A Course of Study

Education

A.M.

1911
A COURSE OF STUDY

BY

JAMES THORNTON KIRK

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF

MASTER OF ARTS

IN EDUCATION

IN

THE GRADUATE SCHOOL

OF THE

UNIVERSITY OF ILLINOIS

1911
I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

James Thornton Kirk

ENTITLED

A Course of Study

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE

DEGREE OF

Master of Arts

In Charge of Major Work

Head of Department

Recommendation concurred in:

Committee on

Final Examination

197662
I. ENGLISH
II. READING
III. ARITHMETIC
IV. HISTORY
V. GEOGRAPHY
English.

Pupils study English that they may understand and use it; that they may not only express their thoughts so as to be understood but that they may use language properly. Since we use language a great deal more in speaking than in writing "A definite, progressive, far sighted effort seems to be demanded to enable the children to improve their speech.

"The first step toward such an effort is a clear conception as to what is meant by good speech, especially as there is current an impression that grammatical accuracy constitutes good speech. The recognition of the following essential elements in good speech should guide the work in the school room,

1. Spontaneous self-expression
2. An agreeable quality of voice
3. A clear cut articulation
4. Correct inflection
5. Correct pronunciation
6. An ever growing vocabulary
7. Grammatical accuracy, especially as to
   (a) Construction of sentences
   (b) Use of the parts of speech
   (c) Agreement in number of
      (1) Verb with subject
      (2) Pronoun with antecedent
      (3) This, those, etc., with noun
   (d) Discrimination between adjectives and adverbs
   (e) Case of pronouns."
At first the oral language work is the only kind that should be attempted but the oral conversation and exercises in expression should always precede the written work when both are given upon the same subject. Children from homes where incorrect English is used may be able to reproduce a story with ease and facility but they will need to hear and be taught correct expressions.

"The mind must be convinced, desire must be aroused, the ear and the tongue must be educated, and the memory must be brought into active service; by these means considerable Winterburn progress will be made. That so many children do acquire a correct use of English must be the teacher's encouragement in this somewhat disheartening task."

When children enter school they have intellectual ability beyond their power to express their thoughts and it is necessary for the teacher to arouse their interest and furnish them models of correct English so that they will be able to express their thoughts. Of course, since nearly every one uses the spoken language much more than the written language this must be given much more attention in school. It is much easier for most people to convey their thoughts to others orally than it is for them to write them but it is also the business of the teacher to teach composition. While it is not expected that every pupil will become an author there are very few who will not find it necessary to write letters or in some other form to express their views in writing. We believe that language work should have a definite place on the program and should be given as much attention as any other subject of the curriculum. Although knowledge which is to be imparted is the first
prerequisite attention must be given to the expression if good results are to be obtained and the recitation and written work upon the other studies is not sufficient although "there are lessons in several school studies that afford material for an exercise in expression, oral and written." Careless written work or work that is not properly directed and corrected by the teacher often does much more harm than good.

First Grade.

In the first grade there should be daily recitations of not less than fifteen minutes. When the children are interested and their feelings stirred, expression and appreciation will readily follow. While home interests and daily experiences furnish the material for the beginning of this work the simple stories which are read to the class may be retold in descriptive and narrative form and later the stories which the child himself has read may be reproduced. Lead the children to talk freely and use correct language in conversation about things around them.

Pupils in this grade may be led to talk about events which take place at school and at home, about pictures of familiar objects, about holidays, birthdays and other interesting occasions, and the occupations of the people in the community. Afterward stories which have been read by the teacher may be reproduced.

The language work during the first part of the year is to talk like the teacher, during the latter half to speak and write after the models given by the teacher. Selections are given to memorize to furnish a style of expression and
to give thoughts which may be reproduced. Since children are at the imitative age they take words and phrases which they hear, and use them in the reproduction of the stories and in their conversation. By suggestions and questions the pupils may be enabled to form clear mental images and thus speak clearly and effectively instead of in a rambling, discursive manner. The timid ones must be led by enthusiasm to forget themselves and think of the lesson. Pupils take great delight in questioning one another thus making the vague points vivid and giving spontaneity to the work.

Many conventionalities may be taught by having them appear in the teacher's work. Among the most prominent are the following:

1. Capitals- At the beginning of a sentence, in naming persons or places and when the pronoun I is used.

2. The period and the question mark.

The children should also be taught by imitation the correct use of is and are, was and were and the proper forms of the verbs go and come.

At least six short poems and other selections should be learned during the year. Among the selections suitable for memorizing are the following; Mother Goose; Tom, Tom, the Piper's Son; Little Boy Blue; Hickory, Dickory, Dock; Jack and Jill; Little Bo-Peep; Little Miss Muffett; Hey Diddle Diddle; Cock Robin; Twinkle, Twinkle, Little Star.

Stevenson, Robert Louis; The Wind
Southy, Robert; Lady Bird, Lady Bird
Macdonald, George; The Baby
Rossetti, Christina; Who Has Seen the Wind? O Lady Moon.
Bible: Psalm XXIII.

Tennyson, Alfred; Sweet and Low

Sleep, Baby, Sleep ----From the German
Scherzer, Frank Dempster; The Dewdrop

The "Mother Goose Melodies" are valuable on account of the jingle which appeals to the natural instincts of children and in which they are interested even before they come to school. In all memorizing the children learn and retain correct expressions which they can use in their own reproductions.

During the latter half of the year the copying of short selections, the writing from dictation by the children, and the writing of original sentences by the teacher at the dictation of the children emphasizes the technical points and fixes the correct forms of expression more firmly in mind.

At all times "we must work also for exactness, for truthfulness, and for freedom from exaggeration."

Grade Two

The composition work of this year is mainly oral and consists largely in telling experiences, observations and stories. There should be a specific purpose in the work and each lesson should be so planned that there can readily be seen a daily increase in the pupil's vocabulary and in his readiness to express simple thoughts. Often it is well to read or to tell the children stories which they can not read for themselves and thus a taste for good literature is fostered. Unless the children can grasp the meaning of new words from the context they should be explained before volunteers are permitted to read the story or poem. New words which are called up in an observation lesson or in a reading lesson may be written upon
the board and the pupils may be required to make sentences with them. The telling of "made up" stories gives readiness and fluency of expression.

The technical work during the year should include the use of capitals in writing the days of the week, months and holidays, the abbreviations Mr., Mrs., Dr. and St. The use of learn and teach, can and may, lie and lay, set and sit should be given some attention.

The following stories are suitable for memorizing

Bed in Summer--------------------Stevenson
The Lamb---------------------William Blake
Japanese Lullaby--------Eugene Field
A Boy's Song-------------James Hogg
He Did n't Think----------Gary
My Shadow-------------------Stevenson
Dandelions--------Helen Gray Cone
Violets---------------Dinah Mulock Craik
The Brown Thrush--------Lucy Larcom
If I Were a Sunbeam
Milking Time---- ---- -Christina Rossetti
One, Two, Three---------Margaret Johnson
Seven Times One---------Jean Ingelow
What the Birds Say-----Coleridge

Dictation should be given at least twice a week to emphasize the use of the conventionalities such as capitals, periods, question marks and simple abbreviations.

"Various exercises are planned with the double purpose of giving the child a chance to exercise his powers of imagination and of encouraging spontaneity of expression. One of the
favorite expressions of this character is the following:

Several words are written on the board such as wind, kite, wild, gloomy, forest, gentle, March. Each child chooses a word or words and tells what picture is brought to his mind. When asked to give his idea of March one child said: "Oh he is a short, stout chap with brown eyes and very red cheeks, his clothes are rather old, he doesn't wear any cap, but he's awfully jolly. He likes to play jokes and I think he lives out-of-doors somewhere."

The following taken from the "Illustrative Compositions and Letters" written by pupils of the Indianapolis Public Schools illustrates the kind of a composition which we may expect from a second grade pupil.

My Garden

One spring morning I made a garden. I used a hoe, rake and a spade. I am going to plant butter-cups in my garden. I am going to have my garden heart-shaped. My garden must be where it is sunny and where the soil is rich.

Written by a boy seven years old.

Grade Three

There should be more oral work this year than written work and the lessons in history, literature, and other subjects and observations give the children material with which to make sentences about what they have heard, seen, felt, or studied. Although every recitation is, in a sense, a language lesson correct models must be placed before the pupils. If it is the aim of the teacher to furnish the child Mary Lewis with the best literature, she can depend upon it to do a great deal toward bettering the language work. However,
to get good results these models must be studied and imitated. They must be compared with the child's own work. If this course of instruction is followed it is not necessary to put the chief emphasis upon the form but upon the thoughts which are got from books, conversation or observation. At first the written work should be imitative so that the errors which arise from original work may be avoided.

Suitable poems for memorizing are:

The Piper--------------William Blake
The Brown Thrush----------Lucy Larcom
November-----------------Alice Cary
A Farewell---------------Charles Kingsley
Norse Lullaby-------------Eugene Field
If I Were a Sunbeam-------Lucy Larcom
The Miller of Dee----------Mackay
Seven Times One---------Jean Ingelow
The Owl-------------------Tennyson
The Fountain--------------James Russell Lowell
Woodman, Spare That Tree--George Pope Morris
The Spider and the Fly-----Mary Hewitt
To a Child----------------William Wordsworth

The technical part of the work is best taught in connection with other subjects and should include the use of capitals in the proper names used in the written work and at the beginning of a line of poetry, the abbreviations of the names of the months and those needed in connection with the other studies such as doz., qt., in., ft., the use of the apostrophe in possessive singulars and at the end of a line where a word is left unfinished. The use of the
comma and period in writing dates should be impressed upon the pupils' minds. Teach the principal parts and correct use of the verbs ring, sing, see, draw, throw, show, blow, and break; also \textit{you were, there is, there are, there was, there were.}

Irregular Plurals such as mouse, mice; loaf, loaves.

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"Possessives, Possessive singular. In the best usage the possessive singular of such words as James and Dickens is formed regularly as James's and Dickens's, unless the word following begins with s; James's book, but James' sister. Avoid special difficulties."

Give special drill upon such expressions as "It is I", "It was she who told me."

Distinguish between the use of a and an; to, too and two; in and into; there and their.

Teach the pupils the principal forms of the verb, as; break, broke, breaking, broken. The aim is to lead the children to use these forms. "The arrangement in columns helps a child greatly in remembering which form is used without a "helping word", and which one requires such assistance. Incidentally much grammar is absorbed, even names of forms coming easily to the lips of some of the pupils. Sentence making, in which the various forms of the verbs are used, is an important and frequent part of the drill. So also is the simple saying of the four forms; calling quickly for the fourth form, the third form."

Since the pupils generally use the pronouns me, him,
and his correctly these forms are not given prominence but it is well to develop the idea of the subject without attempting to teach the grammar so that they may learn the correct use of I, he, and she.

An admirable exercise for furnishing drill in punctuation and facility in the use of language is the changing of the sentence to express the same thought in a different way. Questions may be changed to statements, etc.

The dramatization of stories is a factor in strengthening the language work of the year.

Fourth Grade

During the year there should be oral and written work. The emphasis should still be laid upon the former but there should be more writing than in the third grade. It should be the aim to gain facility in the use of language by the reproduction of stories about pictures, pets, noted persons and favorite characters in books. It should be the aim by observation and practice to have pupils generalize facts and principles so as to derive rules for the form of paragraphs, comma in a series, and capitalization of proper names as well as to secure correctness in the use of pronouns, adjectives, and irregular verbs.

Technical Work.

Punctuation: Use of exclamation point, before short quotations and in an address. Review the uses of the period, the comma, and the apostrophe which have been previously learned.
Review use of capitals.


**Possessives**— Formation of plural possessives and a review of singular possessives.

**Plurals**—Regular formation. Teach the rule that words ending in *y*, preceded by a consonant, form their plurals by changing *y* to *i* and adding *es*: as in lady.

**Verbs**—Correct use of ride, set, wear, tear, drown, lay, come, buy, do, freeze, write, know, has, have and choose.

**Pronouns**—Correct order of personal pronouns as he and I, they and we. Correct use of whose and whom.

Correct use of may and can, got and have, in and into, teach and learn, mad and angry, between and among.

**Kinds of sentences**—Statement, question, command, and exclamation.

The use of the apostrophe in showing possession may be shown in the following way

"Find the apostrophe in the following sentences.
1. The robin's nest is in John's pear tree.
2. Where is the oriole's nest?

The words containing the apostrophe show what?"

Sentences containing nouns may also be changed and written so as to show ownership.

A good way to drill pupils in punctuation is to write an unpunctuated paragraph upon the blackboard, have the children copy and punctuate it and then compare it with the correctly punctuated paragraph.

No attempt should be made to teach formal grammar but
"the purpose is to improve the ordinary speech of the child by many suggestions and corrections, which are made far more effective by being grouped around simple, elementary principles of grammar. The children see reasons for the corrections; several of a kind are grouped together, thus forming a basis for a rule; systematic arrangement leads to an assurance through which the children are often guided into self-help, where incidental corrections would have left them helpless on generalizing out into new corrections. The pupils are not retarded in this progress if the teacher uses proper grammatical terms, adverb, noun, pronoun, verb, adjective, phrase, clause, sentence. Indeed, it is a help rather than a detriment in the work itself and in the preparation for coming years."

Poems Suitable for Memorizing

Night-------------------William Blake
The Barefoot Boy------ -----John G. Whittier
The Yellow Violet--------William Cullen Bryant
The Children's Hour-------Henry Wordsworth Longfellow
The Village Blacksmith----Henry Wordsworth Longfellow
To a Butterfly-----------William Wordsworth
The First Snow Fall --------James Russell Lowell
The Fountain
The Mountain and the Squirrel----Ralph Waldo Emerson
Rain in Summer------------Henry Wordsworth Longfellow
September----------------Helen Hunt Jackson
The Old Oaken Bucket------Samuel Woodworth
The Sea-------------------Adelaide Proctor
The Brook-------------------Alfred Tennyson
He Prayeth Well---------------Samuel Taylor Coleridge
I Remember, I Remember--------Thomas Hood

Grade Five

The purpose of teaching grammatical facts at this stage in the work is not to teach grammar but to teach composition, to get clear thoughts and clear expression and prepare the way for formal grammar at a later stage. Pupils can readily distinguish the parts of a sentence and see that a compound sentence has at least two parts although it is not well, perhaps, to introduce the name compound or complex. Aim to show that good language is needed in everyday life and is a mark of culture. Common errors of speech and writing should be corrected. "Show what carefully selected language is used by some persons, known and respected by the pupils; read an extract from a speaker who will appeal to them, calling attention to the fact that the verbs are properly used, that pronouns are in their right cases; various means can be emphasized to impress upon the children that good language, far from being a schoolroom bug-a-boo, is a recognized necessity of cultured life."

Give drill upon the following correct forms

Different from, not "different than"
Somewhere, not "some place"
From him, not "off him"
Beside, not "side of"

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Could have, not "could of"
Ought not, not "hadn't ought."

Rather, not "kind of"
Shall I? and shall we? Never "will I" and "will we?"

Since speech is mainly a matter of habit the most effective way of acquiring the power to use the Mother Tongue correctly is by practice. Then the pupils must be given the opportunity to use the correct forms and should be led to display their intelligence so that the work will not be merely formal drill.

Technical Work.

The Sentence- Subject and Predicate. Subject a noun or pronoun- Predicate a verb.

Review punctuation, capitals and abbreviations.

Contractions- Couldn't, wouldn't, shouldn't, mustn't, I've, we've, I'm, they're, they'll, hasn't, haven't, hadn't, isn't.

Plurals of such words as hero, potato, negro, mouse, man and woman.

Pronouns- Correct use of personal pronouns. Personal and relative pronouns after transitive verbs.

Verbs- Correct use of may and can, think and guess, sit, set, lie, lay, drink, sink, swim, go, come, think, take, shine, hurt, lose, shake, teach, show, rise, raise, bring, eat, beat and swing.

There should be a general review of the work of the preceding years in punctuation so that the pupils may properly punctuate their written work. The comma needs special attention and the use of the semicolon and colon may be introduced. If language facts and principles are observed, practiced, and appreciated by the pupils they may be led to derive rules for punctuation, capitalization, grammatical forms, the
paragraph and the structure of the simple sentence.

If the application of a grammatical principle is remembered the technical reason for a correction may be forgotten without great loss. The main purpose of the explanation is to make the correction clear, but the pupils are old enough to understand the simple principles of grammar. Simple sentences may be analyzed and the parts of speech may be picked out but no parsing should be done. There may be a limited use of the diagram. Pupils may be led to make their own definitions of nouns, pronouns, and adverbs.

When a child has clear thoughts he is apt to express himself clearly so that in Grade Five little need be said about a pupil's language during his recitation but when a poorly worded sentence is given it is well to have the pupil try again after he has had an opportunity to think of just what he wishes to say. If this is not done the teacher should give the correct form.

The use of new words should be encouraged but their use in clear connected statements should be insisted upon and commended when correctly given.

Before writing a composition it is well for the teacher to place on the board a simple outline which she either makes herself or causes the pupils to make after a discussion by the class. Beside the application of the pupil's knowledge of punctuation and capitalization the aim of the composition work should be to make the pupils critical of their own work.

A composition written by a fifth grade pupil.

The Meadow Lark

Home at last! My, what a change! When I left there were
large golden leaves everywhere, now look at the trees.

Tiny green leaves now. These green leaves will hide my nest. Ah! here is the meadow I have been looking for, and here's the same little hollow where I'm going to build my nest. Now, I must start to build it right away so I must look for some grasses. Here they are. Such good luck, Ha! Ha! I do not have to work much or weave much for here are

Illustrative Compositions and my friends, the grass, the hollow, and the meadow. Not much work. No.

Now I am through. How happy I am. I can see those pretty eggs. Oh! and the little birdlings hopping about. I shall teach them to sing and fly better than any others. Living through the summer with them will be delightful, though it is hard work to feed them. And then, in the fall they shall fly south with us and they shall fly better than any other birds.

Written by a girl ten years old.

Suitable Poems.

The Arrow and the Song----Longfellow
The Day is Done---------------Longfellow
Barbara Frietchie--------------Whittier
O, Little Town of Bethlehem--Philip Brooks
How Sleep the Brave-------------Collins
Boot and Saddle----------------Robert Browning
The Landing of the Pilgrims----Hemans
The Planting of the Apple Tree--Bryant
Today------------------------Thomas Carlyle
Down to Sleep----------------Helen Hunt
The Three Fishers---------------------Kingsley
To a Fringed Gentian------------------Bryant
Abou Ben Adhem----------------------Leigh Hunt
Under the Greenwood Tree------------Shakespeare
The Housekeeper----------------------Charles Lamb
The Fatherland-----------------------Lowell
Those Evening Bells-------------------Thomas Moore
The Singer---------------------------Ernest Clarence Stedman

I Stood Tiptoe----------------------John Keats
You Are Old, Father William---------Southey
In Time's Swing---------------------Lucy Larcom
The Beggar--------------------------Lowell
Spring, from In Memoriam------------Alfred Tennyson
March---------------------------------William Wordsworth
The Flag Goes By---------------------Henry H. Bennet
The Sea-----------------------------Barry Cornwall
Highland Cattle----------------------Dina Mulock Craik

Grade Six

The aim is to have the pupils gain greater facility in oral and written composition, to gain habits of carefulness and neatness in writing and in arrangement of written work. Actual and imaginary stories should be told and written. Topics of study will furnish material for oral and written compositions. The forms of letters such as heading, address, and salutation are learned for their practical value. The habit of writing letters is formed by writing social and business letters. An idea of business forms should be gotten by writing bills, receipts, notes, etc.
It should be the teacher's aim to cause the pupils to generalize language facts and principles and their application so that they may derive rules by observation and practice.

Drill should be given upon the following:

Almost, not "most"

I (or we) shall have to do it, never

"I (or we) will have to do it."

Next to the last, not "second last"

Those things, not "them things."

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

Whenever pupils make flagrant mistakes in either oral or written English these mistakes should be pointed out and if the pupils are able to understand the reason for the correction the reason should also be given. Always insist upon the use of the correct form.

Common Mistakes in Spoken English which teachers in every grade should especially try to correct.

1. In use of verbs.

Sit and set; lie and lay; is and are; there is and there are; was and were; see, saw, seen; do, did, done; draw, drew, drawn; throw, threw, thrown; show, showed, shown; eat, ate, eaten; grow, grew, grown; blow, blew, blown; freeze, froze, frozen: teach and learn, may and can.

2. Pronouns:

(a) Nominative forms after is, are etc., as

It is me for It is I. It was her for It was she.

(b) Relative who when used as an object.

(c) Them for those, as them books.

(d) Use of yourn, hisn etc.
(e) Order of personal pronouns and also of nouns, as John and I, etc.

(f) Superfluous use of pronouns in expressions such as, John, he went.

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3. Use of double negatives as;

I didn't do nothing.
I hain't got no knife.
I haven't hardly any

4. Miscellaneous

Use of expressions
to home for at home
what, as in The pencil what I bought etc.
good for well
don't for doesn't
Improper or superfluous use of got.
Use of hadn't ought.
Use of ain't, hain't, etc.
Use of life for as.
Use of in back of for behind.
Use of real as an adverb, as He looks real well instead He looks very well.

Use of these or those with a collective noun, as These kind or those sort for This kind or that sort.

Although, "the art of language can be acquired only by practice in the expression of one's knowledge under White's Art of Teaching guidance and stimulus", there must be drill to form proper habits of expression.
Technical Work

Punctuation—Uses of period, question mark, apostrophe, comma, question marks, exclamation point and hyphen reviewed.

Capsitals—Avoid special difficulty but teach all ordinary uses of capitals.

Abbreviations—Hon., Gov., M. D., Dr., Cr., amt., acct., and names of important states and countries studied in Geography.

Pronouns—Use of personal pronoun after forms of the verb to be; after transitive verbs; after prepositions.

Correct use of each, every, any and either.

Correct use of who, which and that as relative pronouns.

Comparison of adjectives and adverbs

(1) by adding er and est;

(2) by the use of more and most, less and least.

Correct use of the irregular verbs see, bring, is, are, was, were, break, write, do, did, lie, lay, sit, set, throw, come, learn, teach, freeze, drive, steal, tell and fall.

Analysis of sentences into subject and predicate.

Classification of sentences—declarative, interrogative, imperative and exclamatory.

Modifiers—Adjectives and adverbs.

Prepositions

In the composition work of this grade the pupils should not be asked to write upon some vague topic but upon something interesting about which he is familiar. This work should be done frequently so that writing may
become as natural as speaking. Personal experience and
subjects taken from the study of such subjects as Geography
and History appeal to the pupils of this grade. The follow-
ing are typical subjects,

"An Exciting Experience."

"How I Learned to Skate."

"An Amusing Incident of my Vacation."

"My Trip up the Nile."

"Across the Sahara by Caravan."

A composition like the following may be expected
from pupils in this grade.

The First Railroad Journey That I Remember.

When I was about seven years old my mother and I went
to my grandmother's house to visit her. She lived at
Logansport, and I had quite a long ride on the train. As
I would look out of the window of the car it would seem as
though we were standing still and all the beautiful things
outside were running past us. I saw cattle and sheep running
about in great pastures. On every side there were great
stretches of corn for miles and miles. We passed hills that
were so high I could not see the tops of them. Then the
train would rush by them and come to low land again.

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We then came to thick woods, where it was
very dark. It was getting thinner as we passed by. We finally
came to a river. We saw people in swimming. Soon we came to
the wheat fields, then rushed into a little country village,
then out into the country again. At last we whizzed into
Logansport, then the train backed into the station and we
got off and met grandma with great delight.

Written by a girl eleven years old.

The grammar of this year should not be considered as the formal, abstract science but merely a continuation of the applied grammar of preceding years. While the aim is still to enable the children to speak and write correctly there should be preparation for work in more advanced grades and schools. Analysis and diagramming of sentences is given to make sentence structure clear.

It is the aim to have the pupils recognize the simpler constructions while the more complicated are left for the seventh and eighth grades. The grammar of this year often helps in the interpretation of literature and in the correction of compositions.

Selections Suitable for Memorizing.

A Musical Instrument---------------Elizabeth Barrett Browning
A Pitcher of Mignonette----------Henry Cuyler Bunner
Cleon and I ----------------------Charles Mackay
The Miller of the Dee-----------Mackay
The Isles of Greece---------------Lord Byron
Hats Off! The Flag is Passing By--Byron
How Sleep the Brave-------------William Collins
The Last Leaf---------------------Oliver Wendell Holmes
My Native Land-------------------Walter Scott
Old Ironsides-------------------Oliver Wendell Holmes
The Shell--------------------------Alfred Tennyson
The Eagle-------------------------Tennyson
The Skylark--------------------James Hogg
The Snowstorm-------------------Ralph Waldo Emerson
Landing of the Pilgrims———Felicia Hemans
To a Skylark———William Wordsworth
Virtue———George Herbert
A Christmas Carol———Josiah Gilbert Holland
Three Fishers———Charles Kingsley
Woodman, Spare that Tree———William Morris
Night———Robert Southey
The Huskers———John Greenleaf Whittier
Watch on the Rhine
The Owl———Shakespeare

Grade Seven

The aim in the composition work is to give scope for originality of expression, to increase facility of expression and, to appreciate good literature. It should be the plan to cause the pupils to be mechanical in accurate writing but to gain power by the study of the writings of good authors. Neatness, good penmanship and correct arrangement should be sought. The structure of the sentence and the use of the paragraph should receive much attention. Grammar is studied since "Grammar is the humble, oft-despised, but truly loyal hand-maid of thought's best expression."

The principal aim then is to give more power to use language simply and effectively and to appreciate the writings of those who use good language.

Technical Work

Punctuation—A careful review of all marks of punctuation and their names.

Abbreviations—Abbreviations of the names of the months
and days. Teach A.B., B.S., A.M., Ph.D., M.D., D.D., LL.D.

Grammar

1. The sentence.
   (a) Sentences according to their uses,—declarative, interrogative, imperative, exclamatory.
   (b) The complete and the simple subject. Nouns and pronouns.
   (c) The complete and the simple predicate. Verbs.
   (d) Modifiers.

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2. Classification of the parts of speech.
   (a) Nouns,—proper and common.
   (b) Pronouns,—personal, conjunctive, interrogative, adjective.
   (c) Adjectives,—descriptive and pronominal.
   (d) Verbs,—regular, irregular, transitive, intransitive, auxiliary.
   (e) Adverbs,—common, interrogative, conjunctive.
   (f) Conjunctions,—coordinate and subordinate.
   (g) Prepositions.
   (h) Interjections.

3. Inflections.
   (a) Nouns,—number and possessive case forms.
(b) Personal pronouns,— declension, agreement with antecedent.

(c) Adjectives and adverbs,— comparison.

4. Special study of case relations.

5. Analysis of easy sentences, simple and complex.

6. Parsing,— to emphasize the relations of words in sentences.

In composition work there are two means which should be used to get clear and correct expression.

By questioning the pupils should be led to grasp the facts which are necessary to express the truth and by setting before them masterpieces which picture vividly the ideas which they wish to convey they are led to express their thoughts most forcibly. Outlines help readers to grasp the thoughts of the author and pupils should be required to make large headings of what they read in order to have in mind topics from which they may write. In this grade

George Bacon emphasis should also be placed upon the form of composition. Technical points should be drilled upon until the proper use of capitals, punctuation marks etc. become second nature.

Children may be required to find their own mistakes by indicating them at the end of the composition as "three misspelled words", "two capitals omitted" etc. "One successful method used is that of collecting the compositions, putting them aside for a week or two until they have passed from the children's minds, and then handing them back uncorrected for the author to read and correct. It is surprising to see the
criticisms they make on their own work after coming back freshly to it."

During the year the grammar which is taught should so far as possible be related to the composition work and should be directly applied. Sentences are further studied in accordance to their uses and since it is one of the faults of pupils to write incomplete sentences, special emphasis should be placed upon what constitutes a sentence. If a modifying clause is considered merely as an elongated adjective or adverb its insertion in the main clause will not cause the writer to leave the sentence incomplete.

The vocabularies of the children should become more flexible by studying the parts of speech and their various uses in a sentence. Sentences should be constructed to illustrate their use.

An "illustration of the application of grammar to composition is its use in clearing up the difference between plurals and possessives. If the idea of adjectives is thoroughly understood it is easy to make the child see the difference, the plurals keeping the noun idea, the possessives assuming the modifying function. Again, after studying clauses and phrases, the children can be taught by throwing an idea of lesser importance into a subordinate phrase or clause, to vary their sentences from the monotonous compound joined by "and", "but" and "for" which is such a favorite of the average pupil."

During the study period and at home pupils in each grade
should learn at least six poems during the year. After the poem is read by the teacher and studied in class enough enthusiasm and interest should have been aroused to make the act of memorizing easy and pleasant. Have pupils keep a list of the selections which they memorize and have them repeat them from time to time in order to retain them.

Selections Suitable for the Seventh Grade.
The Burial of Moses———Cecil Frances Alexander
Bannockburn———Robert Burns
My Heart's in the Highlands———Burns
Flow Gently, Sweet Afton———Burns
Waiting———John Burroughs
The Bells———Edgar Allen Poe
The Bugle Song———Alfred Tennyson
Charge of the Light Brigade———Alfred Tennyson
Good Name in Man or Woman———William Shakespeare
"England" from Richard II, Scene I.—Shakespeare
The Humble Bee———Ralph Waldo Emerson
Forbearance———Emerson
O Captain! My Captain!———Whitman
The Rainy Day———Henry Wadsworth Longfellow
The Psalm of Life———Longfellow
Hymn to the Night———Longfellow
There Was a Sound of Reverly———Lord Byron
To a Mouse———Burns
The Way to Sing———Helen Hunt
Winter———James Russell Lowell
Longing———Lowell
Home Thoughts from Abroad———Robert Browning
The Year's at the Spring———Robert Browning
True Rest--------------------------John S. Dwight
Gradatim--------------------------Josiah Gilbert Holland
Abide with Me---------------------Henry Lyte
The Minstrel Boy-------------------Thomas Moore
Soldier Rest-----------------------Walter Scott
The Solitary Reaper----------------William Wordsworth
The Spacious Firmament-------------Joseph Addison
The Happiest Heart----------------John Vance Cheney

Grade Eight

The aim of the composition work of the year should be to enable the pupils to make good choice of words, gain a knowledge of sentence structure and of the structure of the whole composition in their descriptions, narrations, and expositions. Since many will not enter the high school they should also be familiar with business forms and letter writing. There should also be an effort to use good English in all forms of oral expression. Proficiency should be gained in making outlines for compositions. Individuality of expression should be cultivated and unity and coherence in all composition work should be emphasized but monotonous sentence structure should be avoided.

Outline for Eighth Grade Grammar

1. The sentence.
   (a) Kinds, according to use, according to form
   (b) Modifiers
      (1) Adjectives and Adverbs
      (2) Adjective and Adverbial Phrases
      (3) Adjective and Adverbial Clauses
(c) Noun Clauses.

2. Parts of speech reviewed.

(a) Special study of the verb, tense, agreement; voice and mode very simply treated.

(b) Infinitives and participles to be treated simply, as parts of speech, according to their uses in the sentence.

_Boston Course of Study_ page 63.

3. Parsing to emphasize the relations (construction) of words in sentences.

4. Analysis of easy, simple, complex, and compound sentences.

5. Principles of syntax

In the composition work it is still well to use an outline which enables the pupils to know where they "are going to come out". The paragraph is also given much attention since it is the unit in which one topic of the outline is treated. Then, too, at this stage of development the literature of great authors can be appreciated; the pupils can see what has been done and what may be accomplished, their vocabularies will be increased and they will add to their stock of ideas.

The compositions should be longer than those required of younger pupils so as to give the pupils power to "handle larger masses of material". It is just as essential that good work should be adversely criticized and it is an incentive to read the best papers to the class.

In correcting papers to hand back to the pupils it will save time to observe the following rules.

1. Attack a few difficulties at a time, and let those be typical.

2. Use symbols in red ink or blue pencil along the
margin, calling attention to errors which the pupils can correct.

3. Have the correction made by the pupil, then read the composition again.

4. Make the criticism of important matters a co-operative class lesson.

5. Reject all slovenly work.

6. Do not attempt to read all papers to the sacrifice of a clear head and a steady nerve.

7. Aim to stimulate the interest of the children, and to promote as rapidly as possible their own power of independent self-criticism.

8. Reserve time and energy enough to keep alive mentally by the reading that both instructs and relaxes."

Up to the seventh grade the aim in teaching grammar was more especially to cause the pupils to speak and write correctly. Still emphasis should be placed upon those forms and relations of words in which the most common errors of speech are made." There are certain forms and principles which are very helpful in forming habits of correct usage. Upon these attention should be concentrated.

The reasons for studying grammar then are to enable children to think clearly, to understand language and to correct errors. A knowledge of English Grammar is also essential in learning a foreign language.

Carpenter, Baker and Scott give the following "Body of Grammatical Facts appropriate to the elementary school."

I. A knowledge of the sentence sufficient to analyze and parse it down to its single words, except, of course,
in the case of phrases that are so idiomatic that they render analysis absurd.

II. An understanding of case relationships including not only the nominative, genitive and objective (or accusative) but also the dative and the vocative.

III. An acquaintance with the verb in its various aspects of voice, mood, tense; transitive and intransitive participles and their uses.

IV. A knowledge of all the common inflections as they appear in nouns, pronouns, adjectives, verbs and adverbs.

V. The various kinds of nouns, pronouns, adjectives, adverbs and conjunctions.

VI. The simple rules of syntax, particularly those whose violation is common in oral speech.

VII. The power to distinguish between relationships where the form may be the same but the meaning two-fold, as in phrases like "the Love of God."

VIII. A brief general history of the language, as to its origin; some of the historical facts that throw light on present forms, like the genitive and dative cases, the verb phrases, etc.

Selections for Memorizing

Address at the Dedication of Gettysburg Cemetery——

——Abraham Lincoln

Beatitudes, I. Corinthians, XIII,——-Bible

The Lost Leader--------Robert Browning

The Chambered Nautilus——Oliver Wendell Holmes

To a Mountain Daisy——Robert Burns
Concord Hymn—Ralph Waldo Emerson
Each and All—Emerson
Lead Kindly Light—John Henry Newman
On His Blindness—John Milton
The Quality of Mercy—William Shakespeare
The Ivy Green—Charles Dickens
The Quire Invisible—George Eliot
She was a Phantom of Delight—Wordsworth
Battle Hymn of the Republic—Julia Ward Howe
The Sands o' Dee—Chas. Kingsley
The Day is Done—Henry Wadsworth Longfellow
The Song of the Brook—Alfred Tennyson
What is so Rare as a Day in June—James Russell Lowell
The Last Rose of Summer—Thomas Moore
Old Glory—James Whitcomb Riley
"But have you ever rightly considered what the mere ability to read means? That it is the key which admits us to the whole world of thought and fancy and imagination? to the company of saint and sage, of the wisest and wittiest moment? That it enables us to see with the keenest eyes, to hear with the finest ears, and listen to the sweetest voices of all times?" - Lowell.

Although much real knowledge is acquired outside of books and all real knowledge is originally obtained by observation the ability to read intelligently enables one to obtain a knowledge of most subjects with comparative ease and facility. Then, too, the beauties to be found in literature amply repay one for labor required to master the mechanics of reading. The written or printed words or sentences represent the thoughts or feelings of the author and the power to interpret them is reading.

Since "words are the symbols of ideas" it is necessary to familiarize pupils with the symbols. Children are often familiar with the sounds which they represent and gradually their vocabularies are enlarged by associating the symbols with the sounds. In addition to the acquisition of a vocabulary, in order to have successful oral reading, the vocal organs must be trained. If the teacher is interested in her work she will see that she has not done her whole duty when she has taught the children to merely repeat words. She must train the feelings and emotions of the children and give them a taste for good literature.
We have accomplished the aim in teaching reading in the elementary schools when the pupils are able independently to "turn to books for knowledge, pleasure and inspiration". "This aim implies three things; (a) that mere word-calling is not reading; (b) that independent power to call words must be developed; (c) that such material must be chosen for reading lessons as will develop a liking for what we vaguely call "good reading".

Since most reading outside of the class room is silent, intelligent silent reading should become a habit in the school room. The teacher may know whether or not he has the thought by asking questions. More will be read in this way since the ambitious children will not have to wait for the slower ones and the latter can see and appreciate the enjoyment which ability brings to the brighter ones. Hesitation and stumbling in oral reading should always be avoided.

The study of form, sound and meaning of words with practice in reading of selections suited to the capacity of Carpenter, Baker and Scott the children should give ease and fluency. To give a taste for good reading "much can and should be read to children which they cannot yet read for themselves". During the first two years some system should be used to enable the pupils to master the words for themselves.

Children should read orally as if they had something interesting to tell and an appreciative audience, attention should be concentrated upon one thing at a time as "clearness of articulation" or "cultivation of the imagination", interest
must be sustained by variety in method and positive questions should prevent waste. The teacher should often read to the pupils and when possible have other good readers read to the pupils so that good reading may be imitated.

"Grasping of Thought". Train children to "look ahead" and grasp the meaning of the words or sentences as a whole. This practice will result in better emphasis and better expression in oral reading. Children may be asked to read sentences from the blackboard which are to be repeated after erasure. They may be asked to open their books and take in a sentence at a glance and repeat it. "The sentence sense" as Miss Laing expresses it, "should be developed."

Hard or Unfamiliar Words. The child should if possible get the meaning of a new word from the context and the pronunciation from its diacritical marking on the board; in this he should learn to help himself.

Dividing the words into syllables will give power to pronounce new words. One should be careful not to take too much time in trying to have a child give the proper pronunciation. It is true that a child is developed by self-activity yet the time of others may be wasted by helping him. After proper and unavailing effort, tell the child the word, but if possible before the class is dismissed have him pronounce it again so that next week or the week after the same obstacle may not arise. The child will feel the stimulus of interest if he needs the word.
Reading with Expression. "Good expression in oral reading will come when the child understands and is interested in the reading matter, and it will rarely be attained by mechanical processes. Expression, emphasis, pauses and the like should be spontaneous and unconscious. If the child is interested, if he has something to give, if he is in the spirit of the selection, then the expression will take care of itself. The thought will control expression. In talking he has little difficulty in expressing himself."

Interest may be stimulated by telling the pupils part of the story and reading at home is helpful.

Grade One.

When children come to school they have a store of "facts, ideas and images" and they have some ability in the use of oral language. With such an equipment the teacher must start in teaching the pupil to read. It is a difficult task to master "the elements of the art of reading". The symbols must be recognized and the vocal organs used in uttering the words. "Reading involves (1) recognition of the printed symbols; (2) ability to express their sound equivalents; (3) understanding of the subject matter." but the first aim should be to have the children master the symbols and the mechanical process. "Children are so automatic and imitative, have such a genius for the facile acquisition of habit, and are so easily stupefied by reasons and explanations, that some seem to learn to read and write so mechanically as to get by it no trace whatever of real mental discipline or development. The sooner all the processes
Hall's How to Teach Reading are completely mechanized, so that page 13-14. reading is rapid, sure, and free, the sooner the mind can attend to the subject-matter. Till then, Benecke thought reading and writing a necessary evil, and that processes so mechanical and arbitrary should be taught mechanically and arbitrarily, hoping for a time when children should be born with the spelling-mechanism innate and instinctively perfect in their brain."

The aim during the first year should be to have pupils recognize written or printed words which they know when they hear spoken, to grasp sentences as wholes and read simple stories found in primers where familiar words are used.

1. Reading from the blackboard: Short, simple sentences. Action sentences, observation and experiences of pupils and teachers, descriptions of objects and persons and reproduction of stories.

2. Reading of simple lessons from books, such as the primer or first reader. The silent reading from supplementary readers should be encouraged.

3. Memorize selections from good poetry.

Read stories and poems to the class.

While the natural place for pupils to learn to read is at home, by introducing pupils to literature, by picture-

Huey p. 379. reading and story telling and reading should always be for the purpose of getting the meaning, most children come to school without any previous training and it is the teacher's duty to teach them to read. "The blackboard sentence method is always enjoyed by the children, and fast
increases their vocabulary and their familiarity with phrases and sentences that are in common use."

Although a knowledge of the letters of the alphabet is not needed in reading it is necessary in using the dictionary and for many other purposes. The old A, B, C method of teaching children to read has been supplemented by more modern and better methods.

"Children learn the name of a word about as quickly as that of a letter, and recognize the whole word about as quickly as they recognize a single letter. A word is not a sum of letter-names, anyway, nor even merely of letter sounds. Its visual appearance, indeed, is not a sum of letter appearances, but has a character of its own. So the word method short-circuits the whole process of word learning. The method is very generally, almost universally used at present, but usually in combination with the phonic or sentence method, or both."

In the sentence method sentences are taught first as wholes and afterward the words in the sentence are taught and pupils are led to recognize many words. Of course the sentences are not read but there is merely a repetition of the oral sentence and "the thought is put into the sentence". The blackboard may be used to suggest thoughts which are expressed in sentences.

In order to hold the attention of the children the teacher should be as near them as possible. The blackboard should be close at hand since it is indispensable.

Since the aim is not merely to "recognize and pronounce
words" the selections in the primers and readers should not be "sentence-hash" but should contain stories which appeal to children and which they love.

Essentials of First Lessons

"The first lessons in reading should make sure of a few vital things. The following points are of especial importance:

1. The child should associate the written symbol directly with the thing symbolized. The method used involves the sentence method. The work in phonics which concentrates the child's attention on form rather than on thought is not begun immediately, but when begun, it is for some time kept separate from the reading lesson.

2. From the very first the child should look upon reading as a thought-getting and thought-giving process. This implies, first, that the material used will, from the child's point of view, be worth thinking about, and second, that the oral reading will be done in sentences rather than in isolated words. The second suggestion presupposes the silent study of a new sentence before it is read aloud.

3. Good reading necessitates rapid eye-movements, rapid recognition of not only words but phrases.

4. Pupils should steadily show growth in power to recognize new words. Drill in phonics gives the needed independence.

5. The voice and the body should help to express thoughts effectively and appropriately. To aid in giving freedom
of expression, dramatization, dialogue and play of various kinds are used freely to help the reading, but are rarely introduced into the reading lesson itself except during the first weeks of school.

6. Opportunity should be given for expressing the reading lesson by hand, in writing, picturing and other forms of manual action.

7. As an aid to gaining a mastery of the language of choice reading selections, some judicious memory work should be required."

If pupils are required to do much of their black-
Huey board work silently before they reproduce orally page 342. they will come to look upon reading as thought getting and not the mere naming of words. The thought which is written upon the board may be acted by the pupils and thus the symbols which are associated with the thought will be impressed. "Hop to me"; "Run to me;" "Run around the room"; "Form a circle" etc. are examples of sentences which may be so used. When children have memorized a poem they can quickly locate its parts upon the printed page.

"It is wise that reading should be rapid from the first,- that is, that the particular sentences should be thought at the child's ordinary rate of thinking p. 350. and feeling. Much halting over the meaning and utterance of particular forms prevents their natural movement of thought and feeling and injures the habits of thinking as well as of reading."

When the teacher furnishes boxes of letters and words, seat work may be given.
For example,

1. Matching words to pictures.
2. Sorting words or letters.
3. Making words from letters.
4. Arranging sentences from words or letters.

Indianapolis Course 5. Matching words to their
of Study initial letter.
p. 29. 6. Grouping words that rhyme.

7. Filling blanks in elliptical sentences.
8. Making original sentences about some interesting subject.

On page fifty-one of Briggs and Coffman's "Reading in Public Schools is found a typical first lesson and on page fifty-eight is a typical oral reading lesson for the second month of school. These should be taken as models.

Grades Two and Three.

The aim should be to secure naturalness of expression by reading easy selections, to acquire a more extended vocabulary by reading more difficult lessons, to gain rapidity and accuracy in oral reading by sight reading of easy selections, to encourage sight reading with this end in view, to train pupils to use books intelligently and to master thought quickly. If good prose and poetry are read the pupils should cultivate a taste for good literature.

Grade Two.

1. Study. (a) Of the more difficult lessons in several first readers and of easier lessons in several
second readers.

(b) Of the remaining lessons in second readers according to the ability of the class.

Boston Course of Study page 38.

2. (a) Supplementary lessons from more difficult first readers during the first half year.

(b) Frequent exercises in reading at sight from first readers.

(c) Sight reading encouraged and occasions for such readings provided.

3. (a) Exercises to secure distinct articulation.

(b) The study of phonics continued.

4. (a) Stories and poems read to the class.

(b) Selection from good prose and poetry read, studied and learned by heart.

Grade Three.

1. Study (a) Of more difficult lessons in several second readers and of easier lessons in several third readers.

(b) Of the remaining lessons in the third readers according to the ability and needs of the class.

2. (a) Supplementary lessons for practice in fluent sight reading.

(b) Silent reading encouraged and occasions for such reading provided.

3. A rapid review of phonics at beginning of year.

4. Careful study of words as to articulation, pronunciation and meaning.

5. (a) Stories and poems read to the class.

(b) Selections from good prose and poetry read, studied
and learned by heart.

(c) Use of school library.

The new, fairly difficult lessons are read to give pupils a larger vocabulary as well as to enable them to read well. The work is more intensive than the reading of simpler lessons and needs preparation of various kinds. A study period may be given in which the pupils write on a piece of paper the unfamiliar words which are afterwards written upon the blackboard and studied. This will, to a certain extent, enable the children to grasp the meaning of the sentence when they do not have to give most of their attention to word getting. A short time also may be given for pupils to look over the next paragraph to get the thought before reading. However, in the third grade there are few new words which the pupil can not know from the context and a study of words during the recitation is often a waste of time. "The study of words has a place, but that place is not in the literature lesson, where it is sure to detract from the interest of the story. Certain words are chosen from the reading and studied in a language lesson. They are written on the blackboard for recognition, pronounced phonetically, spelled by syllables and used in sentences formulated by the children. In this way their vocabulary is consciously enlarged. Individual dictionaries of the words add to the interest and the children vie with each other in their lists of words."

During the second and third years the pupils should
read a great deal for practice. They will thus be given an opportunity to use the vocabulary which they have acquired. If the children are interested there is need of but little comment by the teacher and since the new words will constantly occur in subsequent lessons they need no special attention. Greater power is gained by reading new stories than by re-reading those which have been practically memorized. Interest may be aroused by permitting the children to bring books from home to read to the class or by furnishing books to the pupils to be read in this way. If a part of an interesting story is read by the teacher those who hear it will have a great desire to read the rest of the story for themselves. Dramatization sometimes leads to a great gain in expression. "Reading to the class is an excellent practice, as we can rely upon the child's habit of imitation to produce the desired result in his reading. Through the teacher we can give the child not only an example of good oral reading, but can furnish his mind with many of the beautiful ideas of literature long before he can get them for himself."

Third year pupils have overcome most of the difficulties of "the mechanics of reading" and are ready to read for the pleasure which may be got from literature. The reading of selection by the teacher also stimulates home reading.

In the third grade attention should be given to intensive reading. "In intensive reading, the pupil is asked to explain words, passages, synonyms, allusions,
to picture the entire thought; to make the thought of the author, so far as possible, his thought.

The selection chosen for study of this kind should be literature of the highest type. Unfortunately school readers contain many selections that will not bear this analysis and must therefore be rejected. The teacher by her discriminating choice proves her own culture. Poetry lends itself most easily to this study because it is the highest art form of the language, but condensed and highly-organized prose----is quite as well worth the time of the pupil.

Not only does intensive reading train in close thinking but it also gives a taste for good literature."

Fourth and Fifth Grades.

The material which is read during these years is found in the regular readers, the supplementary texts and in books in the school library which are suitable for the grades. The supplementary may be of great educative value. It is the function of noble literature, rightly used, not only to inform the mind, awaken thought, and improve expression, but to create ideals of conduct. It must be so used as to lead not only to greater facility in the mechanics of reading, but to the formation of good mental habits and the establishment of character."

The teacher should help the pupils to read silently with speed and accuracy, to read orally so as to please others and to cultivate a desire for the best literature.
The longer selections are **better** at this period because they keep the interest and give lasting impressions.

The mechanics of reading should become more habitual and automatic and as skill is acquired more attention should be given to interpretation. Repetition deepens Briggs and Coffman impressions and it should be one of the aims to "acquire the dictionary habit, the skills used in articulation and pronunciation and the proper emotional response to the different kinds of reading material." This period is characterized by a greater interest in reading.

"We aim to give the children good literature which should interest them, which shall present high ideals of Mary Peabody courage, and perseverance, and which shall be models of good English usage. In the teaching we try to keep alive the love for good books by moving rapidly enough to suit our impatient little readers who are always anxious to know what comes next, and at the same time to make a simple study of scenes, characters and the development of the story, and to give a good deal of practice in story-telling. We try also to add something worth while in the poems memorized."

**Grade Six.**

The **aim is still** to make the **mechanical part of reading automatic** and to create a taste for good literature. Interest may be given to silent reading by having the pupils take books home and report to the class the thoughts that they have obtained. The boys and girls
should be surrounded by the influence of literature which will develop mind and character. Selections may be found which not only appeal to the interest of the pupils but which have value in themselves.

Grades Seven and Eight.

The aims are to develop distinct and intelligent readers, attentive and intelligent hearers, to cultivate a love for the best in literature and to read well silently.

"It should be unnecessary to spend time on the mechanics of reading; time should be given, therefore, to training the pupils to express orally the finest Boston Course of Study passages in the literature lesson. Happily, the right teaching of the oral reading of such passages subserves the highest purposes of all reading, increasing the ability to take in the sense and the sentiment and to feel their force. To express a noble thought nobly and sincerely is a great spiritual experience. When such an experience is realized the supreme purpose of the reading lesson is attained, for general warmth of feeling for what is pure and good results in the creation of high ideals, and the possession of high ideals is the first step toward the formation of character."

Sight reading is merely informational and excludes the other elements of oral reading. The way in which a selection is read will depend upon whether the reader wishes all the Briggs and Coffman facts, the most important facts or the trend of thought. The selections
which the pupils will report upon should be read to get the most important facts from the printed page. The "literal reading of every word" leads to "careless and ineffective habits of real reading" just as "skimming" is conductive to carelessness and inefficiency. There must be a definite end in view to make silent reading most fruitful.

"Most of the practical reading in life is not of isolated sentences or paragraphs; it is of complete articles or even of books. Consequently, a reader should have some power, after completing an article, to give an intelligent and proportionate summary of its contents. The importance of this is recognized as soon as it is mentioned; but strangely enough, little is done in the schools to train pupils in making such synoptic reports.

Of course this is not an exercise that should be entirely delayed in school; but it is of peculiar importance to the upper grades, where the mechanics of reading have been largely mastered and where the minds of the children are matured enough to grasp larger divisions and to understand, at least to some extent, the importance of relations and proportions."

Such selections as Tennyson's "Crossing the Bar," Lowell's "The Hermitage", Holmes' "The Chambered Nautilus", Lincoln's "Gettysburg Speech" and Holmes' "The Last Leaf" should be memorized and rehearsed so that they may never be forgotten and give an incentive to literary study and pleasure in after years.
Arithmetic.

Arithmetic is necessary to the success of business, the construction of all machinery and great structures, the measurement of land and in fact all enterprises. No subject in the curriculum except the use of the English language is of more practical value. The conclusions which are drawn in an arithmetical problem are certain and it should be one of the principal aims in teaching the subject to enable the pupil to grasp the situation quickly.

It is original work which enables the pupil to gain an understanding of the subject and which gives strength. The strength and skill which are developed will be used during the whole course and later when similar problems are to be solved. As the child becomes more mature and becomes familiar with facts and processes he gains the ability to do more work. That which is very difficult for a child in the second grade may be easily mastered when he reaches the fourth grade. When the heuristic method is used the possibility of giving the child what is too hard for him is lessened. What the child is able to find out for himself can hardly be too difficult for him to master. Of course the teacher must be careful not to present for consideration those problems which cannot be solved by the child. While at first rules must be arbitrary the pupil can and should be led to understand the process by thinking out the steps for himself. The fact that he has discovered a rule for himself gives him a spirit of self-reliance and in place of turning to the text or asking the teacher for help he will think of the conditions of his problem before attempting to solve it by the use of figures. One of the aims then is to get the pupils to think.

Number Work.
Grade One.

The first task of the teacher is to find out what knowledge the child has with which to gain new knowledge. Since the child needs some motive for doing things and numbers are meaningless of themselves alone to find out what the child knows about numbers when he enters school use tooth-picks, splints or grains of corn, objects which are not so attractive as to draw his attention from the number relations involved. Many pupils can count and distinguish several similar objects by their "number names" when they first enter school. Many pupils can count, often repeating the "number names" without knowing what number of objects is denoted by "four", "five", etc. When the child can count without having ideas of relations it should be the aim of the teacher to lead him from his vague indefinite conception to the point where he has definite concepts of number relations and differences. This is done by using concrete objects and not by merely relying upon the rhythm of counting.

Since instruction in arithmetic naturally begins with counting this is the basis for all arithmetical operations. Counting is at first a purely mechanical process but it becomes more and more a rational process and the pupil gradually sees more definite relations and learns to discriminate more closely. One of the principal aims is to lead the child to discern relations and it is a mistake to think that this does not need attention because he can repeat the numbers one, two, three glibly.

The teacher should carefully lead the child to gain first the idea, then the name and afterward the symbol or sign. To
teach the use of symbolic language then is an important part of the first year's work. The work at first will necessarily be given by means of individual instruction but later the children may be taught in groups if the groups are made up of children who have the same attainments. The teacher should take advantage of the child's natural tendency to compare various objects such as lines, surfaces and solids as well as his desire to count them. More definite relations than "long", "short", "near", and "far" should be understood before the end of the year. Actual values should be taught rather than abstract figures which are easily forgotten unless firmly fixed in mind by means of concrete examples.

No written work should be attempted during the first five months of school but a great deal of concrete material should be used, thus emphasizing, from the beginning, the practical value of such training. The aim should be to secure accuracy. Drill should be continued upon the number ideas from "one" to "nine" until the child is thoroughly acquainted with them. Then he can readily learn the sequences of tens, ten, twenty, thirty, forty, etc. By causing him to count objects into groups of tens he may be led to discover some things for himself and in many cases, after he has learned the names "twenty", "thirty", and "forty" he may be led to work out for himself the names "fifty", "sixty", "seventy", "eighty", and "ninety". In this way he is led to form definite number habits.

Similarly the names "eleven", "twelve", and "thirteen" may be given and the pupil will take delight in discovering for himself "fourteen", "fifteen", "sixteen", "seventeen", "eighteen" and "nineteen" and the spirit of self reliance will in this way be cultivated.

After the child has counted from one to twenty and has learned the sequence of decades he should have no trouble in filling in the number spaces in each decade after he has learned the Arabic symbols in connection with the ideas which they represent. Often the following table is very helpful, the first column showing what the pupils have first learned — symbols for the numbers from one to nine, the top line representing the sequence of decades "ten", "twenty", "thirty" etc.

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By the use of this table the natural sequence is fixed in mind and the symbol is associated with the number. Thus number concepts are formed.

The following suggestions for teaching Addition and Subtraction may prove helpful. The aim is to enable the pupil to count automatically and accurately. He will also in this way be led to discriminate with respect to number. All counting is a simple process of addition by ones: "Counting backward", as children sometimes enjoy doing, is a simple process of subtraction. Either
Process should be approached through preliminary work with objects—
"the concrete before the abstract at every step of the work."

And here as in counting, there should be a systematic development.
The simple number combinations should be taught first, and the
advance should be very gradual; progress should be made strictly
in the order of the numbers; each step should be mastered and fixed
before the next is taken and every step should be first taught
with objects. This will give the child clear and definite ideas.

The ingenious teacher will devise and make a great deal of
material; much very simple material is very attractive to children
and is also very effective in the work.

The Number Cards,—colored circles on cardboard mounts are only
one of many devices that may be used to fix the number facts, to
develop concepts and make counting automatic. In using these number
cards, follow the order of number. Teach the combinations one and
one are two; and its converse two less one is one; then the combi-
nations that produce three—two and one, one and two; three less
one, three less two; then the combinations that produce four, and
their correlative subtraction statements. Always use the objects
first, then the words and lastly the figures.

For purposes of review to fix in pupils minds the number facts
that they have learned build a table for the facts of addition and
subtraction, developing the tables as the work advances. Use the
blackboard, or better make a chart of these number groups in serial
order. This chart when completed will contain "the forty-five"
facts of addition;—

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</table>

The general order of procedure should be,—first drill with
the number cards until the children give the statement readily;
then drill from the blackboard or chart, with the number symbols;
then with the number cards before the children. This will give
speed and accuracy and enable the children to discriminate readily
in the use of numbers. For seat work have them use the "Number
builders" in making "number stories" based on the number facts
which are being taught. Use the chart constantly and systematically
for drill. Only simple processes are taught but there should be
sufficient drill to enable the children to acquire and keep up
accuracy and speed in the use of numbers. Have much oral review so
as to enable the pupils to be accurate and rapid. There must be
persistence in these reviews until the statement of the number
relations becomes automatic in the mind of the children.

At the close of the first half year the combinations to six,
the multiplication facts two ones, two twos, two threes, two
fours and the partition facts one half of two, one half of four,
one half of three, one half of five, one half of six, and one
half of eight should be known.

The children should also be able to use the units inch, foot,
square inch, cent, dollar, day, week and yard. Before the end
of the year such written work should be added as can easily be
imaged by the children, the combinations to twelve should be
mastered, the multiplication facts three threes, three fours,
two fives, two sixes, four threes should be known as well as the
partition facts one half of seven, one fourth of eight, one half
of twelve, one half of ten, one fourth of twelve and one half of
nine. Drill upon the units dime, dozen, square foot, hour and year
for the purpose of applying the number facts learned to the
experiences of the children.

The principal aim in the year's work is to secure accuracy in
all mechanical processes. Teach the Roman numerals to XII. so
that the pupils may compare the symbols with the Arabic and know
that there are two ways of writing numerals. The Roman numerals
more closely resemble concrete objects and are consequently less
abstract and symbolic. They are used in actual practice in chapter
numbers of books and dials of watches. If the Roman numerals to
twelve are taught in the first grade the pupils will have a
sufficient knowledge of them to read time.

In all of the work of this grade it is very essential that
habits of neatness be formed.

Many schools do not teach number work, as such, in the first
grade but since it is necessary for a person to have a prolonged
experience with number facts and relations in order to impress
them firmly in mind we believe that the teacher cannot begin too
early to teach number relations. Children who enter the inter-
mediate grades with such training seem to be better prepared in
arithmetic than those who have not studied the subject the subject
from the time they enter school. In addition to the children's
needs for such work it may also be justified because of their
mental capacities and inclinations even at the age of six.

Second Year Number Work.

The principal aim in this year's work is to have the pupils
gain clear mental images of the number relations which are related
to their needs and immediate interests. This may be accomplished
by having the pupils apply the number facts which they have
learned to the common units such as the inch, foot, yard, square
inch, square foot, cubic inch, cubic foot, cent, nickel, dime,
pint, quart and pound. Verification of estimates may be made by
measuring. Since the pupils are still too young to study lessons
from books the instruction must be oral, objective and concrete.
All number facts should be taught at first orally from objects,
the number words being used. Afterward by repetition the processes
become automatic and gradually the combinations to thirty-six
may be taught. The written work brings in the use of the symbol
and number concepts are more firmly fixed. There should be much
drill upon the fractions and the partition facts 1/2 of 14, 1/2
of 16, 1/2 of 18, 1/2 of 20, 2/3 of 15, 1/5 of 25, 1/5 of 20, 
1/4 of 24, 1/4 of 28 etc. until the work is automatic.

For the purpose of acquiring proper habits the multi-
plication facts three sixes, five threes, four fours, four fives, 
two tens, two eights, two nines, two twelves, two elevens, etc. 
as well as the subtraction facts with nine-teen as a maximum 
minuend should be mastered.

With a foot rule the number facts which have been learned 
may be applied.

"1. Addition. Measure a stick. Draw a line one inch long,
two inches long."
"2. Subtraction. Measure a stick. Draw a line one inch shorter;
two inches shorter.
"3. Multiplication. Take two sticks equal in length. Draw a 
line as long as the two together. As long as three sticks. Measure 
a card-board square. Draw a line as long as four squares; as two.
"4. Division. Measure a stick. Draw as many one-inch lines 
as equal it. As many two inch lines.
"5. Partition. Measure a stick. Draw a line half as long. 
Draw one one-fourth as long. One and one half times as long.
"6. Estimates. Draw on the blackboard by judgment, a line 
one foot long. Measure and correct. Two feet long. Half a foot 
long. Similar simple exercises are worked out for other measuring 
units."

First Half Year.

a. Combinations to twenty-five.
b. Multiplication facts three sixes, five threes, four fours, 
fours, two tens, two eights, two nines, two twelves, two 
elevens, etc.
c. Partition facts 1/2 of 14, 1/2 of 16, 1/2 if 18, 2/3 of 
15, 1/5 of 15, 1/5 of 25, 1/5 of 20 etc.
d. Subtraction facts with 19 as a maximum minuend.
e. Cubic measurements, pint and quart.
f. Roman numerals to XXV.

Second Half Year.

a. Combinations to thirty-six.
b. Multiplication facts as far as 10 times 5.
c. Partition facts 1/4 of 24, 1/4 of 28 etc.
d. Measurement units; gallon, peck, bushel.
e. Roman numerals to L.
f. Read and write numbers to 100.

We believe that it is well to use objects whenever they will 
be of assistance in enabling the pupils to see the number relations 
but they should be abandoned as soon as those relations are clearly 
seen. Within proper bounds interest is sustained by application 
and increased power comes with increased interest. However facility 
in the use of abstract numbers must be gained.

Rapidity in so far as it may be obtained without sacrificing 
accuracy should be sought at all times in both addition and 
subtraction. Have the multiplication tables recited orally. Number 
Smith facts are more firmly fixed when to the eye memory is 
added the tongue and ear memory.

Division should not be developed alone but in connection with 
multiplication of which it is the inverse. The partition tables 
tables should be taught when the multiplication tables are taught. 
They go hand in hand and help each other.

The study of denominate numbers should be accompanied by the
real measures to fix the ideas in mind, give clear concepts and
to aid in the retention of the facts learned.

Grade Three.

The aims in the work of this year are (1) to give the pupils
power accurately to add, subtract and multiply numbers of three
or four figures, (2) to learn the multiplication table as far as
ten times ten, (3) to train the pupils to note with accuracy and
precision what is given and what is asked in a problem, (4) to
enable them to work with economy of time, (5) to form good habits
of attention and study and (6) to give them facility in the use
of numbers. "The object of the work of this year is to make pupils
ready in the use of the simple fundamental processes."

Objects were extensively used in the first two grades but in
the work of this year they should merely be used when needed to
help the pupil to image the combinations which are given. There
should be much drill in number facts and the teacher should seldom
resort to the use of measures. Emphasis should be placed upon the
meanings of problems.

Since the complete mastery of mathematical processes is
gained only after years of practice and experience we should not
expect that children will have mastered the multiplication tables
when they enter the fourth grade. It is impossible absolutely to
exhaust one subject before teaching some other but we believe
that often certain subjects are passed over too rapidly. In the
text book used in our school which is based upon the "spiral
method" in which the teacher is prevented from finishing one
subject before she takes up another, often certain subjects are
passed over too rapidly. It is, therefore, necessary to make a
compromise by omissions, introductions and re-arrangements.

First Half Year.

Book One to page 50.

a. Fundamental processes with fractions introduced.
b. Addition of numbers with drill.
c. Multiplication with multipliers of one and two figures.
d. Short division with divisors to six.
e. Subtraction continued.
f. Measurement units; pecks, bushels.
g. Areas of perimeters of oblongs and squares.

Second Half Year.

Book One to page 81.

a. Fundamental processes with fractions.
b. Short division completed.
c. New fractions sixths, eighths, tenths and twelfths.
d. Areas and perimeters.
e. Measurement unit; square yard.

Drill should be given continually upon the fundamental
processes to give power and the ability to work with accuracy
and precision.

The measuring units peck, bushel and square yard should
be taught since the children use them in everyday life, they
give interest to the work and are needed in the problems of
this and later years. For the same reason areas and perimeters
should receive attention. It is necessary to review and often
to use the tables which have been learned. The units of measure
should be introduced and used as quickly as the children need
them. The units such as peck, bushel etc. should be seen and
and used in order to be appreciated and not be mere words which are easily forgotten.

Objects may be used to show the reduction of halves to fourths, sixths and eighths. In the same manner the reduction of thirds to sixths may be illustrated but the objects should be discarded when they have served their purpose.

"Children like to draw, to make things. This constructive faculty is made use of, not only in the third school year, but in the first and second as well. In the third year rectangles Winterburn are drawn by measurements in developing the multiplication tables. Many simple problems are given from blackboard and seat work, that can be solved by means of diagrams. Pupils are encouraged to make things from paper, pasteboard, wood, according to definite measurements.

Through similar constructive work the pupils are led to add, subtract, multiply, and divide fractions, no attention whatever being given to processes. Here is the way four such questions, given as busy work, were solved by a pupil during the second school month of the third grade, the telling being preceded by drawings in each case:

"1. I drew a line 2 1/2 inches long. I added to it a line 1 1/2 inches long. My line is 3 3/4 inches long.

"2. I drew a line 1 1/2 inches long. I drew another twice as long. My line is now 3 inches long.

"3. I drew a line two and one half inches long. I cut off 1 1/4 inches. My line is now 1 1/4 inches long.

"4. I drew a line five inches long. I divided it into half inches. There are ten half inches in the line.

"Such exercises develop not only observation and thought, but what is of equal importance expression.

"Only simple problems are given. In so far as possible they are drawn from the experience of the children. Beginning with the second year simple problems are given as a part of many reading lessons. A part of the arithmetic work has a greater value than this. In reading problems, the children are trained to note what is given, what is asked for. They are led to feel that reading the problem is the first step in its solution.

"While the pupils are trained to explain in simple language the problems given, all the whys and wherefores are not demanded in either the problem work or in such mechanical processes as "borrowing" and "carrying. Nor is it considered criminal if pupils fail to be able to apply all the numbers taken up. While applied work and measurements are important and are not neglected, the principal aim of the year's work is facility in handling the combinations given. Even in the third year something must be left to the growing maturity of the child."

It should be the aim of the teacher to have the pupils form good habits of attention and study and gain the ability to work with economy of time.

The mastery of the multiplication table is important since Browne the formulae are easily reviewed even after long lapse of practice. The tables are indispensable in division and, in addition, they may be used as a standard of reference.

Although the Roman numerals are used in numbering chapters of books and in expressing dates the system is not used extensively in any other way and it would be a waste of time to teach them
beyond C during the first half year and M the second half year. The Roman numerals are of value in deriving magnitude concepts, in reading and in writing numbers. United States money is used as a basis for decimal notation.

Arithmetic Grade Four.

The emphasis in this year's work should be placed upon the fundamental operations of addition, subtraction, multiplication and division thus preparing the pupils to work rapidly and accurately when they reach the upper grades. Concrete examples should be used in teaching fractions. Measurements and comparisons are made. In some communities pupils leave school at the close of the fourth year's work and they should have received such preparation as will enable them to solve the problems which they will meet in everyday life. "The prime desideratum Smith in arithmetic is the ability to work accurately, with reasonable rapidity, and with interest, and to know how to apply number to the ordinary affairs of life."

It is important at the beginning of school in the fall to review the work of the previous year. We should not expect the pupils to remember perfectly all that they have learned. Then, too, in addition to the proper reading and interpreting of problems much drill must be given in fundamental processes throughout the year. It is through constant drill in general problems that accuracy and rapidity in operation is obtained and accurate and efficient training is given.

During the year one of the chief aims should be to give the pupils a thorough understanding of long division. The success of the work will depend largely upon the teacher's ability to cause the pupils yo work zealously and enthusiastically, to do their best work both in quantity and in quality.

First Half Year.

a. Addition of several numbers of three, four or more figures.
   b. Subtraction continued.
   c. Multiplication with multipliers of three and four figures.
   d. Long division introduced.
   e. New fractions, ninths.
   f. Mixed numbers.
   g. Rapid addition and table drill.

Second Half Year.

a. Fundamental processes with fractions.
   b. Difference in time between dates.
   c. Denominate numbers and reduction of denominate numbers.
   d. Reduction of fractions.
   e. Decimal tenths.
   f. Measurements.
   g. Ratio and proportion.
   h. Processes with fractions.
   i. Read and write numbers to hundred thousandths.

Book I. to page 155.

Written work should be attempted in this grade for the purpose of securing accuracy. Rapidity may be gained by setting a time limit for the finishing of the work. If the pupils are
required to add in the opposite direction and thus check their work, a method used universally by business men, the possibility of inaccuracy will be much lessened. In multiplication no new principles are used and the purpose during the year is merely to extend the work to include larger numbers. The tables to include 12 times 12 may be learned and it is well to master such combinations as 2 times 13, 3 times 15 etc. so as to include all products less than 100.

Unusual forms of fractions; those not used in actual business should usually be avoided. "The operations may extend as far as easy multiplications of an integer and a fraction, two fractions, or an integer and a mixed number."

The more serious consideration of decimals is given later in the course but at this time an introduction to the subject, based upon the work that has already been given in United States money belongs in this year's work.

Denominate Numbers. "In the work of adding and subtracting compound numbers children should feel that there is no principle involved that is not in integers. For example, consider these two cases:

<table>
<thead>
<tr>
<th>37</th>
<th>3ft.</th>
<th>7in.</th>
<th>31b.</th>
<th>7oz.</th>
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<tbody>
<tr>
<td>25</td>
<td>2ft.</td>
<td>5in.</td>
<td>21b.</td>
<td>5oz.</td>
</tr>
<tr>
<td>62</td>
<td>6ft.</td>
<td></td>
<td>6lb.</td>
<td>12oz.</td>
</tr>
</tbody>
</table>

In the first, because 7 and 5 = 12, which is one ten and two units, the one ten is added to the 10's. In the second, because 7in. and 5in. = 12in. or one ft., the 1ft. is added to the feet. In the third, because 7oz. and 5oz. = 12oz., which does not equal a pound, it is written under the ounces. In every case the principle is the same, to add to the next order any units of that order that are found. In general we use compound numbers of only two denominations, and it is on such numbers that we should lay the emphasis. The use of numbers of four or five denominations is now obsolete, and there is not enough disciplinary value in the subject to warrant using them instead of the numbers of actual business.

There should be an effort to have children visualize the standard measures of our country, such as the acre, mile, ton and bushel.

Teachers should be careful at this time that slovenly methods of statement do not become habits. Such forms as the following, for example, are inexcusable:

60 in. divided by 12 = 5 ft.
60 divided by 12 = 5 ft.
60 in. divided by 12 in. = 5 ft.

If we wish to reduce 60 in. to feet we have three correct forms, any one of which is easily explained:

60 multiplied by 1/12 ft. = 5 ft.
60 in divided by 12 in. = 5, the number of feet.
60 divided by 12 = 5, the number of feet.

If slovenly forms are allowed here they must be expected in all subsequent grades, and they must be expected to lead to slovenly thought in the treatment of all kinds of problems."
Arithmetic Grade Five.

In this grade after the principles of the problems have been clearly shown it is well to assign some work to be done by the pupils without any help in order to stimulate individual effort. This is generally easily done since the problems in any assignment are grouped about a central thought. In the assignment care should be taken to be sure that the central thought is grasped by the children. The principles and processes of common and decimal fractions are learned so that they may be used in practice and so that they may later be applied when percentage is taught. The principles of fractions and decimals are learned through use in simple problems. Through drill and practice of checking results the work is kept accurate.

Since it is the aim of the teacher to lead the children to seek a reason for things even fractions must be studied by the use of concrete illustrations such as lines, diagrams and solids.

Since division with divisors of three figures is given much attention during the year and "division is a derived process Browne depending upon multiplication in much the same way and for the same reason that subtraction depends upon addition" it is well to finish the subject of multiplication. Percentage is introduced but the principles and processes which are involved in common and decimal fractions must be constantly applied in teaching percentage so these topics must be considered. Most of the topics taught during the year are taught on account of this practical value.

First Half Year. Finish Book One.

a. Addition Completed.
b. Multiplication Completed.
c. Division with divisors of three figures.
d. Decimal hundredths.
e. New fractions sixteenths, eighteenths and twentihths.
f. Miscellaneous problems in fractions.
g. Measurements.
h. Denominate numbers.
i. Measurement units; ounce, cord.

Second Half Year. Book II. to page 78.

a. Definitions and tables.
b. Percentage introduced.
c. Division completed.
d. Measurements.
e. Units of measure ton, cord and acre.
f. Denominate numbers.
g. Factoring, L. C. M.

In addition it is well to use larger numbers and longer columns than have heretofore been used but the work should be Smith limited to such columns as are used by the average citizen. The ideal to be striven for is to be able to think 17 when such a column as 5, 3, 3, 6 is given just as we think a word without spelling it when we see it. We can not expect to cause the pupils to be so proficient and therefore we need to teach them to check their results by adding in the reverse order.

In this grade a practical check on the work in multiplication such as casting out 9's should be taught. Factors and multiples need but little attention as they do not play an important part in arithmetic to-day. The principles of decimal notation is easily shown by the writing of United States money. Long
division is comparatively difficult and therefore needs a great deal of attention.

There are many devices for showing the relations which fractions have to whole numbers and the relations which they have to each other. Take for example the division of lines into parts.

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\begin{align*}
\frac{1}{2} & \quad / \\
\frac{1}{3} & \quad / \\
\frac{1}{4} & \quad / \\
\frac{1}{6} & \quad / \\
\frac{1}{8} & \quad / \\
\end{align*}
\]

The pupils can readily see that \(\frac{1}{2} = \frac{2}{4} = \frac{4}{8}, \frac{1}{3} = \frac{2}{6}, \frac{1}{3} = \frac{3}{9}, \frac{2}{3} = \frac{6}{9}, \frac{3}{6} = \frac{6}{12}\) etc.

If each of the four equal parts of a square is divided into three equal parts each will be one twelfth of the whole.

If each of the six equal parts of a rectangle is divided into three equal parts each will be one eighteenth of the whole.

Thus we can illustrate \(\frac{1}{3}\) of \(\frac{1}{6} = \frac{1}{18}\) etc.

When we use \(\frac{1}{3}\) of \(\frac{1}{3}\), \(\frac{1}{2}\) of \(\frac{1}{3}\), \(\frac{1}{4}\) of \(\frac{1}{2}\) and \(\frac{1}{2}\) of \(\frac{1}{7}\) we have then no difficulty in introducing the principle of the multiplication of fractions.

The need of a common denominator is realized when the pupils make drawings to show that \(\frac{1}{4}\) and \(\frac{1}{3}\) is \(\frac{7}{12}\). At first the common denominator should be found by inspection but later on the addition and subtraction of fractions will be found to be easy after the process of finding the common denominator by means of the least common multiple has been taught.

In the preceding illustrations preparation has been made to Lucy show the division of fractions. \(\frac{1}{4}\) is contained in Dickenson \(\frac{1}{2}\) twice; \(\frac{2}{3}\) divided by \(\frac{1}{12} = \frac{3}{6}\); \(\frac{3}{4}\) divided by \(\frac{1}{3}\) = \(\frac{6}{12}\). There will be no need of objective illustrations when the process of inverting the divisor has been taught.

The multiplication of decimals is best taught by showing that the easiest way to multiply by 10, 100, or 1000 is by moving the decimal point one, two or three places to the right.

"The study of decimal fractions may safely be undertaken in this grade, and this may be followed, if desired, by an elementary Smith treatment of percentage. If at the outset children understand that \(\frac{6}{100}\) is only another way of writing \(0.06\), there will be but little difficulty in introducing percentage. One important feature is the interchange of the per cent forms, decimal fractions, and common fractions, as for example, in \(\frac{1}{4} = \frac{25}{100} = 0.25 = 25\%\). It is better not to introduce any formulas or rules in such work in percentage as may be taken at this time, but to analyze each problem as it arises. In the next school year it is allowable to reverse this policy."

Arithmetic Grade Six.

The aims in the work of the sixth grade are similar to those of the fifth grade but there should be a more intensive study and the topics should be treated more broadly. Drill in the fundamental processes and operations should be continued throughout the year
and there should be an increasing amount of applied arithmetic to everyday problems. These problems should be related to that which comes within the range of one's own experience. "Arithmetic will not be dull when it is needed to solve problems which are interesting in some other connection." The pupils will also be more interested if the data are secured by their own inquiry and observation. In taking up the business part of this year's work care should be taken to see that the pupils understand the industrial and commercial conditions which are at the basis of most of the problems given. The aim is to get the pupils to master the principles of percentage and its simple applications. Applications of the measurement tables already learned should be made and pupils should become familiar with extent by riding or walking over given areas. Drawings may be made to illustrate solids measured by cubic measure.

It is probably well completely to review common fractions on account of their utilitarian value but more attention should be given to decimal fractions and to percentage. The applications of percentage to profit and loss, commission and brokerage and simple interest should be presented in the simplest way.

First Half Year. Book II. to page 145.

a. Simple numbers.
b. Measurements.
c. Denominate numbers.
d. Percentage.
e. Common and decimal fractions.
f. Units of measure: quire and ream.

Second Half Year. Book II. to page 189.
a. Topics of first half year.
b. Problems in gain and loss.

There should be a complete review at the beginning of this year as there should be at the beginning of every year's work on account of the tendency of pupils to forget many essentials.

Roy Interest and profit may be derived from the measurement Kane of simple surfaces and solids if the practical cases of plastering, carpentering and house building are included.

Special attention should be given in the work in percentage to the common per cents and fractions which are used in business as $1/2 = 50\%$, $1/4 = 25\%$, $1/8 = 12 \frac{1}{2}\%$, $1/3 = 33 \frac{1}{3}\%$ etc. In some cases the use of $x$ makes the problem clear.

"The learning of division of decimals is made easy by first taking a whole number for the dividend and a one-place decimal for the divisor, as 964 divided by .4. As a first step, therefore, the pupil moves the decimal point one place to the right and thereby frees the divisor from decimals. That the relative value of dividend and divisor may not be changed he knows he must multiply the dividend by 10, to move the point two places to the right was the same as multiplying by 100 etc. The idea of clearing the divisor of decimals is continued with a divisor of several decimal places or until all of our ordinary decimals have been used as divisors, when a similar method is pursued with the dividend as decimal and then with both divisor and dividend as decimals."

In teaching percentage constant application must be made of the principles and processes involved in common as well as those involved in decimal fractions.
Arithmetic Grade Seven.

There are two general purposes in teaching arithmetic to grammar grade pupils; the development of the power to apply arithmetic to the problems which will be met when the school course is finished and the preparation for the study of higher mathematics. In the former case the pupil should be able to use numbers in the measurement of lengths, areas, volumes, and values with which he has to deal in life after he has finished his school course. In addition to this he should have an elementary knowledge of accounts and business forms. The efficiency of the work will depend largely upon the ability of the teacher to assign the lesson and direct the study period. An important aim in all arithmetic work is to train the pupil to have careful habits and to lose the inherent carelessness which is so often seen in children. This may be done by reviews better than by means of advanced subject matter since in this way correct results are more readily obtained in the fundamental operations.

The work of the seventh and eighth grades may be readily planned together since the pupil who finishes the seventh grade generally stays in school until he finishes the elementary course. Frequent reviews are given so that the pupils may acquire accuracy, rapidity and neatness. Most of the subjects taught during the year are valuable from the utilitarian point of view.

Complete Book II. and use Book III. where it may assist in carrying out the outline.

a. Compound numbers.
b. Fractions.
c. Decimals.
d. Cancellation.
e. Hells.
f. Longitude and Time.
h. Percentage: 1. Profit and Loss; 2. Commission;
i. Ratio and Proportion.

We believe that arithmetic should mainly be taught for its influence in daily life and the practical side should be emphasized. The pupil's interest during the year will center around problems involving business transactions and construction. The application of those fundamental processes which have been learned during previous years should be emphasized. Care should be taken not to teach business arithmetic merely by arbitrary rules which are not understood and to select such problems as will give right notions of business. In America on account of our unlimited resources and industries we have a wealth of interesting problem material so that we are not forced to rely upon obsolete material. It may be advisable to review all the tables of measure in common use and some knowledge of the origin of such measures as the foot, inch, mile and acre will serve to give interest and fix these measures more indelibly in mind.

Since most of the people who live in civilized countries use some form of standard time attention may be given to the geographical principles which are involved, to questions of longitude at sea and problems involving standard time.

Percentage. "This topic, so vital in business life to-day
should be touched upon several times in the elementary school. If the work is sufficiently progressive the pupils will not find that "the edge of interest" is worn off. In this year there should be a good deal of oral work in the common per cents of business, pupils coming to feel that pencil and paper are unnecessary in finding 12 1/2%, 25%, 33 1/3%, 50%, 66 2/3%, and 75% of ordinary numbers. As to the use of terms "base", "rate", "percentage", "amount", and "difference" there is little that can be said in their favor. They were invented in the rule stage of arithmetic and have served their purpose. Of course, we need "rate", it being a stock term of the business world. "Percentage" is, however, rather confusing than otherwise, (1) because it is understood by the pupils as the name of the subject as a whole and (2) because the business world does not use it quite as the school does. "Base" means so many things in mathematics that its use is equally confusing, while of "Amount" and "Difference" this is still more noticeably the case. On the whole, therefore, it is as well not to use these terms, although they are found in most of our leading books to-day because of the demands of teachers.

It should also be remarked that, if the use of x is allowed there is no excuse for the old formulas of percentage. They are Smith nothing but condensed rules; if they are not explained they defeat part of the purpose of studying arithmetic; if they are explained they are much harder than the equations form with the single letter x.

It is well to bear constantly in mind, in the midst of the large number of possible cases of percentage, that the two important things in the subject are these: (1) to find some per cent of a given number, and (2) to find what per cent one number is of another. All the rest is relatively unimportant, and on these two the emphasis should accordingly be laid.

Under the common applications of percentage are understood, discount and interest. Perhaps the interest in the work should center around the latter.

There are few cases in which ratio and proportion can be used advantageously and the subject has lost much of its former importance. Its treatment should be confined to practical problems. Farmer boys might learn to mix feed for stock in a given ratio and in business life the term is sometimes used in the same way.

Arithmetic Grade Eight.

The chief purpose of this course is so thoroughly to review all of the work of the preceding years that the pupils can accurately and rapidly work problems similar to those which are given in the course. Then, too, that knowledge should be given which will aid them in securing a livelihood.

The teacher should make a study of the modern methods of insurance and the computation of interest. In mensuration he should lead the pupils to see the relations for themselves. After the principle of square root is developed by blocks the Young problems may be worked by rule. Since modern methods do not permit advanced payments unless previously agreed upon by both parties concerned and such agreements, when made, usually take the form that money may be paid on interest days the subject of partial payments needs but little attention. However this subject and that of true discount may receive some attention
because of their interpretive function. In the form of State rules and irregular indorsements it may, perhaps, be entirely passed over.

Reviews of all previous work should be given from time to time since drill gives accuracy and facility and a lack of these is a great hindrance.

First Half Year.
   a. Measurements; Areas and Volumes.
   b. Stocks and Bonds.
   c. Partial Payments.
   d. Compound Interest.
   e. Banking.

Second Half Year.
   a. Review Percentage.
   b. Proportion.
   c. Square Root.
   d. Miscellaneous Review.

It is not well in measurements to give problems involving the areas and volumes of figures which are not used in ordinary life as the volume of a frustrum or of a cone, nor is it expected that strict geometric demonstrations be given by the pupils but the use of arbitrary rules should be avoided by the employment of objective work for illustration. Simple models may be made in the school room and the mensuration used by the average person should be mastered.

Perhaps few persons buy stocks and bonds but since "we seem to have entered upon an era of extensive co-operation upon a stock basis" this subject seems to be a vital one.

Everyone needs to know how to deposit money and draw it out by checks and to be familiar with the duties of men in savings banks and banks of deposit.

As in partial payments methods have changed in partnership and to-day the corporation has taken its place save in its simplest form. Under the head, then, of partnership the corporation should be studied.

Square root is used in mensuration and is therefore valuable but cube root has few practical applications and its study should be postponed until after the pupils have studied algebra.
History.

Whatever has a tendency to develop an interest in men and their achievements is of great educational value to children since it makes them sympathetic with the struggles of their fellowmen, develops an appreciation of noble deeds and gives faith in mankind. Carefully chosen stories should be presented in the primary grades for the purpose of storing the children's minds with a great amount of information and for the development of culture and character. In the lower grades holidays afford the teacher an excellent opportunity to arouse the interest of the children in the deeds of a few of our representative great men and the events connected with their lives. If such instruction is given we believe that children will gain power to image past events, to appreciate noble deeds and actions and they will be enabled to gain a knowledge of many simple facts of American History. The presentation is mainly by means of the story telling of the teacher. In the third grade these stories may be more firmly fixed in the pupils' minds by requiring written as well as oral reproduction.

Grade One.

Bible Stories--------Present literary and historical side.
Christmas--The Christ Child; The First Christmas; The Legend of St. Christopher.
Feb. 22. Story of Lincoln.
Decoration Day.
Hiawatha.

Grades Two and Three.

Holidays and Other Special Days.
The Phoenicians.
Stories of Real or Ideal Peoples.
Stories of Indians, Eskimos and Norsemen.
Local History.

Patrician Songs and Poems. the children in The Bible Stories seem well suited to the primary grades because of their simplicity and because they are easily remembered on account of the natural way in which events follow one another. "They offer fine opportunities for undogmatic character training, and for laying the foundation of a knowledge that will lead into rational views of historical evolution." The Bible Stories and Hiawatha may be treated both as literature and as history because of their beauty and literary worth. They may be used in the hands of a skillful teacher as a means of commanding the attention of the children and of causing the pupils to concentrate their thoughts. When the hunting, fishing and pastoral stages of the development of civilization are studied such problems as the obtaining of food, shelter and clothing are considered. In the second year the pupils learn more about the world and the lessons taught during the first year are enlarged upon. Greater interest is aroused when the teacher tells the story than when she reads it and each day there should be a review of the parts of the story which were told the day before. Sometimes this review may take the form of questions which are asked by the teacher and answered by the pupils. It is desirable that the salient points, which are
historically correct but which can be easily grasped by the children should be presented. A second grade pupil might be expected to produce a paper similar to the following in review.

The Pilgrims.

a. Winterburn These people are called Pilgrims.
Methods First they went to Holland, but the Pilgrim of fathers and mothers did not like it there.
Teaching The children were learning to speak Dutch.

b. Some of them did not want to go to church.
The fathers and mothers were not satisfied.
They said "Let us go to America."
They fitted up two ships, the "Speedwell" and the "Mayflower" and started across the Atlantic Ocean.
The "Speedwell" broke down and the people had to come in the "Mayflower".

c. Some friendly Indians came to visit the Pilgrims.
One Indian, called Squanto, spent the winter with them and showed them how to plant their crops.
In the Autumn the Pilgrim fathers gathered their crops of wheat and barley.

Holidays and Birthdays present admirable opportunities for the teacher to lead the pupils to an appreciation of what has been done for them by the great men who have lived for posterity. In this way they learn to love their country and its institutions and are enabled to broaden and strengthen their views by obtaining some knowledge of other countries by comparisons. The study of mankind is the study of history.

In all grades but especially in the lower grades illustrative material such as relics, pictures etc. when used is productive of good results. The children are often permitted to bring objects from home so that the others in the class may see them. They take great delight in doing this and, when led to ask questions, intensely interested.

There is a demand in the third grade for true stories and since they have sympathy with the early people who gave their given their attention to trade and discovery, a great deal of time may profitably be given to the problems which such people were required to solve. While the children of eight are still imaginative they are interested in things around them and the study of the Phoenicians not only leads them to study the expansion of peoples, the development of trade and discovery but leads them to compare conditions during that period with those of to-day. The Phoenicians lived on the coast and it was natural for them to use their natural means of communication with the outer world. The forest furnished them timber with which to build their ships. The way in which provisions were provided for a voyage is a subject for the consideration of the class since, in those days there was no such thing as "cold storage".

The search for products and trade led the Phoenicians to make discoveries. The voyages of others also led to a desire to find new passages to old ones.

A beginning may be made during the third year, to teach local history. The original Indians, the French and the English in Illinois are all interesting subjects.
Grades IV. and V.

The aim should be to arouse an interest in the lives of the individuals who were leaders in the development and improvement of our country and to lead the pupils to "an understanding of the significance of individual achievement in relation to great historical events." The study of biography should lead the children to have vivid pictures of periods. The details, which are learned at this time, will give reality to the study of history during the later years.

The Indians—Hiawatha—Black Hawk.
The Pioneers—Joliet, La Salle, Boone, Lincoln, Marquette, Hennepin and Clark.

Stories of great discoverers, explorers, inventors and other men distinguished in American History.

The method of presentation is mainly by the reading of stories by the members of the class in the supplementary readers but often stories are told by the teacher. After this, oral and written reproduction enables the instructor to find out whether or not the pupils grasp the most important facts and are interested in the work. The aim is not so much the accumulation of facts as the gaining of vivid pictures. Pupils can not read about strong characters without getting a broader and better view of life and without being strengthened for their own duties as citizens. Then, too, one of the chief values of historical work in these grades is that it affords an excellent opportunity to teach habits of study.

Teachers Children learn to appreciate the advantages which they enjoy when they know about the hardships and the sufferings of those men who had much to do in the discovery or the development of this country.

"In the presentation of a story it is the teacher's aim to cultivate independent thought and self-activity in her pupils by making facts and situations so realistic and comprehensible that when problems in connection with the story are presented they may be intelligently solved."

We believe that, even in the fourth and fifth grades, the following aims may, in a measure, be realized; the arousing of historical interest; the gaining of independence in thinking; the appreciation of moral courage as well as "a high conception of the meaning of patriotism".

Bourne. The person will be most truly patriotic who realizes what this country has stood for in the development of civilization. The one who is ignorant of these things can not be expected to be patriotic.

Grade Six.

During this year there should be a general survey of the whole of American History without an intensive study of any portion. The Beginner's American History is used as a reader and is finished during the year. The material used in the previous grades is enlarged upon and the biographies of prominent men are given more attention. The events of real significance, connected with their lives, are studied. The purpose is to teach the simpler facts of American History and to develop the conception of the connection which historical events have with one another as well as a taste for reading historical biography. The teacher should organize the facts, work out topics with the pupils and develop the relations
of time and place by means of maps and dates. The pupils prepare
the lesson by silent and oral reading and show their mastery of
the lesson by oral or written reproduction.

Lives of such men as Columbus, the Cabots, and John Smith
serve as centers by means of which the stories and incidents of
the times may be fixed. The settlements of the Spanish in the
South, the French in the valley of the St. Lawrence and the
Mississippi and the English between the two, should be carefully
studied. Show how the contest between England and France for
supremacy would naturally follow from the situation of the settle-
ments. The chronological order of events is the best order for
children of the sixth grade.

The study of the lives of representative men, while not in
the strictest sense history, leads naturally to the study of
history and "other things being equal, the surest road to a
comprehension of our country, its institutions and its relations
to the world, lies through work in history."

The following outline may be used to advantage in studying
about the Lewis and Clark Expedition and will serve as a model
for the study of other portions of the year's work.

I. Purpose of Expedition.
II. Leaders and men who made up the party.
III. Preparation.
IV. Journey up the Missouri.

V. The Sioux Indians.

VI. Winter encampment.

VII. Journey to the Great Falls and obstacles met with.

VIII. How Lewis and Clark encouraged the men.

IX. Story of Journey to Columbia River.

X. Description of the country.

XI. The Pacific.

XII. Coast Indians.

XIII. How the explorers spent the winter.

XIV. The return to St. Louis.

XV. Value of Journey.

XVI. Comparison between this and other expeditions.

The pupils can be led by questioning, to give the purpose
of the expedition, to realize the difficulties of the undertaking
and to discuss the reason for the halting late in the autumn on
the banks of the Missouri. Other questions readily answered by
the pupils are; How did the men proceed when they came to the
Great Falls? How were the men encouraged when disheartened?
How did the explorers use their time during the winter on the
coast?

"At the beginning of the story, maps are consulted and sketches
are drawn on the board to make the routes clear so that with a
good understanding of the situation the problems of the journey
can be easily solved."

By arousing interest during this year's work a desire and a
taste for historical reading and study will be given to the
children. By selecting a certain number of men, whose heroic
deeds aided in the development of the country, the ideal value of
history will be developed.
Grade Seven.

It is well to prepare grammar grade pupils for a more intensive study of American History by giving them a hasty survey of European History. Such topics as feudalism, manorial and castle life, the crusades and their effect upon the intellectual and commercial growth of Europe, the supremacy of Venice and Genoa as commercial cities, the fall of Constantinople, the invention of the mariner's compass, printing and gunpowder, the Magna Charta, Bill of Rights, Organization of the House of Commons etc.

The purpose of the year's work is to teach the facts in connection with the discovery of America, the exploration of the country, the development of the colonies, the French and Indian Wars, the growth of the spirit of individual liberty in England, the Pre-revolutionary period in America and the Revolutionary War. It should also be the aim to lead the pupils to appreciate the larger relations of nations in history, to give them the power to see cause and effect and to have a taste for historical reading.

The following division of the work for the year will enable the teacher to cover the ground thoroughly and also give each topic its proper allotment of time.

1. Discovery of America. 2. Explorations. 3. Virginia.


The pupils should not be plunged immediately into the history of the United States but should be led to realize that our civilization is logically a continuation of the civilization of Europe.

When pupils show their interest in the subject by reading extensively they acquire facts which may be used to advantage in training the judgment to reach conclusions since the conditions are held in mind.

The methods which bring good results are frequent drills on important events and dates, study by means of topics developed by the pupils themselves, brief recitations in response to questions the assignment of subjects to individual pupils to be studied and treated in writing, the reference to charts and maps which have been sketched by the pupils and the use of library books in which more extensive information may be found. Regular assignments may be made for home reading.

"The notebook may add greatly to the pleasure of Winterburn the class, and every pupil should be encouraged to put together one of which he will be proud at the end of the year. These books are not to be left in desuetude under the desks, simply kept as receptacles for the papers of the term; they are for use; they are practical, indispensable aids. On certain days there are reviews of the month's work, based on the indexes of certain notebooks. This brings out friendly comparison of the number of papers and of pages written and preserved; of the maps made; of the drawings by the pupils themselves; of the pictures collected. Some of the papers are read, a map is reproduced on the board or an especially original outline is read, discussed, or recited upon. The notebooks are used as a partial proof of scholarship, of ability to pass the subject. The books sometimes go home for the approval of the parents before the end of the
term, so that the stimulus thus obtained may come back to the class. No doubt some time could be spent profitably upon the History of Illinois and if the teacher finds time this subject may be taught parallel with the other history, in chronological order with the same general aims in view.

Grade Eight.

The pupils should now make a connected study of American History from Washington's Administration to the present time and trace the growth of the ideas of popular representation beginning with the granting of the Magna Charta and tracing its influence upon the English people since that time. Study should be made of the New England town meeting, the legislative bodies permitted under the charter, the formation of the constitution, the state constitution and city government.

The purpose of the eighth grade work is to teach the history with reference to the civic, industrial, commercial, territorial, international, economical, educational, literary and scientific development of the United States. The pupils should also gain a knowledge of the position of the United States among the nations of the world and learn to appreciate current events.

A fair distribution of time for the history of this year might be as follows:

   Foreign Relations.
   War of 1812.
3. Emigration, Inventions, Mexican War, Slavery Disputes.
4. Causes of Civil War, Civil War to the close of 1861.
5. The Civil War from 1861 to its close.
6. Period of Reconstruction.
7. Industrial and Social Development.
8. Spanish American War.
   Expansion.
9. Review.

The eighth grade teacher realizes something of the worth of the study of history as a preparation for practical life and its value for mental training, something of its ideal value and the desire that it gives for fullness of life. She sees the value of bringing the pupils face to face with men who have experienced or are experiencing the same limitations that they feel.

Within the last few years efforts have been made to improve the methods of instruction. The most recent and latest discussions of method have been those relating to the place and use of the original material or "sources of history." Such material is much more largely used than it was in former years. One reads well what he is interested in and a pupil can not be led to enjoy the meagre writings of one who knows little or nothing about the subject. Some source material is easily understood by pupils in the upper grades.

The excellence of the topical method is undeniable since it creates a spirit of investigation and arouses interest but it must be well handled to produce the best results. The pupils must be properly directed or their efforts will result in vague impressions rather than in definite knowledge. Even when a good
text book is used or when the teacher furnishes the members of
the class with an outline the library method is accompanied by
more or less aimless effort. In the earlier stages of education
the instruction must be narrow and thorough so that a store of
facts may be gathered.

The recitation should test the mastery of the material
that was assigned, should summarize, clear up obscure points
and furnish an opportunity for the pupils to express their
views.

The right study of history seems to provide nourishment
and furnish means for a healthy growth of the intellectual,
economic and spiritual man. The aim of any educational system
should be to develop the highest Christian character and the
relative value of any study depends upon the degree in which
it contributes to this end. As Huxley says "education is learn-
ing the rules of this mighty game" of life and that one knows
the rules best who has learned how others play. "To him who
plays well the highest stakes are paid."

History records the successes and failures of men including
the causes which favor or hinder them; the environments which
affect them. Some men have made failures in life because they
gave up to what they considered the inevitable while others
prospered in spite of their surroundings. Some have prospered
apparently, on account of advantages while chance seems to
play an important part in the lives of all.

History recounts the efforts of men, their successes and
their failures. In it the youth recognizes the last attained
stage in the great onward movement of the world; the result
of an evolution in which the present has the advantage of all
that has gone before.

A pupil learns to appreciate the civil liberties enjoyed
by the people of the present more fully because the people of
the past were not so blessed. He reveres the mighty men of
the past because they have made sacrifices which enable the people
of to-day to enjoy life better. Since they have labored and
even suffered for us we should feel a mighty responsibility
for the welfare of our children and of the coming generation.

History performs intellectual and ethical functions beside
influencing a student's attitude of mind regarding civil rights,
duties and responsibilities. The laws which govern events are
neither so true nor so self evident as those which govern the
sciences because the will of man has influence over the former
but no control, so to speak, over the latter.

The study of history, by bringing the pupils into close
contact with mankind trains their political judgment and also
engenders a spirit of toleration. They are led to study both
sides of a question.

When a pupil becomes interested in history he comes to
feel, see, and act with those about whom he is studying. In
fact he must exercise his reconstructive imagination so that
he may image all social customs, modes of thought and feeling,
political, economic and social conditions wholly different
from those of the present. In this way great flexibility is
given to the imagination of youth.

The memory is strengthened by the study of history but
one must not imagine that it is merely the mechanical memory
that is exercised in this study although the memory of events
themselves partakes of the purely mechanical but events should be remembered through their causes and the best way to enable a pupil to secure the most lasting retention of the most important parts or events in History, through association, should be the aim of every teacher.

History proper is the record of forces in the struggle of civilization. This spirit is shown to some extent in story, which is description and narration. This is interesting and easy for young children to understand. Biography, an extended story of the most important and significant events in the life of a human being, comes next. From biography a person may learn much history especially if it be that of a representative public character.

These stories and biographies are suitable for study in the lower grades. After this comes the record of institutional life which is history. In this biography is important but subordinate. Biography is the record of a life, while history is the record of an institution or of the aggregate of institutions contributing to civilization.
Geography.

The chief end in geographical instruction is not to give some one individual member of the class knowledge which will fit him better to perform the definite activities of life which he alone will have to perform but that which will enable each individual pupil to become broader minded and more useful.

David Gibbs states that under the older methods a study of this subject cultivated the verbal memory and although in recent years reason has been made more prominent the number of facts to be learned has not been diminished. He believes that a knowledge of Geography is indispensable in the study of history, economy and sociology. It enlarges a person's knowledge of the inhabitants of the world and makes him more sympathetic. "It gives the student a proper conception of the relation of the sciences of nature to the sciences of man, and shows how the different sciences of nature are related to one another." It is necessary in the study of history, current events, literature are the natural sciences. Since it is more fundamental than these it has greater preparatory value.

Geography develops the power of observation and reasoning. If a person did not possess the former characteristic he would be unable to adjust himself to his surroundings, he would be unable to have an understanding of the way in which his fellow-men view the world and of what things they are conscious.

Many geographical facts may be taught to pupils of the third grade, excursions may be made by the teacher and pupils so
that proper habits of observation may be acquired.

Fourth Grade.

During the fourth year the physical features of the locality such as the action of water upon soils and rocks are noted, the influence of physical peculiarities upon the location of towns and bridges is studied and many other things such as the local commerce and government, large manufacturing plants and the leading topics of the home state are given attention.

The function of home geography, therefore, is to furnish concrete experience upon which to build further knowledge and to give discipline in forming habits of observation.

I. Observations
   a. Weather records
   b. Typical forms such as plain, hill, valley, brook, lake and river.
   c. Map Study

II. Regional Geography—location, extent and industries.

III. Continental Geography

Journeys to the following regions

(a) North America: Northern Canada, Alaska, Western Plains, Cotton Belt, West Indies.
(b) South America: Amazon Valley, Argentina.
(c) Europe: Netherlands, Switzerland, Rhine Valley, Italy, Russia.
(d) Asia: Japan, China, India, Phillipine Islands.
(e) Africa: Sahara, Central Africa.

IV. Earth as a Whole.
a. Shape

b. Daily motion.

In studying any country it should be located on a map of the region visited, the route of travel should be traced and a study should be made of the race inhabiting the region, its habits of living, industries and the chief products which are sent to the United States.

There are many things in every town which illustrate natural and economic environments but each excursion should be concentrated upon one subject and the teacher should make the excursion beforehand so as to prepare the way. Then if the excursion is made as a class exercise and not for the purpose of having a good time and if after the definitions have been developed the pupils are required to learn them the school excursion will become the most effective means of teaching home geography.

We see that observation should precede all other forms of geographical instruction and should have at least three objects (1) "to develop the power and habit of geographical observation" (2) "to give the pupils true and vivid basal ideas" and (3) "to arouse a spirit of inquiry and a thirst for geographical knowledge."

Fifth Grade.

During the fifth year in school a good elementary text book may be used but the study of home geography should still be emphasized since the study of geography in its broadest sense is merely a development of home geography and the teacher rather than the text book should lead the class
at all stages and in all parts of it.

I. Observation
   a. Weather
   b. Soils- Kinds, structure and fertility
   c. The making of soils
      (1) Materials, weathered rock and decaying organic matter.
      (2) agents such as atmospheric forces, streams and oceans.
   d. Results of soil making

Continental Geography

I. North America
   (a) General features of relief- shore lines, highlands and lowlands.
   (b) Drainage features; important divides, rivers and lakes.

II. United States
   (a) Relief and drainage
   (b) Groups of states
      (1) Names of states
      (2) Relief and drainage of group
      (3) Important cities
      (4) Products and industries

III. Eastern Division of Central States
      (1) Names of States
      (2) Relief and drainage of group
      (3) Important Cities
      (4) Products and Industries

IV. Illinois
(1) Relief and drainage
(2) Important cities
(3) Products and Industries

V. South America

(a) Great features of relief
(b) The great drainage systems
(c) Important countries
   (1) Names of states
   (2) Relief and drainage
   (3) Important cities
   (4) Products and Industries

It seems best to spend most of the time studying the United States and North America. There are many reasons for giving prominence to the study of the United States and North America at this time. Among them are the following,

(1) We should know more about the manners and customs of the people where we live than about those of foreign countries since a proper understanding of them is essential to our happiness and well being. We should know much about the physical conditions of our country since no one can in any sense be considered educated who is ignorant of his surroundings. (2) The United States is a large, flourishing country, respected by all the World and it possesses

Special Method in Geography physical characteristics,
Murray Page 50. natural resources and industries and commerce which have been created by enterprising men (3) Interest centers in that which can be seen and appreciated; that which can be made a part of ones self. (4) We can afterwards pass from the known to the unknown
and from our past experience better interpret and understand that which is more remote. (5) The topics which may be presented are giant like although simple.

In grade five the pupils should learn to study aright, should find out how and where to obtain the best information and how it should be systematized and used. He should form such habits that when he has completed his course at school, which is comparatively short he shall not have completed his education but just begun it. The object of teaching is not to fill pupils' heads with mere facts but to teach them how knowledge is acquired.

This brings us to a consideration of the importance of types for the purpose of giving simplicity and order to the vast number and variety of facts which may be learned if properly systematized.

This does not, however, imply that all geographical knowledge may be mastered since the facts which may be learned are infinite and hundreds of times more than any pupil can master so that the problem is what topics to select and what way to present them so as to instruct and interest. The type clearly seen in detail is the key to much greater knowledge. It may be used for a series of comparisons, since but few types are studied. In this way each may be used as the basis of "lively descriptive and interesting investigation in detail", causal relations are brought out, the study of a certain region is gradually expanded until it embraces characteristics of the whole world, and the pupil passes from the consideration of the practical to a study of the general.
Do not give pupils material that is below their mental ability but present that which is worthwhile.

Seventh Grade.

During the year in addition to observations at home life and civilization of the earth should be studied. The influence of various physical and climatic conditions must be considered. Physical environment influences the condition and interests of the people and the earth should be studied in its relation to man. The industries of nations and the development of leading centers of trade depend largely upon physical conditions.

Concrete Geography

1. Observation of weather and weather records.

2. Erosion, transportation, deposition.
   (a) Ice-sheet as an eroding agent.
   (b) Mountains and valleys
       Formation by folding, uplift and erosion
   (c) Plains
       Formation by deposition of material
       Simple study of coastal and flood plains
   (d) Regular and irregular shore lines.

3. Continental Geography

   I. Canada
      (a) Relief, climate and drainage
      (b) Important cities
      (c) Products and industries
      (d) People

   II. Central America
      (a) Relief, climate and drainage
(b) Important cities
(c) Products and industries
(d) People

III. West Indies studied in the same way

IV. Eurasia—Shore lines, highlands and lowlands

Climatic features

Great drainage features—Important divides, rivers and lakes.

Important countries of Europe

1. People
2. Products and industries
3. Important cities
4. Relief, climate and drainage

Latitude and longitude

Climate as effected by

a. Distance from the equator
b. Altitude
c. Distance from the sea
d. Direction of mountain chains
e. Winds and rainfall

Motion of the earth producing

a. Day and night
b. Seasons

During the fifth year much time was given to the study of North America and the United States. It is now well to make a broader study of our neighbors to the North and South. The historical studies relating to Europe which are read by pupils of this age must be explained and thus much geographical knowledge is gained. Then, too, during
the latter part of the seventh year problems of the earth's motion, the changes of seasons and latitude and longitude are brought into prominence and need to be mastered.

The teacher of this grade should arouse interest by the use of description. Pictures of different kinds often prove to be of great advantage. These pictures should be thought of as representing actual situations to which the pupil is to make an adjustment. He should think of himself as being at the place which he sees in the picture. When pupils diligently look up references in the preparation of short lectures which they deliver when stereopticon views and lantern slides are shown, good results may be expected.

"The study of British American possessions gives opportunity for reviewing adjoining sections of the United States because of the similarity in conditions, industries and products along the boundaries. The points to be established are differences in people and government, lumbering, fishing, rapid development of the Northwest, transference of people, immigration of farmers from the United States into the Northwest, and settlement of Winterburn Canadians in our own country. Mexico page 253. is the basis of study of the countries to the south, and for a comparison with our own social, physical, and industrial conditions. The intermixing of races has brought about a social and an industrial deterioration. The laboring classes among the present
inhabitants are ordinarily ignorant and indolent, adhering to the crude methods of life practiced by their ancestors. The great mineral wealth and the rich agricultural opportunities have caused an influx of Americans into Mexico and Central America, attracted by the chances of accumulating wealth. In Central America the instability of the government and the growing of coffee are the principal topics considered."

Europe should be the center of study for the seventh grade. We are bound to the people of this continent by

McMurtry historical and commercial relations, similarity of language and kindred ties. The parents of many of us were born in Europe and in order to sympathize with our fellowmen we should know something not only about their home life but also about the manners and customs of their native land.

Grade Eight.

The study of Geography in the eighth grade completes the subject so far as many pupils are concerned. The aim, therefore, should be to develop an interest in the study and to give a knowledge of how to acquire geographical facts as well as to review the geography of the United States and the continents except North America and Europe. "The pupil now possesses a knowledge of his country's history, and Winterburn his powers of observation are sufficiently mature to make of this final work more than a mere review. It becomes a study of cause and effect, in which results are attained that could not have been thought of in the lower grades. The study of the continent is now
preceded by a discussion of the historical events that led up to its discovery, settlement, development, and division into the countries of to-day. The physical geography is reviewed, stress being laid upon those features that constitute important causes in the development of the country, such as, navigable rivers, harbors, mineral deposits, agricultural possibilities, climate."

A. United States

(a) Study groups of states in accordance with the following topics

(1) Names of states
(2) Review relief and drainage of group
(3) Important cities
(4) Products and industries

B. Typical Markets of the United States

1. Position
2. Factors governing production
3. Commercial Centers
   (a) Of production
   (b) Of distribution
4. Routs and methods of transportation
5. Exports and imports

Compare with Great Britain, France, Germany and Holland.

C. Historical Geography

I. The gathering of settlements along the Atlantic Coast.
II. The westward extension of the Union.

1. Resources of the new territory.
2. Movements along
   (a) Rivers and lakes
(b) Trails  
(c) National roads and canals  
(d) Railroads  

D. Concrete Geography  
1. Compass directions  
2. Varying length of shadows  
3. Graphic record of variations in the length of day  
4. Reading and drawing maps  

E. South America  
1. Relief, climate and drainage  
2. Important countries  
3. Important cities  
4. Products and Industries  
5. People  

Asia, Africa and Australia studied in the same way.  

F. Study of simple mathematical geography, climate and relief of the earth as a whole.  

Before pupils reach the eighth grade they become familiar with the different continents as well as their own country. We believe that they should make a more intensive study of the United States than of any other country since a knowledge of our home land is essential to an appreciation of our duties as citizens, it is a large country with a variety of physical features. As has been shown, a study of home geography precedes the consideration of the other parts of the earth and is necessary to a proper understanding of the characteristics and conditions found elsewhere. Generalizations can be made better by pupils in the eighth grade than by those in lower grades since their power of thought
is more highly developed. During the seventh and eighth years American History is given much attention and its study should help impress the facts of Geography just as a knowledge of Geography helps the pupils to understand the history of a country.

Pupils in the eighth grade are old enough to realize how each part of the earth contributes its share to the welfare of the whole, how physical and climatic conditions influence the people in different sections and the reason for the density or lack of population.

"The mathematical treatment and study of latitude and longitude, the varying length of the degree, the relations of longitude and time, are best deferred until the pupil reaches the subject of circular and angular measure in Redway Arithmetic. Then it should be taken in detail to the maximum of the pupil's ability, and the course of instruction should include both the study of standard time and the calculation of local time. The estimation of the latitude and longitude of various places in the country usually can be made to within a minute of arc from a good county map and a few reckonings of this character will be instructive, not for the memorization of figures, but for the value of the training."
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