw or trace two squares. Lesson in color blending; blue and yellow; two tones of gray.

MARCH**Objective:**

Look for and draw signs of spring.

Illustrative:

Illustrate by cuttings or drawings what the wind does. A March day. Study and draw animals. Pose drawings.

Handwork:

Fold boats, make windmills.

Design:

Use cut flower units as decoration for Easter folder.

APRIL-MAY**Objective:**

Draw birds. See pages 115-132 How Children Learn to Draw. Read carefully 118-124. *Adapt* to your grade. Spring flower, pages 66-68. Pose drawings. Pupils dress one child ready to go in the rain, to illustrate a story, drawing on the cloakroom for supplies.

Illustrative:

Rainy weather landscape, gray sky, grayer ground, dark gray trees, fences, etc. Background may be colored. Poses in action, cut out and pasted on to illustrate spring occupations.

Handwork:

Objects developed from 16 square fold. May basket.

Design:

Decorate basket with a line and spot design, color and design taken from a flower.

Cover for the year's work, page 27 for making of decoration.

THIRD GRADES

Read notes at head of Course of Study. Near and far relations are presented in this grade in many ways. In landscapes the appearance and position of the near tree, the tree in the distance. Emphasize this relationship wherever applicable, throughout the year.

SEPTEMBER-OCTOBER

Objective:

Flowers and fruit with leaves, leaf sprays, sedges, and seed pods within a vertical oblong. Study good arrangement for expression of growth and size and placing on paper. Repeat lesson till reasonable results are obtained. Cut and mount. Lesson on mounting.

Illustrative:

Tree study. Study a tree for outline, proportion, shape of trunk and foliage masses. Compare shape of poplar, maple, and apple. Draw in silhouette.

Use one of the above kinds of trees in a silhouette picture against an orange sky. Study autumn foliage of a tree in October. An October landscape; sky, ground, distant tree, and near tree.

Handwork and Design:

Make tray, decorate the bottom with a leaf unit. Outline design with black or brown.

NOVEMBER

Objective:

Bright colored berries, leaves, vines, seed sprays, vegetables with leaves. Each pupil mount his best drawing. These may be made into a book with decorated cover.

Illustrative:

Cuttings and drawings of Pilgrim costumes and life. Illustrate the story.

Handwork:

Illustration of Language work.

DECEMBER

Objective:

Study trees as they look in this month. Represent growth. Review evergreens.

Illustrative:

Winter landscape with tree in foreground. Use three values, showing sky, ground and tree. Use tree in other landscapes of different shapes and size, with different sky.

Handwork and Design:

child. Christmas boxes and decorations.

Mount landscape. Study color harmony in selecting mount and hanging cord, if one. Landscape may be used to decorate calendar.

Class as whole make A, B, C book to give to some sick or poor child. Christmas boxes and decorations.

JANUARY

Objective:

Drawing of Christmas toys. See page 59-61, also Books I and II. Choose those rectangular in shape, as automobiles, games, etc.

Study near and far position of two objects.

Illustrative:

Winter background. Pose in action in foreground. Some Vacation Fun.

Handwork and Design:

Letter cutting, Book cover for illustrated Language lesson.

FEBRUARY

Objective:

Drawing of our flag and flags of other nations on paper in booklet form.

Handwork and Design:

Cover for flag book. Make design for toboggan cap, and weave.

Illustrative:

Illustrate Language lessons.

MARCH

Objective:

Signs of spring, leafless trees.

Illustrative:

March landscape showing cloudy sky. A Windy Day. Cuttings that tell plainly the wind is blowing. Class criticism with this as the standard. Pose and animal drawings.

Handwork and Design:

Work in measuring, as assigned.

APRIL-MAY

Objective:

Drawing and cutting of tulip. Draw first in black and then with colored crayons. Spring flower, with leaves, arranging in vertical oblong. Draw with the aim to fill the space well. Express this in two values. Pose drawing with umbrella.

Illustrative:

Landscape with blossoming tree. Make Noah's Ark and cut out the animals.

Design:

Apply a surface design to a book cover, using a simple flower unit. Make and decorate a basket.

FOURTH GRADES

See Foreword and read notes preceding Intermediate Course of Study. In 4th Grade technique should be more and more emphasized.

SEPTEMBER-OCTOBER

Objective:

Paint bright colored flowers with foliage, as salvia, black eyed susans. Paint fruit with foliage. Paint grasses, first in black, then in color. This lesson is for brush technique. Paint small spray of leaves, blocking leaves in simply, showing different positions and aiming for good size. Sprays of leaves, seed pods and berries. Cut down some of these and mount.

Illustrative:

Paint landscape blue sky, dark green distance, lighter green ground. Note change of color in October. Study a tree seen from window or in a picture. Note proportion. Aim for good size and spacing. Use in landscape painting sky orange, ground and tree black.

Color:

Make color scale. Teach primary and secondary colors, tints and shades, and value.

Handwork and Design:

Decorate envelope in which to keep cuttings.

Design:

Use one of the above subjects in vertical oblong, working for good spacing.

NOVEMBER

Objective:

Group of two objects—fruits. Block in the appearance, studying near and far position. Continue work similar to that of previous months. Group of two vegetables showing good composition, brush and ink or black paint.

Illustrative:

Cuttings and drawings of Pilgrims and Pilgrim life. Make Pilgrim poster. Color background, paste on cut out people, trees, houses, etc. which have been colored. Fall occupations.

Handwork and Design:

Thanksgiving card.

DECEMBER

Objective:

Study of evergreen tree.

Illustrative:

Winter landscape in four values—white ground, gray sky, grayer distance, and dark gray trees. Illustrate Christmas story.

Handwork and Design:

Make and decorate Christmas gifts. Design simple shapes—leaves and berries for decorations.

JANUARY

Objective:

Pose drawing. Pupils pose a child to illustrate a nursery rhyme or story. Costume to fit the story. Draw in mass.

Object drawing of interesting objects presenting fore-shortened circles. Practice drawing ellipses on the board after the first lesson. Aim for good size, placing, and balance of side.

Illustrative:

Winter background. Figures in mass to illustrate some winter sport.

Design:

Plaid design for line spacing and color.

FEBRUARY

Objective:

Draw objects based on cylinder above eye level. Work for good seeing and composition. Japanese lanterns are good.

Illustrative:

Landscape composition in four values, including sky, land, bushes, trees. Illustrate Patriotic story or incident.

Design:

Correlate with Language work.

MARCH

Objective:

Animals from picture and memory. Paint pussy willow.

Illustrative:

March landscape with road.

Design.

March wind poster with appropriate border of ship, clouds, birds, etc.

Color:

Graying of colors. Landscape with grayed orange sky, gray-violet roof, gray-green ground.

Paint vase for pussy willows a gray blue.

APRIL-MAY

Objective:

Same as in fall with different subjects, trilliums, jack-in-the-pulpit, iris, dogwood, etc. Paint in silhouette and in colors. Study shapes, growth and value.

Design and Handwork:

May basket decorated with flower unit. Book cover.

Interior decoration. Study of wall paper as to effect of color and design on room and furniture. Prepare for work the week before by having samples of paper. Mount pictures on paper of good color and design and on showy, gaudy paper, that children may decide which shows up the pictures better. Color with crayon a good paper for a room, cut out one or two pieces of furniture and paste on floor.

INTERMEDIATE GRADES

Time—One half hour per day.

Materials: Paints, paint cups and cloths, scissors, charcoal, crayons if possible. Use Mason jar lids for paint cups. All containers reaching above the ledge of the desk must be taken home.

Have the janitor provide a set of boards, at least one for every two rows, to reach between desks, on which to place objects for drawing.

Technique: Care of boxes and brushes and proper method of holding brush are important. Keep colors clean, see that brushes are laid straight in the box. Brushes are to be held like a pencil, but up higher, the fingers closing over the top of the tin part of the brush. Hold wrist up and use point of brush. Use plenty of color and water.

FIFTH GRADES

Read the Foreword.

Color and Design:

Make color scale, page 6. Thru the year use page 7 as the foundation of the color work. Review color work, page 7, Book IV. Give extensive practice in graying colors in nature, landscape and design work. Make value scale of three tones with pencil.

Indicate color scale in nature drawing.

Make envelope. Make corner designs for decoration. Paint name.

Book cover decorated with unit taken from nature work.

Lettering and poster work.

Objective:

Freehand painting and drawing of nature forms, giving special attention to color, growth and technique.

Leaf study: Single leaf study. Each pupil should have leaf of simple shade to draw. Let pupils suggest positions for holding the leaf to get different drawings. See that leaf is held opposite the eye, above (side view), below, and fold or turn it in different ways.

First: Silhouette in black.

Second: Block in with pencil. Aim for freedom of movement and large work. Simple sprays of leaves in silhouette, color and pencil.

Free Study:

Block in the shape for characteristic shape and proportion, native trees of distinctive shape, as poplar, maple, pine, etc.

Illustrative:

Landscapes in pencil, using the value scale for tones.

Animal drawing.

Landscapes painted in grayed colors.

WINTER

Color and Design:

Along same line as fall work to correlate with other school work.

Object Drawing:

See Foreword as to equipment and methods of determining proportion and slant, pp. 54-60. Make cone as directed. Keep for use till through with special work on object drawing. When drawing the cone, draw line to represent eye level and place drawing of cones in correct relation to this. Make large drawing of cone below the eye, imagine it an ice cream cone, fill with favorite ice cream, color with crayons and chalk.

The teacher should aid the pupils by drawing ellipses on the board as they appear to the eye at different levels, so pupils may compare the ellipse of the object as they see it with the ellipses on the board.

Practice drawing ellipses on the board. Drawings in charcoal of interesting objects of good shape and proportion, simple in outline. Pose drawing.

Illustrative:

Landscape appropriate to the season. Studies of trees in pencil, from direct observation.

SPRING

Freehand drawing and painting of flowers in color and silhouette. Emphasize shape and growth. Composition of flowers in vertical oblong with decorative treatment.

Poster landscapes appropriate to season.

Design and Color:

Study of vases as to good shape and color. Freehand cutting and painting of vase.

Interior decoration.

Portfolio cover or poster.

SIXTH GRADES

The work and problems are almost the same as the Fifth Grade, except that more difficult problems are presented and higher standards set.

Fall

Read Foreword and Fifth Grade Course of Study.

Color and Design:

Pp. 5, 6, 7, Books V and VI. Make color chart in Book V. Make value scale of five values in pencil. Value emphasized in the sixth year in landscape work, nature work and design. Review and apply graying of colors and complementary colors.

Indicate value and color scale on nature drawings. Make envelopes and design for decoration of corners. Print name.

Posters, lettering, book covers and cards appropriate to season or work.

Other work same as Fifth Grades. In tree study use oak, elm or trees other than those studied in Fifth Grades.

Winter

Color and Design:

Continue fall work. Specific problems given in outlines.

Object Drawing:

53-60. See Foreword as to equipment and methods. Review foreshortened circle (ellipse). Practice drawing ellipses on board and on paper with free arm movement.

The teacher should aid the pupils by drawing ellipses on the board as they appear to the eye at different levels, so pupils may compare the ellipse of the object as they see it with the ellipses on the board.

Object drawing—first, one object; second, two objects for near and far position and good placing. Study thickness of edges.

Parallel perspective—note changes of appearance caused by distance. Use railroad, trees, fence, as examples. Pencil drawing in parallel perspective of bridge, camp, etc.

Spring

Continue nature work and landscape work of the fall.

Interior Decoration—design:

Cutting of both square and oblong spaces for size and shape relations. Change the square design to fit oblong shapes. Apply as decoration to a box or book cover.

SEVENTH AND EIGHTH GRADES

Read Foreword and Fifth and Sixth Grade Course of Study.

Fall

Color Design:

Make color scale of primary and secondary colors with intermediate hues. Keep a large color scale in permanent view with brief definitions of monochromatic, complementary and analogous as applied to colors. Refer to scale in every color lesson.

Make value scale of five tones with pencil. Apply to nature drawings, landscapes and design.

Portfolios:

Make portfolio in which to keep year's work. Make design and apply to portfolio, using a definite color scale. Print name.

Nature Work:

Pencil drawings, paying special attention to light and shades, foreshortened and twined leaves.

Flower compositions in vertical oblongs for good spacing and arrangement. Decorative treatment in painting.

Pencil sketching of outdoor subjects.

Winter

Object Drawing:

Pages 55-60, Book VII, 61-63, Book VIII.

Outline one group of two objects for review of near and far position, thickness of edges and blocking in for shapes. Refer to book for continuing work.

Perspective—Draw cubes or books.

Design:

Cut toys from wood with coping saw and paint. Patterns for toys should be made before Thanksgiving in order that toys may be completed before Christmas.

Book covers, valentines.

Spring

Costume design with special reference to line, spacing and color.

Poster, landscapes.

Flower composition,

MANUAL TRAINING

SEVENTH GRADES

1. Window stick—poplar—Planing smooth but not to size. Rip and cross sawing.
2. Clothes line reel—poplar—Planing to size. Beveling ends, planing from square to round, boring and simplest butt construction.
3. Choice of handkerchief box, glove box, stationery box, knife and fork box, bird house—Planing. Accurate butt construction, nailing thin edges, glueing, design for cover.

4. Choice of tie rack, post card holder—Designing and shaping back, use of spokeshave.

EIGHTH GRADES

1. Choice of windmill, plant stand—Cross lap joints.
2. Choice of fern stand, hat rack—Mortise joints.
3. Choice of picture frame, serving tray, slat scrap basket—Mitre joints.
4. Choice of footstool, shoe polish stand—Rabbetting.

Instead of the above articles, a desk set consisting of the following pieces may be made:

- a. Roll blotter—Designing of proportions, planing of curved surface, mortising, carved design for top.
- b. Calendar gate—Beveling edges of the base, mortise and tenon for the base of posts and slip joints for the top, to support the bar.
- c. Ink stand and pen rack—Designing and shaping the sides and back—Mitre joints for legs.
- d. Bookrack—Designing and shaping the ends. Carving design on the ends, rabbetting.

All materials will be furnished free. A sketch and bill of material must be made out before work is started.

PHYSICAL EDUCATION

No course has been outlined. Teachers are referred to the Baltimore County Course of Study. All teachers should be familiar with the work there outlined.

Follow Junior Red Cross plans for formation of good habits.

Read Baltimore County Course of Study, pp. 346-368.

Additional references:

Playground and Recreation Association of America, 1 Madison Ave., New York City.

Child Health Organization, 289 Fourth Ave., New York City.

Manual of Physical Training, Walter Camp.

National Security League, 19 West 44th St., New York City.

SEWING

SEVENTH GRADES

References—

Constructive Sewing, Industrial Book and Equipment Co., Indianapolis, Ind.

Clothing for Women, J. D. Baldt, Lippincott.

Sewing Course, Woolman.

7B GRADE

Hand towel	2	lessons
Holder	2	"
Sewing bag	5	"
Apron	2	"
Christmas article	2	"
Pincushion	2	"
To be chosen by teacher and pupil.....	3	"

7A GRADE

Bag	4	lessons
Cooking apron	7	"
Darning	2	"
Patching	2	"
To be chosen by teacher and pupil.....	3	"

COOKING

EIGHTH GRADES

One lesson each week.

1. Baked potato.
2. Baked apple.
3. Apple sauce.
4. Cereal with fruit (dates with oats).
5. Corn meal mush.
6. Sante'd corn meal mush.
7. Sante'd onions.
8. Creamed cabbage.
9. Candied sweet potato (Karo).
10. Mashed potato.
11. Steamed rice.
12. Cocoa.
13. Rice with cheese.
14. Salmon loaf.
15. Gingerbread.
16. Sour milk griddle cakes.
17. Corn muffins.
18. Scrambled egg.
19. Baked custard.
20. B. P. biscuits.
21. Sponge cake.
22. Drop cookies.
23. Corn starch pudding.
24. Creamed soup.
25. Sandwiches.

Reviews and special lessons are given at appropriate times.
(Cranberries—candy).

TEXT BOOKS BY GRADES

Publisher

ONE B:

- | | |
|--|------------------------|
| Free and Treadwell Primer, Row
Peterson Co. | J. & L. (Not for sale) |
| Riverside Primer, Houghton Mifflin
Co. (Home use only.) | |
| Palmer Lessons for Primary Grades. | Palmer, A. N. |

ONE A:

- | | |
|---|-----------------------------|
| Free and Treadwell First Reader,
Row Peterson. | J. & L. (Not for sale) |
| Riverside First Reader, Houghton
Mifflin. | J. & L. (For sale 9th week) |
| Palmer Lessons for Primary Grades. | Palmer |
| Essentials of Spelling, P. & S.
(Teachers only.) | A. B. C. |

TWO B:

- | | |
|---|------------------------|
| Free and Treadwell Second Reader,
Row Peterson. | J. & L. (Not for sale) |
| Palmer Lessons for Primary Grades. | Palmer |
| Essentials of Spelling, P. & S.
(Teachers only.) | A. B. C. |

TWO A:

- | | |
|---|----------|
| Riverside Second Reader, Houghton
Mifflin. | J. & L. |
| Palmer Lessons for Primary Grades. | Palmer |
| Essentials of Spelling, P. & S.
(Teachers only.) | A. B. C. |
| Dann's Second Year Music, A. B. C. | J. & L. |

THREE B:

Free and Treadwell Third Reader, Row Peterson.	J. & L.
Palmer Method of Business Writing.	Palmer
Essentials of Spelling, P. & S. (Teachers only.)	A. B. C.
Dann's Second Year Music, A. B. C.	J. & L.

THREE A:

Riverside Third Reader, Houghton Mifflin.	J. & L.
Palmer Method of Business Writing.	Palmer
Essentials of Spelling, P. & S. (Teachers only.)	A. B. C.
Dann's Second Year Music, A. B. C.	J. & L.
Everyday Arithmetic Book I. (Teachers' use, optional for pupils.)	Houghton-Mifflin

FOUR B:

Riverside Fourth Reader, Houghton Mifflin.	J. & L.
Palmer Method of Business Writing.	Palmer
Essentials of Spelling, P. & S. (Teachers only.)	A. B. C.
Dann's Third Year Music, A. B. C.	J. & L.
Dann's Music Writing Book I.	A. B. C.
Everyday Arithmetic Book I.	H.-M.
Live Language Lessons, Elementary Book, Driggs.	University Pub.

FOUR A:

Palmer Method of Business Writing.	Palmer
Essentials of Spelling, P. & S. (Teachers only.)	A. B. C.
Dann's Third Year Music, A. B. C.	J. & L.
Dann's Music Writing Book I.	A. B. C.
Everyday Arithmetic, Book I.	H.-M.
Live Language Lessons, Elementary Book, Driggs.	University Pub.
Essentials of Geography, Book I, B. & McF.	A. B. C.

FIVE B:

Elson Grammar School Reader, Book I, Scott, Foresman.	J. & L.
Live Language Lessons, Driggs, Ele- mentary Book.	University Pub.
Everyday Arithmetic, Book II.	H.-M.
Beginning American History, Mont- gomery.	Ginn & Co.
Essentials of Geography, Book I, B. & McF.	A. B. C.
Good Health, Gulick.	
Dann's Fourth Year Music, A. B. C.	J. & L.
Dann's Music Writing, Book I.	A. B. C.
Essentials of Spelling, P. & S.	A. B. C.
Palmer Method of Business Writing.	Palmer

FIVE A:

All texts same as for 5B, except Dann's Music Writing, Book II.	A. B. C.
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SIX B:

Grammar School Reader, Book II, Elson, Scott-Foresman.	J. & L.
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Everyday Arithmetic, Book II.	H.-M.
Live Language Lessons, Advanced Book, Driggs.	University Pub.
Essentials of Geography, Book II, B. & McF.	A. B. C.
Town and City, Gulick.	Ginn & Co.
Essentials of Spelling, P. & S.	A. B. C.
Junior Laurel Songs.	Birchard
Dann's Music Writing, Book II.	A. B. C.
Introductory American History, Bourne & Benton.	Heath
Palmer Method of Business Writing.	Palmer

SIX A:

All texts same as for 6B.

SEVEN B:

Grammar School Reader, Book III, Elson, S.-F.	J. & L.
Everyday Arithmetic, Book III.	H.-M.
Live Language Lessons, Advanced Book, Driggs.	University Pub.
Essentials of Geography, Book II, B. & McF.	A. B. C.
Body at Work, Gulick.	Ginn & Co.
Essentials of Spelling, P. & S.	A. B. C.
History of U. S., Bourne & Benton.	Heath
Junior Laurel Songs.	Birchard
Dann's Music Writing, Book III.	A. B. C.
Palmer Method of Business Writing.	Palmer

SEVEN A:

All texts same as for 7B.

EIGHT B:

Grammar School Reader, Book IV, Elson, S.-F.	J. & L.
Everyday Arithmetic, Book III.	H.-M.
Live Language Lessons, Advanced Book, Driggs.	University Pub.
Essentials of Spelling, P. & S.	A. B. C.
Making the Most of Life, O'Shea & Kellog.	Macmillan
History of the United States, Bourne & Benton.	Heath
Junior Laurel Songs.	Birchard
Dann's Music Writing, Book III.	A. B. C.
Palmer Method of Business Writing.	Palmer

EIGHT A:

All texts same as for 8B except The Community and the Citizen, Dunn.

Heath

Notes: A. B. C.—American Book Co.

J. & L.—James & Law, representatives of various publishers.

H.-M.—Houghton Mifflin.

Birchard, C. C.

Palmer, A. N.

Heath, D. C.

TEACHERS' REFERENCE LIBRARY

- New Possibilities in Education.....*American Academy
of Political and
Social Science*
- Teaching Literature in the Grades and High
School*Bolenius*
- The Curriculum*Babbit*
- 9 Worth While Stories for Every Day*M. Bradley*
- Treasury of War Poetry*Clarke*
- Teaching the Common Branches*Charters*
- Language Teaching in the Grades*Cooley*
- New International Encyclopedia*Dodd-Mead*
- Schools of Tomorrow*Dewey*
- Democracy and Education*Dewey*
- Language Games for All Grades*Decming*
- 10 Types of Teaching*Earhart*
- Teaching Children to Study*Earhart*
- Children's Singing Games, Old and New*Hofer*
- A Course of Study in Arithmetic*Hoyt & Peet*
- Teaching Poetry in the Grades*Hall & Smith*
- Survey of St. Louis Schools*Judd*
- How to Teach the Special Subjects*Kendell & Merrick*
- How to Teach the Fundamental Subjects*Kendell & Merrick*
- Standards in English*Mahoney*
- Elementary School Standards*McMurry*
- How to Study*McMurry*
- Standards in Penmanship*Palmer*
- Teaching Elementary School Subjects*Rapeer*
- Brief Course in the Teaching Process*Strayer*
- All the Children of All the People*Smith*
- Teaching Arithmetic*Smith*
- Problems of Subnormality*Wallis*
- Teaching of Mathematics*Young*
- Reading in Primary Grades*Judd*
- Baltimore County Course of Study
- The Teaching of Spelling*Suzzallo*
- Year Books of National Society for the Study
of Education

MAGAZINES IN LIBRARY

NOTE: This list will be changed from time to time.

American Boy
 American City
 Delineator
 Education
 Educational Review
 Elementary School Journal
 English Journal
 Good Housekeeping
 History Teacher's Magazine
 Modern Priscilla
 National Geographic Magazine
 Normal Instructor and Primary Plans
 Primary Education
 Popular Educator
 Popular Mechanics
 Review of Reviews
 St. Nicholas
 School Review
 School Science and Mathematics

Story Teller's Magazine
 Teachers' Monograph
 W. Va. School Journal
 World's Work
 New York Times (six months)
 Courier des Etats-Unis
 School Supervision and Administration

SUPPLEMENTARY TEXTS

PRIMARY

1B	1A
Free & Treadwell Primer	Free & Treadwell First Reader Art Literature I
2B	2A
Free & Treadwell Second Reader	Dramatic Book I. Eskimo Twins Browne IV Art Literature II Child Classics
Rhymes & Stories Child Lore Dramatics Browne III	
3B	3A
Dramatic Book II For the Children's Hour II	For the Children's Hour III Little People of Many Lands Dutch Twins Art Literature III
4B	4A
Dramatic Book III Cave Twins Home Geography, Merrill Home Geography, Long	Japanese Twins What to Do for Uncle Sam Old Mother West Wind Seven Little Sisters Dramatic Reader, Powers

LITERATURE

Fifth and Sixth Grades

Old Fashioned Girl	Alcott
Joe's Boys	Alcott
Little Men	Alcott
Little Women	Alcott
Seven Little Sisters	Andrews
Fairy Tales	Anderson
Story of Roland	Baldwin
Discovery of the Old Northwest	Baldwin
Life of Abraham Lincoln	Baldwin
Lady of the Land	Bartlett
Pied Piper of Hamelin	Browning
Selections	Browning
Daniel Boone and the Wilderness Road	Bruce
Rackety Packety House	Burnett
Little Lord Fauntleroy	Burnett
Folk Tales from the Russian	Blumenthal
Half Back (Story of Football and Golf)	Barbour
Story of the Submarine	Bishop
Stories of Northern Myths	Baker
Through the Looking-Glass	Carroll
Alice's Adventures in Wonderland	Carroll
First Capture	Castleman
Story of the Iliad	Church
Story of the Odyssey	Church
Boys of '76	Coffin
Marching to Victory	Coffin

Builders of the Nation	<i>Coffin</i>
Drum-Beat of the Nations	<i>Coffin</i>
Nine Little Goslings	<i>Coolidge</i>
Beowulf	<i>Cox</i>
David Crockett	<i>Crockett</i>
Hellenic Tales	<i>Carpenter</i>
Boyhood Stories of Famous Men	<i>Cather</i>
Wireless Man	<i>Collins</i>
French Fairy Tales	<i>Coleman</i>
Plants and Their Children	<i>Dana</i>
Robinson Crusoe	<i>DeFoe</i>
Little Sunshine	<i>DeWolf</i>
Christmas Stories	<i>Dickens</i>
Story of Little Nell	<i>Dickens</i>
Friends and Helpers	<i>Eddy</i>
Hoosier School Boy	<i>Eggleston</i>
Stories of American Life and Adventure.....	<i>Eggleston</i>
Jackanapes	<i>Ewing</i>
Making of the American Nation	<i>Gilman</i>
Fairy Tales	<i>Grimm</i>
Man Without a Country	<i>Hale</i>
Uncle Remus' Songs and Sayings	<i>Harris</i>
Columbus	<i>Harte</i>
How Our Grandfathers Lived	<i>Harte</i>
Colonial Children	<i>Harte</i>
Great Stone Face	<i>Hawthorne</i>
Tanglewood Tales	<i>Hawthorne</i>
Wonder Book	<i>Hawthorne</i>
Grandfather's Chair	<i>Hawthorne</i>
Daffy Down Dilly	<i>Hawthorne</i>
Tales of the White Hills, etc.	<i>Hawthorne</i>
Mrs. Wiggs of the Cabbage Patch	<i>Hegan-Rice</i>
Lovey Mary	<i>Hegan-Rice</i>
Landing of the Pilgrim Fathers	<i>Hermons</i>
Nations	<i>Holden</i>
Rip van Winkle	<i>Irving</i>
Legend of Sleepy Hollow	<i>Irving</i>
2 Fifty Famous Stories Retold	<i>James and Law</i>
Greek Heroes	<i>Kingsley</i>
Just So Stories	<i>Kipling</i>
Jungle Book	<i>Kipling</i>
Captains Courageous	<i>Kipling</i>
Indian Fairy Tales	<i>Jacobs</i>
Little Colonel's Chum	<i>Johnston</i>
Adventures of Ulysses	<i>Lamb</i>
Dramatization of School Classics	<i>Laselle</i>
Selections	<i>Longfellow</i>
Jason's Quest	<i>Lowell</i>
A Boy's King Arthur	<i>Lanier</i>
Poetry of the Seasons	<i>Lovejoy</i>
Stories of King Arthur's Knights	<i>McGregor</i>
Blue Bird	<i>Maeterlinck</i>
Anne of Green Gables	<i>Montgomery</i>
Heroes Every Child Should Know	<i>Mabie</i>
Boy's Life of Lincoln	<i>Nicolay</i>
A Dog of Flanders	<i>Ouida</i>
Toby Tyler, or Ten Weeks with a Circus.....	<i>Otis</i>
Robin Hood	<i>Pyle</i>
Santa Claus' Partner	<i>Page</i>
6 Pollyanna	<i>Porter</i>
Pollyanna Grown Up	<i>Porter</i>
Five Minute Stories	<i>Richards</i>

Captain January	<i>Richards</i>
Poems	<i>Riley</i>
King of the Golden River	<i>Ruskin</i>
Hero Tales from American History	<i>Roosevelt</i>
Picciola	<i>Santine</i>
Beautiful Joe	<i>Saunders</i>
Lobo, Rag and Vixen	<i>Seton</i>
Biography of a Grizzly	<i>Seton</i>
Biography of a Silver Fox	<i>Seton</i>
Two Little Savages	<i>Seton</i>
Black Beauty	<i>Sewell</i>
Little Jarvis	<i>Sewell</i>
Five Little Peppers	<i>Sidney</i>
Docas the Indian Boy	<i>Snedden</i>
Strange People	<i>Starr</i>
Child's Garden of Verse	<i>Stevenson</i>
Kidnapped	<i>Stevenson</i>
Treasure Island	<i>Stevenson</i>
Fanciful Tales	<i>Stockton</i>
Gulliver's Travels	<i>Swift</i>
Heidi	<i>Johann Spyri</i>
Master and Man	<i>Tolstoi</i>
Twenty Three Tales	<i>Tolstoi</i>
Prince and Pauper	<i>Mark Twain</i>
Tom Sawyer	<i>Mark Twain</i>
Huckleberry Finn	<i>Mark Twain</i>
Being a Boy	<i>Warner</i>
Rebecca of Sunnybrook Farm	<i>Wiggin</i>
New Chronicles of Rebecca	<i>Wiggin</i>
Birds' Christmas Carol	<i>Wiggin</i>
Mother Carey's Chickens	<i>Wiggin</i>
Swiss Family Robinson	<i>Wyss</i>
Selections for Memorizing	<i>Williams & Foster</i>

Seventh and Eighth Grades

Life of King Phillip	<i>Abbot</i>
Lulu's Library	<i>Alcott</i>
Old Fashioned Girl	<i>Alcott</i>
Rose in Bloom	<i>Alcott</i>
Under the Lilacs	<i>Alcott</i>
Little Men	<i>Alcott</i>
Little Women	<i>Alcott</i>
Joe's Boys	<i>Alcott</i>
Story of a Bad Boy	<i>Aldrich</i>
Tony, the Boy Tramp	<i>Alger</i>
Mettle of the Pasture	<i>Allen</i>
Readings from Literature, Halleck and B.	<i>Amer. Book Co.</i>
Standish of Standish (English Life in the Colo- nies)	<i>Austin</i>
Honor Girl	<i>Baird</i>
Fifty Famous Stories Retold	<i>Baldric</i>
Stories from the Northern Myths	<i>Baker</i>
Crimson Sweater	<i>Barbour</i>
Bow of Orange Ribbon (Dutch Life in the Colo- nies)	<i>Barr</i>
Story of the Submarine	<i>Bishop</i>
How to Attract the Birds	<i>Blanchan</i>
On the Battle Front of Engineering	<i>Bond</i>
2 Discovery of the Old Northwest	<i>Baldwin</i>
Pilgrim's Progress	<i>Bunyan</i>
Little Lord Fauntleroy	<i>Burnett</i>
Secret Garden	<i>Burnett</i>

Poems Every Child Should Know	<i>Burt</i>
Wolf the Storm Leader	<i>Caldwell</i>
Frank at Don Carlos Ranch	<i>Castlemon</i>
Boyhood Stories of Famous Men	<i>Cather</i>
Lost in the Jungle	<i>Chaillu</i>
Sidney at College	<i>Chapin</i>
Story of Rinegold	<i>Chapin</i>
Wonder Tales from Wagner	<i>Chapin</i>
Boys of '76	<i>Coffin</i>
My Days and Nights on the Battlefield	<i>Coffin</i>
Winning His Way	<i>Coffin</i>
Wireless Man	<i>Collins</i>
Boy's Book of Model Aeroplanes	<i>Collins</i>
Pilot	<i>Cooper</i>
Spy	<i>Cooper</i>
Last of the Mohicans	<i>Cooper</i>
A B C of Electrica! Experiments	<i>Clark</i>
Two Years Before the Mast	<i>Dana</i>
Lion and the Unicorn	<i>Davis</i>
Soldiers of Fortune	<i>Davis</i>
Robinson Crusoe	<i>DeFoe</i>
Christmas Carol	<i>Dickens</i>
Story of Little Nell	<i>Dickens</i>
Donald and Dorothy	<i>Dodge</i>
Hans Brinker	<i>Dodge</i>
Indian Boyhood	<i>Eastman</i>
Hoosier School Boy	<i>Eggleston</i>
Hoosier School Master	<i>Eggleston</i>
Boys on the Mississippi	<i>Ellis</i>
Mildred Keith	<i>Finley</i>
Little Shepherd of Kingdom Come	<i>Fox</i>
Mountain Europa	<i>Fox</i>
Knights of the Round Table	<i>Frost</i>
Dolly Madison	<i>Goodwin</i>
Jed	<i>Goos</i>
Young Forester	<i>Zane Grey</i>
Legends of the Rhine	<i>Guerber</i>
Helen's Babies	<i>Habberton</i>
A Man Without a Country	<i>Hale</i>
Uncle Remus	<i>Harris</i>
Colonial Children	<i>Hart</i>
Grandfather's Chair	<i>Hawthorne</i>
Twice Told Tales	<i>Hawthorne</i>
Mrs. Wiggs of the Cabbage Patch	<i>Hegan-Rice</i>
Electric Toy Making for Amateurs	<i>Henley</i>
Our Country's Flag	<i>Holden</i>
Tom Brown's School Days	<i>Hughes</i>
Couldn't Be Bought	<i>Huntington</i>
Ramona	<i>Jackson</i>
Ten Great Events in History	<i>James</i>
Betty Leicester	<i>Jewett</i>
Gipsy, the Talking Dog	<i>Jinks</i>
To Have and To Hold	<i>Johnston</i>
Little Colonel's Party	<i>Johnston</i>
Little Colonel, Maid of Honor	<i>Johnston</i>
Mary Ware in Texas	<i>Johnston</i>
Two Little Knights of Kentucky	<i>Johnston</i>
Westward Ho!	<i>Kingsley</i>
Captains Courageous	<i>Kipling</i>
Heroes of Heroic Deeds	<i>Kipling</i>
Tales from Shakespeare	<i>Lamb</i>
Tales of Troy and Greece	<i>Lang</i>

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Call of the Wild	London
Hiawatha and Courtship of Miles Standish....	Longfellow
A Tramp Across the Continent	Lumis
Pueblo Indian Folk Stories	Lumis
Letters from a Selfmade Merchant to His Son..	Lorinier
Poetry of the Seasons	Lovejoy
Heroes Every Child Should Know	Mabie
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Stickeen	Muir
Norse Stories	Myers
Careers of Danger and Daring	Moffett
One Good Turn Deserves Another	Needly
Handsome Is as Handsome Does	Needly
Fine Feathers Do Not Make Fine Birds	Needly
Birds of a Feather	Needly
Boy's Life of Lincoln	Nicclay
Bob, Son of Battle	Olyphant
Boat Club	Optic
In Ole Virginia	Page
Red Rock	Page
Two Little Confederates	Page
Boy Scouts on the Range	Payson
Gold Bug	Poc
Scottish Chiefs	Jane Porter
Robin Hood	Pyle
Man of Iron	Pyle
King Arthur and His Knights	Radford
Boy Scouts in Mexico	Ralphson
Sidney at College	Ray
Dog of Flanders	Revie (Ouida)
House in the Water	Roberts
Hero Tales from American History ^{Wadge T.} ..	Roosevelt
King of the Golden River	Ruskin
Beautiful Joe	Saunders
Tales of a Grandfather	Scott
Ben Stone at Oakdale	Scott
Stories from American Authors	Scribners
Story of Siegfred	Scribners
Story of the Grail and the Passing of Arthur...	Scribners ?
Story of Rustum and Other P. Tales from	
Firdusi	Seton ?
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Krag and Johnny Bear	Seton
Lives of the Hunted	Seton
Kindred of the Wild	Seton
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Captain Joe	Stevenson
Treasure Island	Stevenson
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Little Smoke	Strang
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How Two Boys Made Their Own Electrical	Scudder
Apparatus	
Fables and Folk Stories	

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	History of the Roman People, <i>Allen</i>	6
25	War Fact Tests for Every American, <i>Allen</i>	
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	Heracles—Hero of Thebes, <i>Burt</i>	6
	Introductory Am. History, <i>Bourne & Benton</i>	6
	History of United States, <i>Bourne & Benton</i>	7, 8
	Hero Stories from Am. History, <i>Blaisdell & Ball</i>	
	Story of Am. History, <i>Blaisdell</i>	
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	Discovery of the Old North West, <i>Baldwin</i>	7
	Conquest of the Old North West, <i>Baldwin</i>	7
	Stories of Pioneer Life, <i>Bass</i>	7
	Story of Cotton, <i>Brooks</i>	8
	Story of Marco Polo, <i>Brooks</i>	5, 6, 7, 8
	Sourcebook of Ancient History, <i>Botsford</i>	6
	History of Greece, <i>Botsford</i>	6
	History of Rome, <i>Botsford</i>	6
30	Stories of Patriotism, <i>Beaming & Bemis</i>	5, 6
50	I Am an American, <i>Bryant</i>	3-6
	Stories of Industry, Vol. I, <i>Chase & Clow</i>	
	Industrial History of the U. S., <i>Comon</i>	7, 8
	Story of the Odyssey, <i>Church</i>	6
	Story of the Iliad, <i>Church</i>	6
	Brief History of the U. S., <i>Chadwick</i>	6
	Century Historical Readers, <i>Century Co.</i>	
	Explorers and Settlers, Vol. I	7
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	A New Nation, Vol. III	7
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	Progress of a United People, Vol. VI	8
	Iliad for Boys and Girls, <i>Church</i>	6
	Community and the Citizen (Rev.), <i>Dunn</i>	8
	Civics for Elementary Schools, <i>Davis & Stewart</i>	8
	Young Citizen, <i>Dole</i>	8
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	Two Years Before the Mast, <i>Dana</i>	7, 8
	Short American History, Part I, <i>Everett Barnes</i>	5, 6
	Short American History, Part II, <i>Everett Barnes</i>	7, 8
	Story of the Old World, <i>Elson & McMillan</i>	
	Story of Our Country, <i>Elson & McMillan</i>	
	Transit of Civilization, <i>Eggleston</i>	
	Beginners of a Nation	
	Our First Century	
	Story of the Atlantic Cable, <i>Field</i>	7, 8
	Stories of Useful Inventions, <i>Forman</i>	66, 7, 8
	Knights of the Round Table, <i>Frost</i>	6
	Makers and Defenders of America, <i>Foot & Skinner</i>	7, 8
	Western United States, <i>Fairbanks</i>	
	Discovery of America, <i>Fiske</i>	
	Old Virginia and Her Neighbors	
	Beginnings of New England	
	Dutch and Quaker Colonies in America	
	New France and New England	
	Civics for Young Americans, <i>Griffin</i>	
	Achilles and Hector, <i>Gale</i>	
	American Beginnings in Europe, <i>Gordy</i>	
	History of the U. S., Part I, <i>Gordy</i>	

	History of the U. S., Part II, <i>Gordy</i>	
	American Explorers, <i>Gordy</i>	
	Colonial Days, <i>Gordy</i>	
	Stories of Old France, <i>Gueber</i>	6
	Stories of Modern France, <i>Gueber</i>	6
	Myths of Northern Lands, <i>Gueber</i>	6
	Story of the English, <i>Gueber</i>	6
	Story of the Thirteen Colonies, <i>Gueber</i>	6
	Classical Myths, <i>Gailey</i>	6
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	Life of the Ancient Greeks, <i>Gulick</i>	H. S.
	How the People Rule, <i>Hozie</i>	
25	A Group of Famous Women, <i>Horton</i>	5, 8
	Sourcebook Readers, 4 vols., <i>Hart</i>	
42	Colonial Children, Vol. I	5, 7
42	Camps and Firesides of the Revolution, Vol. II	5, 6, 7
12	How Our Grandfathers Lived, Vol. III	5, 6, 7
12	Romance of the Civil War, Vol. IV	8
	Contemporaries, 4 vols., <i>Hart</i>	
	Era of Colonization, Vol. I	7
	Building of the Republic, Vol. II	7
	Natural Expansion, Vol. III	8
	Welding of the Nation, Vol. IV	8
	Sourcebook of American History, <i>Hart</i>	7, 8
	American Nation Series, Vols. II and IV, <i>Hart</i>	8
	Slavery and Abolition, <i>Hart</i>	
	Purchase of Louisiana, <i>Hitchcock</i>	
	Men of Old Greece, <i>Hall</i>	8
2	A Course in Citizenship and Patriotism, <i>H. M. Co.</i>	
	Community Civics, <i>Hughes</i>	8
	Sketchbook ed. by H. H. Davidson, <i>Irving</i>	
	Sketchbook ed. by H. H. Davidson, <i>Irving</i>	
25	Lessons from War Facts, <i>Inst. for Pub. Service</i>	
25	Unconditional Surrender, <i>Inst. for Pub. Service</i>	
	Our Government, <i>James & Sanford</i>	
	Private Life of the Romans, <i>Johnson</i>	6, H. S.
	Select Letters and Speeches, <i>Lincoln</i>	
	Lewis and Clark, <i>Lighton</i>	
	Story of the Revolution, <i>Lodge</i>	
	School History of the U. S., Book II, <i>Mace</i>	
	Abraham Lincoln, <i>Morse</i>	
	History of the People of the U. S., 5 vol., <i>McMaster</i>	7, 8
	Stories Every Child Should Know, <i>Mabie</i>	6
	Norse Stories, <i>Mabie</i>	6
	Heroes Every Child Should Know, <i>Mabie</i>	5, 6
	Pioneers of the Rocky Mts. and the West, <i>McMurry</i>	5
	Social Life in Greece, <i>Mahaffy</i>	6
	Ancient History, <i>Myers</i>	6
30	A War Reader, <i>National Board for Historical Service</i> ..	
	Nation and State, <i>Phillip</i>	
	American History Stories, Vol. I, <i>Pratt</i>	
	American History Stories, Vol. II, <i>Pratt</i>	
	Stories of Indian Days, <i>Powers</i>	
	America and Britain, <i>Powers</i>	
	Montcalm and Wolfe, <i>Parkman</i>	7
	Struggle for a Continent, <i>Parkman</i>	7, 8
	Tales from the Odyssey, <i>Perry</i>	6
	America's Story for America's Children, <i>Pratt</i>	6
	Pioneers of France, <i>Parkman</i>	
	Making of the American Nation, <i>Redway</i>	
	Winning the West, <i>Roosevelt</i>	7, 8

4	Readings in European History, <i>Robinson</i>	
	Stories from Roman History,	
	Stories from the Crusades	
	Stories from the Iliad	
	Story of Joan of Arc	
	American Indians, <i>Starr</i>	
	Story of Agriculture in the U. S., <i>Sanford</i>	6, 7, 8
	Dramatized Scenes from American History, <i>Stevenson</i> ..	7, 8
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	Nathan Hale, A Christmas Carol, <i>Dickens</i>	
	Evangeline, A Man Without a Country	
	Seven other plays	
25	Children and Classics in Dramatic Form, <i>Stevenson</i> ..	5, 6
	William Tell, The Keys of Calais	
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