

OUTLINE OF COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST YEAR.—C GRADE.

B CLASS.

READING.—Use of blackboard, slate and script letters; observing, the *idea* represented by the word to be learned, the word as *sound* correctly spoken and used in conversation, the word as *form* and its recognition at sight, the reproduction of the word form on slate, the grouping the words into phrases and sentences, and the analysis of words learned by *sound* and by *letters*.

The words selected shall be founded upon conversational exercises about *names* of common objects; *familiar qualities*, and appropriate *action* words. The same to be arranged into *oral* and *written* phrases and sentences to correspond with the introductory exercises in *Sheldon's Primer*.

When the power of making out new words from the phonic elements or letters has been acquired, the change from the script to the printed form should be made by placing the forms side by side on the blackboard. The change having been made, the young learner will take his first book, *Sheldon's Primer*. This should occur about the middle of the first term, or after 150 or 200 common words have been learned at sight. References: Sec. 3, *Quincy Methods*, *First Steps in Reading*; White's *Element's of Pedagogy* Parker's *Talks on Teaching*.

LANGUAGE.—Children never read better than they talk; hence the necessity of familiar conversational exercises, with kindly corrections and encouragement, upon things at home, at school, things seen, heard on the way to school. Many lessons upon animals, plants, stones, hills, rivers, rain, snow, involving their color, form, number, size, direction, distance. Every lesson should be a language lesson expressing the development of thought through the use of the senses. Reference.—*How to Teach*, 1st year; *Quincy Methods*; *Graded English*, 1st year.

SPELLING.—Spell by sound and by letter all words learned in reading lesson, and by copying and reading them from the slates.

WRITING.—Slates properly ruled, each space being one quarter of an inch wide, the distance between staves being two spaces. The children should be taught position of body at the desk and pen holding from the first. Exercises shall consist in copying all words learned from the blackboard, and making straight lines three spaces high at first, reduced gradually to two, and one space.

NUMBERS.—Test lessons in number to find out what the children already know of number on entering school, preparatory to regular number work. Show a number of things and let the pupil find the *same* number of things, to see if they know the number. Call for a number of things by name, to see if they know the *name* and *number*. Show a number of things and ask them to tell how many, to see if they know the *number* and the *name* of the number. Remove the object out of sight and then ask them to bring a number of things, to see if they can *recall* the numbers and the name of it: Incidentally test the power to separate and combine numbers.—*Quincy Method*, Sec. 2, Chap. II.

OBJECT LESSONS.—Purpose, to keep alert the senses while learning the form of words through the eye, already known to the ear by sound. Familiar conversation about names, uses, parts and position of things in the school room, care of same; name and residence of pupil and parents; talks on toys and pets, and picture lessons; *Home training of senses.*—*Primary Object Lesson*.

MORALS AND MANNERS.—Parental solicitude must be supplemented by the teacher's zeal and watchfulness. Wholesome discipline of the school room is more or less effective to training in morals and manners. Special attention to cleanliness, politeness, gentleness.

FIRST YEAR.—A CLASS.

READING.—The First Reader. Preparatory work, word, phrase, and sentence developed from silent study and question, in order that the reader may fully understand the language used. The teacher will require a natural and easy style from the first. Avoid "wording it." Let the standard for good reading be its re-

semblance to good conversation. Tact will suggest methods of varying the exercises daily. Children are too near nature's heart to stand routine in their young life. Supplementary reading by pupils weekly, and readings from *The Brownies* by the teacher. See references as before for reading.

LANGUAGE.—Oral Lessons.—Conversations founded upon pictures in the Reader, and the reading lessons, word naming, objects in hand, objects in sight, objects in hearing, objects of smell and taste, objects seen or heard of, objects thought of.

Sentence Making.—In answer to questions on above, with given words, expressing facts observed, expressing acts done, expressing items of information, repetition of stories read or told, one a month, Poems.

Written Lessons.—Copying short sentences from Reader, Filling blanks in sentences with words from the Reader, use of capital letter and period. See references for B class. *Graded Selections*, 1st year.

SPELLING.—Spelling by sound and by letters the word from Reader as a part of every preparatory lesson, copying words and sentences from the blackboard: meaning, use, and spelling of such words as be, bee, knows, nose, which, whose.—*Quincy Methods*, Sec. v., Chap. iv.: *Graded English*, 1st year.

WRITING.—Continued attention to position, pen holding; hips well back in the seat, body straight, slightly inclined forward, both fore arms on the desk alike, and in such position that they form a right angle with the lines on the slate; elbows should never get beyond the corner of the desk; eyes 13 to 15 inches from the work; never use short or dull slate pencils, the lighter the better. Take up all the small letters systematically and combine them into words as soon as passed upon.—*Quinch Method*, Sec. 5, ch. III.

NUMBER.—The object of the study of Number at this age is to cultivate perception as to the number of objects, by means of comparison and memory, thus stimulating the senses of hearing, seeing, and a feeling for quick, accurate exercises. And also to prepare for the use and understanding of arithmetical language. Too often the unmeaning language of number takes the place of the undeveloped idea,

Teach all the operations of separating and combining with objects from 1 to 10.

Teach the same operations with *names* of objects to 10.

Teach the same operations with abstract numbers to 10.

Teach the reading of words and numbers to 10.

Teach the writing of figures to 10.

Teach operations with measures, weights, money.

Grant's Arithmetic; Tablet No. 1; *Quincy Course of Study*; *White's Pedagogy*, and *Oral Lessons*.

OBJECT LESSONS.—*Form* and *Color*, the most obvious distinction of objects, and should accompany Number exercises.—*Pry. Object Lessons*, Series First and Second on Color and Form. *Quincy Course*, 1st year.

NATURAL SCIENCE.—Plant life.—The Flower and flower day; the leaf and leaf day; fruit and fruit day; seeds, buds, roots, stalk, bark, wood, sap, use of each samples, cabinet.—*First Book of Nature*.

LITERARY AND PUBLIC EXERCISES.—Semi-monthly exercises on alternate Friday afternoons, one hour, consisting of reading exercises from book, slate, blackboard; writing exercises in position; recitation of poems in concert from Graded Selections, 1st year; reproductions of stories told and read; exhibition of pets, toys; specimens from object lessons; by alternate sections. *Public Day*.—Semi-quarterly, consisting of joint exercises from both sections, to which friends and patrons are invited. Little ones need such occasions, and patrons would do well to encourage them by their presence.

MORALS AND MANNERS.—The discipline of the school room requires daily practice of such school virtues as obedience, order, punctuality, regularity, industry, requiring self-denial and self-control. Incidentally it involves the practice of the social virtues of kindness, courtesy, honesty, truthfulness, and respect for the rights of others. Incidental instruction as occasions require. Regular instruction by means of stories and "Memory Gems," with the lesson taught. One-half hour per week, connected with Friday literary work, or opening exercises. See Syllabus of Moral Lessons,

HYGIENE.—Familiar talks about the body, necessity of food, clothing, rest, dry feet, work and play, position of body, orderly coming and going, frequent changes of position at recitation, black board, marching, recess.

SECOND YEAR.—B GRADE.

READING.—Review Supplementary First, and take Second Reader. The power to make out new words carefully developed from elementary sounds, one or more words daily. Each new lesson developed by a preparatory conversation and language exercise, creating an interest in the lesson before being assigned. Script exercises, copied from board neatly, exchanged and read by pupils. Sight Reading, Easy Lines, Supplementary Readers, one lesson per week. Select Reading by the teacher, "The Story of the Prince." Three lessons per day—variety and interest studied.

LANGUAGE.—*Oral*.—Special attention, much practice in oral exercises, natural tones and distinct articulation required; exercises founded upon preparatory reading work; reproduction of stories read, silent reading weekly. *Written*, 1st, writing sentences expressing facts observed by the pupil from object lessons; 2d, writing brief description of objects present; 3d, writing brief description of simple pictures; 4th, writing little stories which have been told; 5th, copying sentences and paragraphs from reader; 6th, writing sentences containing given words; 7th, combining several sentences into one; 8th, answering written questions founded upon object lesson.—*White's Oral Language Lessons*; *Graded English*, 2d year.

SPELLING.—All new words developed, spelled by sound and by letter, orally and written, used in sentence oral and written, reviewed. Paragraphs from reader and board copied, erased, dictated, exchanged, marked, and reported. See *Graded English* for exercises and *Word Primer* for method.

WRITING.—Constant attention to position and movement in all written work. Practice book No. 3; lead pencils, Dixon's M, or Faber's 3, not too hard; review small letters; begin easy capitals; counting exercises in letters and words; names and address of pupil, teacher, superintendent.

NUMBERS.—Review oral work of No. 1, with use of symbols of addition, subtraction, multiplication, division, and equality. The separation and union of numbers from 10 to 20. 1st, the equal numbers *in* a number; 2d, the equal numbers that make a number; 3d, the equal parts of a number; 4th, any two unequal parts in a number; any two equal numbers that make a number. These facts should be thoroughly known for each number. Pupils taught to make their own tables, sum and products, not to exceed the number taught, and their own problems within the same limits. Text.—*Numbers Illustrated*. Ref.—*Oral Lessons in Number; Talk on Teaching*, pp. 95–119; *Soldan's Grube-Method*; Tablet No. 2.

OBJECT LESSONS.—*Form*, first and second steps in Third and Fourth series; *color*,—First, Second and Third series. *Pry. Object Lessons*; *White's Syllabus*, 2d year.

ORAL GEOGRAPHY.—1st, Ideas of size, location, direction, position, distance developed, and the use of language, to express the same; 2d, the desk, the school room, school yard, pupil's home, public buildings, school district. Method,—conversational exercises upon pupil's own observations under each head; maps drawn under each head by pupil; journeyings real and imaginary. *White's Syllabus*, 2d year; *Marshalltown Manual*.

NATURAL SCIENCE.—One hour per week, Wednesday, P. M. *Animal Life*; 1st, Parts and uses of human body compared with same of animals; 2d, Teeth, stomach, blood, senses.—“Cats and Dogs.” *Child's Book of Nature*, Part ii.

LITERARY AND PUBLIC DAY EXERCISES.—Class exercises alternate Friday afternoons, one hour, consisting of select readings from books, and script from slate, recitations of monthly class poem, dialogues, reading and reciting, songs, memory gems and exhibits from object lesson and language lessons. Moral Lesson. *Public Day*.—Semi-quarterly. Joint exercises, made up from the semi-monthly class exercises. Friends specially invited.

MANNERS AND MORALS.—No opportunity neglected to improve the moral character of the pupil, gentler manners but minor morals. Cleanliness of person and dress, neatness, obedience, and

order are to be constantly encouraged and required. Regular lessons one-half hour per week. See Syllabus.

HYGIENE.—Care of body, attention to food and drink, clothing, drafts of wind, wet feet, use of overshoes, comforts, healthy position at seat, care of eyes, ears, teeth, change and exercise.

THIRD YEAR.—A GRADE.

READING.—Review Supplementary Second and take Third Reader. Interest and curiosity developed in new lesson before assigning the same; Sight reading,—“Stories of Great Men;” Science reading,—“Feathers and Fur,” “Seven Little Sisters;” Fresh Leaves and Friday afternoon Reading circle, alternating with Literary exercises, by sections, Anderson's Fairy Tales, Series 1. Daily exercises in articulation and expression.—Ref. *Barnes' Readers*; *Quincy*, 3d year; *White's Pedagogy*.

LANGUAGE.—*Oral*. Founded upon preparatory reading lessons, reproduction of “Stories of Great Men” read by the teacher, and of silent readings by the pupils; poems committed and recited in concert with distinctness and proper expression. Familiar conversations upon the topics of the day. *Written*.—Copying exercises with attention to penmanship, spelling, and punctuation. Reproduction of poems from memory; subjects topically developed for composition. Letter writing, stating certain facts given.—*White's Syllabus*; *Graded English*, 3d year.

SPELLING.—All new words in all studies developed, sounds, syllables, accent, meaning, use. Dictation and memory exercises weekly. *Word Primer*, 1st year. Lists of words prepared by pupils founded upon the topic being developed. Spelling a systematic part of every lesson daily. No guessing or missing allowed. *Graded English*, 3d year.

WRITING.—Bond's Staff ruled book No. 3, with pen and ink, attention to position and movement in all written work. Practice on small letters three spaces high, bringing them down to two spaces until t and d are reached. This will develop movement, if proper attention is given to holding the pen loosely.

ARITHMETIC.—All tables developed to 100, including the forty-five elementary combinations in addition, thoroughly com-

mitted and applied in abstract problems and concrete application. Review.—1st, multiplicand not to exceed three places, and no figure to exceed 5, the multiplier any one of the nine digits; 2d, minuend limited to three places, containing any of the digits, the subtrahend having no greater number than 5; dividend not to exceed three places, and divisor a single figure not to exceed 5. Advance, multiplication and division through the tables, constant drills in addition—solution of problems involving two fundamental operations. Tables of liquid, dry, long measure, and U. S. money developed and used in single step reductions. “*Parker’s Chart*;” *Numbers Illustrated*; Tablet No. 3.

GEOGRAPHY.—Salem, object of study, to cultivate observation, comparison, judgment, memory, and language: 1st, journeyings by pupils and teacher to churches, shops, depot, water-works, with conversations about street improvements, products of the fields and shops; 2d, naming and numbering streets; 3d, public buildings and prominent blocks; 4th, division into precincts and their boundaries; 5th, manufacturing interests; trades and occupations; 7th, commerce, exports and imports; 8th, city government; 9th, water-works and fire department; 10th, public school system; 11th, brief history; 12th, map of city drawn. Outlines of county and state from same topics. Ref. White’s *Syllabus*, 3d year.

OBJECT LESSONS.—*Form*, Fourth and Fifth series; *Color*, Third and Fourth series, “Primary Object Lessons.” *Natural Science*.—The elements, earth, air, fire, and water. *Book of Nature*, Part iii; Sheldon’s *Science Reader*. One hour per week, Wednesday afternoons.

LITERARY AND PUBLIC DAY.—Class exercises semi-monthly by alternate sections. *Public Day*.—Joint exercises semi-quarterly, consisting of reading, speaking, dialogue, composition, singing, class poems from “Graded Selections,” experiments in natural science, exhibits, class work.

MORALS AND MANNERS.—Incidental, and regular instruction. The habits, character, and deportment of each child shall be studiously cultivated throughout the course by every teacher. See *Syllabus*.

HYGIENE.—Young and growing children are more easily affected by bad position, bad air, bad light, than those whose organs have obtained their growth. Children of the age of 9 or 10 need more *physical exercise* than mental.

INTERMEDIATE DEPARTMENT.

FOURTH YEAR.—C GRADE.

READING.—Review supplementary Third Reader, and take Introductory Fourth, with preparatory lessons and vocal exercises; Sight Reading,—“Stories from American History;” Science,—“Wings and Fins,” Our World, No. 2.” Home and Friday afternoon Reading Circle, Wide Awake, “*Book of Tales*,” “*Fairy Tales*,” Second Series.

LANGUAGE.—Oral and written reproductions founded upon School exercises; the writing of the substance of selected reading lessons, developed by oral and written questions; writing of oral sentences containing one or more given words from lessons, so as to involve thought; oral and written descriptions of pictures and the story based upon them; oral and written reproduction of stories told or read by teacher; description of animals, plants, minerals, developed by questions; writing letters containing certain facts given,—with address, date, and subscription.—*Syllabus*, Graded English, Fourth Year.

SPELLING.—Connected with and part of all branches studied. Oral and written drills upon common words likely to be misspelled. Ref.—“Fourth Year in English;” Word Primer; Second Year. *Method*.—An interest developed in the words to be learned, not a list of disconnected unmeaning words to be learned as a task.

WRITING.—Constant attention to position and movement, Spencer’s New Copy Book, No. 1, with staff ruled practice book. Copy to be carefully studied by teacher and pupil to discover the drills required to reproduce the exercise. Practice timed exercises with movement on three spaces, and when reduced to one space use copybook. Line by line, carefully examined by teacher, in order that no bad habits be formed. Attention to all written work.

ARITHMETIC.—Ray's Elementary, addition and subtraction, with mental problems, and drills in addition, subtraction, division and multiplication tables. Multiplication, Long and Short Division; practice in problem reading; indicated work by steps; United States money; single step reductions in Dry, Square, and Time measures; read and write through the fourth order; reading simple fractions. Tablet No. 4.

GEOGRAPHY.—1st, The Earth,---distribution of land and water; continents and oceans; lessons on globe. 2d, The Sun,---observe its rising, setting, shadows, warmth. 3d, Time,---lesson on day and night, long and short, day---begin and end, hours of,---week, month; time measures. 4th, The Seasons,--names, months, character. 5th, The Zones,---names, location, temperature. 6th, Races of men,---names, color, characteristics, home. With Winter Term begin reading Our World No. 1. Each lesson preceded by an oral preparatory lesson; the hemispheres. Three lessons in books per week. *White's Pedagogy & Syllabus; Talks on Teaching.*

NATURAL SCIENCE.—Form lessons, Fifth and Sixth series, Primary Object Lessons, Quincy Course. *Plant Life.*---Leaf, stem, flower, root, seed, fruit, their parts, qualities, uses; different kinds of trees, specimens; food plants, grains, roots, fruits, extracts, spices; plants useful in the arts, medicinal plants, clothing plants. Ref. Miss Youman's *Botany*, Warren's *Physical Geography*. One lesson per week, Wednesday afternoon.

LITERARY EXERCISES.—Public Day---semi-monthly and semi-quarterly, on alternate Friday afternoons, by sections, exercises, consisting of readings, speakings, dialogues, recitations of poems in concert, compositions, songs, news items, school exhibits. These exercises alternating with Friday afternoon reading circle. Public Day---Joint exercises by the sections.

MORALS AND MANNERS.—The effect of all training on the moral character of the pupils depends largely upon the character of the motives which control their action. Diligence in study and outward right conduct may both be secured by an appeal to motives that undermine and weaken character. One-half hour per week to be devoted to moral lessons.—See Syllabus.

HYGIENE.—Attention to cramped position at desk work which obstructs the proper action of lungs, heart, and other vital organs at this growing, formative age. The effects of use of tobacco upon mind and body explained.

FIFTH YEAR.—B GRADE.

READING.—1st, review Introductory Fourth Reader; 2d, Supplementary Reading—"Water Babies," or "King of the Golden River," Select Poems; 3d, Sight reading—"Young Folks Book of American Explorers;" 4, Science reading—"Claws and Hoops," "Readings from Nature's Book;" 5th, Home Reading Circle, one approved book read and sketched, semi-quarterly, credit given, record kept, report made. Vocal exercises in articulation, expression daily from blackboard selections.

LANGUAGE.—*Oral.*—More attention to oral than to written language—as the former is used much more frequently than the latter in the affairs of life; 1st, Topical reviews, review reading lessons sketched, conversational exercises upon topics of the day, daily review exercise in speaking pieces already learned, concert recitation of poems learned, one monthly. *Written.*—1st, Changing simple poetry to prose, first oral; 2d, writing stories from memory which have been retold orally; 3d, writing descriptions of objects by answering questions; such subjects as rain, dew, frost, clouds, spring, etc, answers when found read and discussed in class, then combined into compositions; 4th, letter writing, personal narratives, sketches of well known persons, journeys—real and imaginary; 5th, business papers, bills, receipts, promissory notes, accounts current.—Syllabus, 5th year, *White's Pedagogy.*

ORTHOGRAPHY.—Word Lessons, part 1. Elementary Sounds, diacritical marking, homonyms, diphthongs, pronunciation, dictation, familiar terms, abbreviations. See Graded English, 5th year.

WRITING.—Spencerian copy book No. 2; practice book No. 1; movement and counting exercise daily; constant attention to all written work; business forms.

ARITHMETIC.—Ray's Elementary; review of fundamental rules. Advance,—compound numbers; tables developed by use of weights and measures; factoring; neatness and dispatch and step exercise in written problems required. Stoddard's Mental, pp. 1-40-55. Tablet No. 5.

GEOGRAPHY.—Definitions of land and water terms; zones, poles, equator, tropics, latitude, and longitude. *North America*,—Political divisions and capitals. Land divisions—Islands, —Cuba, Hayti, Jamaica, Porto Rico, Greenland, Newfoundland; peninsulas,—California, Yucatan, Salvador, Alaska; isthmus,—Alaska; mountains,—Rocky, Appalachian. Water divisions—The oceans; sea,—Caribbean; gulf and bays,—St. Lawrence, Mexico, California, Hudson; straits,—Behring's; lakes,—the Great Lakes; rivers,—Makenzie, St. Lawrence, Mississippi, Columbia. *South America*.—Political divisions and capitals. Land divisions, —isthmus,—Panama; mountains,—Andes; capes,—Horn. Water divisions,—The oceans; sea,—Caribbean; rivers,—Amazon, La Plata, Orinoco. *Europe*.—Political divisions and capitals and three chief cities of the four "first powers." Land divisions,—Islands,—six; peninsulas,—five; mountains,—five. Water divisions, —The oceans; seas,—six; bays,—two; lakes,—two; rivers,—two; straits,—two. *Asia*.—The following political divisions with capitals and chief city: China, India, Arabia, Japan, Siberia. Land divisions,—Islands,—Borneo, Java, Ceylon; peninsulas,—India, Arabia; mountains,—Himalaya. Water divisions,—the oceans; seas,—Japan, China, Arabian, Red; bay,—Bengal; rivers,—six. *Africa*.—Political divisions and capitals;—Morocco, Algiers, Tunis, Tripoli, Liberia, Egypt, Cape Colony. Land division,—island,—Madagascar; isthmus,—Suez; cape,—Good Hope. Water divisions, —the oceans; rivers,—Nile, Niger, Congo; lakes,—Albert Nyanza, Victoria Nyanza. *United States*,—capital and chief cities; New England, Middle, Southern, North Central, Western States and Territories. Land divisions,—chief island, cape, mountain in each section. Water divisions,—chief river, lake, bay of each section. One or more interesting facts connected with each point of the outline. Geographical reading—"Scribner's Journeys," "Our World."

NATURAL SCIENCE.—Animal life; I, *Vertebrates* including

1st, mammals; 2d, birds; 3d, reptiles; 4th, fishes. Their difference and sub-classes of each as far as known by the pupil. II, *Mollusks*; III, *Articulates*; IV, *Radiates*, characteristics and familiar sub-class of each sub-kingdom. Steele's Zoology; Warren's Physical Geography. *The Human Body*,—skeleton, skin, flesh, blood, nerves, muscles, sleep, food, bathing, dressing, ventilation. One hour per week, Wednesday afternoon. Hotze's Physiology.

LITERARY AND PUBLIC DAY.—Alternate Fridays by section, and joint exercises semi-quarterly. Sections presided over by elected officers, who shall hold office for half a quarter. Exercises shall consist of the language exercises of the school,—select readings, declamations, recitations, class poems, essays, dialogues, charades, songs, moral lessons.

MORALS AND MANNERS.—A vital question—what motives does the teacher use to secure diligence in study and proper conduct? Effective moral training involves the discipline of the will to act habitually in view of right motives. Syllabus, weekly lessons, half hour each.

HYGIENE.—The eye, its diseases and their remedies; area of glass to floor space, direction of light; stimulants, effect on stomach and brain.

SIXTH YEAR.—A CLASS.

READING.—Fourth Reader review. Supplementary, Hawthorne's Twice Told Tales and True Stories; sight reading, Life of Lincoln; Historical—Young Folks' History of United States. Science reading—Geographical Reader; home reading circle, an approved and credited book semi-quarterly. Every study made the basis of reading. Vocal exercises in expression; blackboard exercises.

LANGUAGE.—Constant exercises in oral language exercises; oral reproduction of descriptive poems, stanza by stanza, as read; the same reviewed and reproduced as a written exercise. Memory Gems, 80:iii, 96:xxxii, 73:xx, etc.; Paraphrasing Simple Poetry, 62:iv, 108:xxi, etc.; Monthly class poem, Graded Selections, sixth year, 102:iv, 113:xxiv, etc.; Answering questions arranged topically

on board; reproduction of stories told or read; impromptu remarks on topics of the day. *Written*—oral work reduced to writing; writing stories in outline in imitation of those read; writing description of objects by answering questions; Letter writing containing descriptions of journeyings, business paper, bills, receipts, notes, orders, etc. "Elements of English Composition,"—Paragraphing, Letter writing, pp. 26-52; construction of paragraphs, narrative, descriptive, and reflective, pp. 61-90; "New Language Lessons," Class of Words, Sec. 1; The Sentence and its Elements, Sec. 2; Parts of Speech, Sec. 3.

ORTHOGRAPHY.—Classification of consonants; prefixes and suffixes, rules for spelling, plural and possessive of nouns, hyphens and compound words.—*Word Lessons*, part 2.

WRITING.—Copy book No. 3; practice book No. 1; counting and movement exercises in time; attention to all written work and use of pencils.

ARITHMETIC.—Ray's Practical, review Compound Numbers, and Factoring; Common and Decimal Fractions,—Arts. 92, 129, 155. Mental, 57-88 pp. Three recitations per week in written, and two per week in mental for each class. The more difficult problems left for review. Tablet No. 6.

GEOGRAPHY.—Review of the Continents as a whole, as an organism adapted to the life of plants, of animals, of man. 1st,—*Position*,—on the globe with reference to other continents; *Form*,—the nearest geometrical figure; *Extent*,—absolute and comparative; 2d, *Boundaries*,—Land and water; *Outlines*,—regular or irregular; *Coasts*,—principal projections and capes; principal indentations—gulf; bays, principal continental islands; commercial advantages and interesting facts relating to coast lines. 3d, *Relief*,—surface elevations and depressions; *Mountain Systems*,—primary and secondary; *Plateaus and Plains*—and their distinctions; special features of each relief; *Reliefs*,—classified and compared with those of other countries studied; *Profile*,—drawn through the principal features. 4th, *Drainage*,—*River Systems*—,as determined by surface reliefs; size, source, direction, outlet of each system, with description of particular rivers as to length, size, navigation, water-power, scenery;

Lakes,—location in river systems, size, scenery. 5th, *Climate*,—as affected by latitude, altitude, winds and water; *Soil*,—as affected by relief, drainage, and climate; *Products*,—animal, vegetable, mineral, how affected by climate. 6th, *Political Divisions*,—Name, location, form, size, boundary, surface, drainage, climate, soil, natural products, capital, and principal cities, with interesting facts. 7th, *Inhabitants*,—Race, peculiar customs, occupations, agricultural, commercial, manufacturing, mining, lumbering, fishing, with statistics.—*De Graff's Guide*; *White's Pedagogy*; *Zig-Zag Journeys*;—*Our World*, No. 2. Outline map drawing.

NATURAL SCIENCE.—Physics,—*Gravitation* and its effects,—weight, pump, barometer, pendulum; *Cohesion*—glue, plaster, mortar, etc.; *Capillary attraction*,—lamp wick, sap, sponge, sugar; *Mechanical Powers*,—lever, pulley, inclined plane, wedge, screw; *Heat*,—sun, combustion, friction, steam, thermometer; *Light*,—sources, reflection, looking-glass, refraction, spectacles, microscope, prism, telescope, photograph; *Electricity*,—lightning, sealing-wax experiments; *Magnetism*,—mariner's compass, horse-shoe magnet; *Astronomy*—*Stars*,—size and distance; *Solar System*,—sun, planets, the morning and evening star, Saturn and his rings, comets, orbits, eclipses, seasons, changes of moon.

LITERARY AND PUBLIC DAY EXERCISES.—Society and joint exercises, on alternate Friday afternoon by sections; select readings, recitations, declamations, class poems, dialogues; topical outlines from board, questions, compositions, songs. Joint exercises on public day, semi-quarterly.

MORALS AND MANNERS.—Teachers will avoid as far as possible the so-called artificial motives. They may be made very effective in securing immediate results. They do not stand the test of character and should find no place in school training. *Syllabus*.

HYGIENE.—The blood and blood poison; the lungs; composition of air and product of, breathing, amount of fresh air required to each pupil; church ventilation, lung diseases, stooped position.

GRAMMAR DEPARTMENT.

SEVENTH YEAR.—B CLASS.

READING.—Harvey's Fifth Reader; supplementary,—Longfellow's Miles Standish, Evangeline; sight reading,—Life of Columbus; periodical,—The Week's Current; home reading circle,—one approved, recorded book, semi-quarterly, read, sketched, and credited. Vocal exercises in expression and tones,—daily.

ENGLISH GRAMMAR.—Harvey's Elementary; the construction and analysis of the simple sentence, definition of all terms used to be developed; parts of speech developed from their use in the sentence; complex and compound sentences developed, constructed, analyzed. *Graded English*, 7th year; *Swinton's Language Lessons*, Sections 4, 5, 6.

ENGLISH COMPOSITION.—Oral reproduction of descriptive poems, stanza by stanza; same reviewed and written from memory. *Graded Selections*—Oral review of all reading lessons; topical review of all studies from board outlines; memory abstracts, oral and written; monthly poems;—daily exercises. *Written work*,—oral reduced to writing; stories reproduced; descriptions in answer to question or topics; journeyings; letter writing. "Elements of English Composition,"—Paragraph Construction, part III; Figures of Speech, part IV; Themes.

ORTHOGRAPHY.—Review Part II., advance Part III. Misused words, abbreviations, homonyms, derivations, verbal distinctions.—Reed's *Word Lessons*. Spelling a part of every study.

WRITING.—Copy book No. 4, practice book No. 2; timed exercises in movement; attention to pen holding and position in all written exercises; business forms, accounts, bills, business letters.

ARITHMETIC.—Review Common and Decimal Fractions and their application to mensuration problems; Percentage and its application to commission, insurance, stocks, and simple interest; indicated step work. Mental, pp. 89-110. Written Arithmetic two hours and Mental one page per week to each class. Tablet No. 7.

UNITED STATES HISTORY.—History shall be conducted as an intelligent exercise in reading, with constant reference to supple-

mentary authors, historical readers, outline maps; topical reviews. To give unity to the endless details, the following outline is submitted from Holbrook's New Method: The facts of our history may be classified into three periods. I. Origination. II. Formation. III. Reformation.

I. *Origination.*—From first exploration to Second Continental Congress.

1. Explorations.—From first exploration to settlement of Jamestown.

2. Colonization.—From settlement of Jamestown to King William's War.

3. Consolidation.—From King William's War to Second Continental Congress.

For dates and events see next grade.

GEOGRAPHY.—Topical review of North America and United States with geographical reading. The geographical relations of discoveries and settlements of the various nationalities and their consequences. Harris's and Hinsdale's School Reports. Outline mapping required.

NATURAL SCIENCE.—1st, form of continents, causes and classes of islands, mountain systems, valleys, plains, plateaus, earthquakes, volcanoes; water—springs, rivers, lakes, bays, gulf, oceans, tides, waves, winds, currents, commerce. 2d, Meteorology,—atmosphere, temperature, winds, dew, fog, rain, snow, hail, climate, electricity, rainbow, sunsets, mirage. 3d, Organic life,—plants, animals, man, their relations and places; one term to each topic; one hour per week, Wednesday afternoon. Warren's Physical Geography; De Graff on climate.

LITERARY SOCIETIES AND PUBLIC DAYS.—On alternate Friday afternoons by alternate sections. Joint exercises semi-quarterly. Exercises,—select readings, recitations, declamations, debates, essays; topical reviews from board, oral reports on assigned topics; class poems, news, secretary's report, society business; review of moral, hygiene, and science lessons.

MORALS AND MANNERS.—In the use of such natural incentives as a desire for rank, for approbation, for supremacy, anxious

care should be taken to prevent their becoming artificial and unworthy motives. Under the "per cent. system" the desire for high per cents. in examination is often the ruling and unworthy passion of the most ambitious pupils,—certainly a serious evil; weekly lesson. See Syllabus of Morals. "*Good Morals and Gentle Manners.*"

HYGIENE.—Duties of boards of health; contagious diseases; cause and cure; drainage; effect of good morals on private and public health.

EIGHTH YEAR.—A CLASS.

READING.—Appleton's Fifth Reader. Supplementary,—Longfellow's Poems—Tales of a Wayside Inn, and Hiawatha; Julius Cæsar and Merchant of Venice; Sight Reading,—Biography, Life of Franklin; Science reading,—Fairy Land of Science, or Stories of Crystalization; Home Reading Circle.—one approved book read, sketched, recorded and credited semi-quarterly. School is a failure unless it establishes a habit of reading good books.

ENGLISH GRAMMAR.—Etymology,—distinguish between the real and the imaginary properties or inflections; rules of syntax developed,—their reasonableness or unreasonableness shown in every case; Conjugation—modes and tenses developed,—the reason and truthfulness of each supposed change investigated; the Sentence—simple, complex, compound, with modifying elements; exercises in abridgment and construction.

COMPOSITION.—I. Analysis and and synthesis of sentences,—conversion and combination of sentences, variety of expression. II. Style,—choice of words, accuracy in their use, simplicity of words, brevity of language, purity of words. III. Construction—unity, clearness, strength, figurative language. V. Themes and essays. *Swinton's School Composition.* Two lessons per week.

ORTHOGRAPHY.—Review Part III. Reed's Word Lessons; advance,—synonyms discriminated; English and Latin prefixes and suffixes classified; word analysis and building.—Part III. Spelling a part of each class exercise.

WRITING.—Copy book No. 4, practice book No. 2; fore-arm and finger movements combined; book-keeping.

ARITHMETIC.—Review common and decimal fractions and denominate numbers. Percentage and its application, *practical* problems in Interest, simple, compound, annual. Discount—trade and bank. Commercial paper—promissory notes, drafts, and bonds; reports from daily papers used as a basis of problems. Ratio and proportion, problems solved by analysis. The powers,—involution, evolution; square and cube root. Time saved from *impractical problems and cases* in percentage and its applications will be devoted to mensuration. Mental, pp. 110–168. Tablet No. 8.

UNITED STATES HISTORY.—The teacher will place upon the board the following outlines with proper explanations, and omission of dates until they are reached in the study.

I. *Origination.*—First explorations to second Continental Congress, 1000–1775. 1. Explorations,—first explorations to Jamestown settlements, 1000–1607. 2. Colonization,—Jamestown settlements to King William's war, 1607–1689. 3. Consolidation,—King William's war to second Continental Congress, 1689–1775.

II. *Formation.*—Second Continental Congress to Jackson, 1775–1829. 1. Separation,—second Continental Congress to second treaty of Paris, 1775–1783. 2. Organization,—second treaty of Paris to Washington, 1783–1789. 3. Federation,—Washington to Jackson, 1789–1829.

III. *Reformation,*—Jackson to Garfield, 1829–1881. 1.—Agitation—Jackson to Lincoln, 1829–1861. 2. Emancipation,—Lincoln to Johnson, 1861–1865. 3. Reorganization,—Johnson to Garfield, 1865–1881.

This bird's eye view of the subject will show that our history is a growth, and will serve as a chart and compass in the study of the otherwise bewildering multitude of facts of American history. The mass of dates found in U. S. history has at times confused both teacher and pupil, hence a list of about twenty-five significant dates are appended as worthy of attention; other events should be located and grouped around these as cause or consequence of the leading event.

1100.—Visits of the Northmen; the age of the mound-builders; the vast ruins of Palenque; the Pueblos of New Mexico, and other remains of unknown races.

- 1492—The discovery of Western Continent by Columbus and other explorers of that period.
- 1565—Date of first Spanish settlement.
- 1607—Date of first English settlement.
- 1620—Date of first settlement of Massachusetts. Around these dates locate other important settlements and events, as the introduction of slaves.
- 1754—French and Indian war; other Indian wars unimportant, but this was one of the causes that led to the Revolution, and also brought Washington into notice.
- 1775—April 19,–June 17,–Battles at Lexington, Concord and Bunker Hill as connected events; grouped events;—the Stamp and Navigation acts; First Colonial Congress; Boston tea party; occupation by British; Washington takes command; siege and evacuation of Boston.
- 1776—Declaration of Independence, *July 4th*; grouped events; battles of New York, Long Island, White Plains, Trenton, Princeton, Brandywine and Germantown.
- 1777—Burgoyne's surrender, Oct. 17; defeating the attempt of cutting off New England from the Middle States; grouped events; the alliance of France; battle of Monmouth, and Arnold's treason.
- 1781—Oct. 17, Surrender of Lord Cornwallis at Yorktown, and the close of the war.
- 1789—Adoption of the Constitution; the election of Washington first president; invention of cotton gin; three new States admitted; the organization of the Northwest Territory.
- 1801—Thomas Jefferson; purchase of Louisiana; first steamboat; African slave trade forbidden; Ohio admitted into the Union, 1802, as 17th State.
- 1812—War against Great Britain, lasting two years; naval victories; battle of New Orleans; war with Algiers.
- 1817—James Monroe; the Missouri compromise; Florida purchased; five new States admitted.

- 1825—John Quincy Adams, president; first railroad, from Quincy to Neponset, ever built in United States.
- 1829—Andrew Jackson; nullification in South Carolina crushed by the old hero of New Orleans.
- 1837—Martin Van Buren; independence of Texas acknowledged, which was the cause of the Mexican war.
- 1841—Wm. Henry Harrison, Ohio's first President; Texas annexed to the United States.
- 1845—James K. Polk; Texas admitted to the Union as a State; war with Mexico; California taken from Mexico; discovery of gold; territory enough taken to make eighteen states as large as New York.
- 1853—Franklin Pierce; Kansas and Nebraska bill; Ostend manifesto.
- 1857—James Buchanan; John Brown's raid; civil war brewing; South Carolina secedes; firing on Star of the West.
- 1861—Abraham Lincoln; civil war; Sumpter captured; troops sent to defend Washington; first blood shed *April 19*, at Baltimore. First blood of the revolution *April 19*, at Lexington.
- 1863—Jan. 1st, slaves, emancipated by proclamation; July 1st, 2d and 3d, battle Gettysburg; July 4th, surrender of Vicksburg; Port Hudson taken; the Mississippi opened.
- 1865—April 2, Richmond captured; battle of Mobile; assassination of Lincoln by Booth.
- 1869—U. S. Grant; reorganization of the Government; the conversion of the currency of the United States into an interest-bearing bonded debt; the Alabama claims and Geneva award. Half the last term given to the study of the Constitution and review.

PHYSICAL GEOGRAPHY.—Mathematical definitions. Structure of the earth. Land Division,---continents, islands, relief, drainage, climate, products; Water Divisions,—ocean, tides, currents, rivers, lakes. The atmosphere. Races of men and the animal kingdom. Physical features of the United States,

NATURAL SCIENCE.—Stewart's Physics, Fall Term, Art. 1 to 47, and review. Winter Term, Art. 48 to 66, and review. Spring Term, Art. 67 to 90, and review; one lesson per week of one hour each, Wednesday afternoon.

LITERARY SOCIETIES AND PUBLIC DAY.—The former semi-monthly, and the latter semi-quarterly, the last hour Friday afternoon. These exercises shall be devoted to the cultivation of the art of speaking, reading, and writing of the English language, and the practice of parliamentary rules of order and business.

MORALS AND MANNERS.—Effective moral training involves the discipline of the will to act habitually in view of right motives. The end of school study is not per cents, and the practice of reporting to the school and parents the comparative standing of pupils should be abandoned. The skillful, inspiring teacher does not rely upon "examinations," "per cent.," "passing," "promotion," etc., as supreme ends of pupils' efforts. Diligence and right conduct should be secured by the highest moral motives that can be made effective, such as a desire for knowledge, love of right, sense of honor, sense of duty. Lesson, one-half hour per week.—Cowdry's *Moral Lessons*; White's *Syllabus of Morals*; *Talks to My Boys*.

HYGIENE.—Of bones, skin, digestion, circulation, respiration, excretions, nervous system, eye, ear, elements of sanitary science.—*Eclectic Physiology*. "A sound mind in a sound body."

SYLLABUS OF LESSONS IN MORALS.

Morals and manners as branches of instruction, are too important in their character to be left to incidental instruction. One half hour per week should be devoted to the consideration of the following topics,—not in the order presented,—selections shall be made suited to the grade and circumstances. References—Gow's Good Morals and Gentle Manners, Cowdry's *Moral Lessons*, Peaslee's *Memory Gems*.

1. *Cleanliness and Neatness.*—1st, of person,—body, face, hair, hands, nails, feet. 2d, clothing,—hats, boots, shoes. 3d, books, slates, desks, floors, halls, yards, &c.

2. *Politeness.*—1st, at school, in school room, hall, yard. 2d, on street, meeting or passing on side walk, respectful greeting of teachers, friends, strangers, aged. 3d, at home,—to parents, brothers, sisters, guests. *Memory Gems*, 10:II, 12:VIII, 115:XXVIII.

3. *Gentleness.*—In speech and manners,—rude, boisterous talking and laughing in company,—on street, cars. 32:IX.

4. *Kindness to others.*—1st, to parents, brothers, sisters, 2d, to the aged, infirm. 3d, to the unfortunate and erring. 4th, to the poor. 5th, to enemies,—kindness for injuries, good for evil, conquering by kindness. *Golden Rule*, 27:II; 50:VIII, 51:IX, 63:V, 66:X, 138:XVII.

5. *Kindness to animals.*—1st, to animals that serve us. 2d, to other animals that are harmless, killing of birds, robbing their nests, &c. 3d, killing animals for food, the harmful. 4th, cock-fighting, dog-fighting. 13:X, 14:XI, 43:XXIV, 142:LI.

6. *Love, respect and reverence.*—1st, for parents, 20:XXI. 2d, for the aged. 3d, for teachers and those in authority. 39:XIX, 66:IX, 86:XIV, 104:VI, 108:XIII, XV.

7. *Obedience.*—1st, to parents, 49:VII, prompt; disregard of known wishes, teasing for favors denied, disobedience. 2d, to teachers. 3d, to officers of the law. 4th, to conscience. 62:III, 96:XXXI.

8. *Gratitude and thankfulness.*—1st, to God, to parents, to all benefactors—for kindness, blessings, and all good enjoyed. 13:IV, 29:XVIII, 112:XXIII.

9. *Truthfulness.*—1st, in thought, word, and act,—“think the truth, speak the truth, act the truth,” 88:XVIII, 10:IV. 2d, deceit and falsehood—lies acted as well as spoken; silence may lie; distinction between a lie and an untruth; “white lies.” 3d, keeping one's word; what promises may be broken.

10. *Courage.*—1st, true courage, heroism. 2d, false courage. 3d, cowardice. 4th, “the noblest courage dares to do right.” 5th, doing duty—duty the last word. 82:VII, 84:X, 113:XXV, 116:XXIX.

11. *Honesty*.—1st, in word and deed. 2d, in little things, 54:XIV. 3d, "honesty is the best policy," "the right will come out right," "the wrong will end in loss," 106:IV.

12. *Honor*.—1st, "honor thy father and thy mother that thy days may be long in the land." 2d, honor one's self. 3d, home and country. "What constitutes the state?" "Men, high-minded men."

13. *Good name*.—1st, good name when young. 2d, keeping a good name; its value, its loss. 3d, reputation and character. 4th, keeping good company, "A man is known by the company he keeps. 45:1, 94:XXVIII, 123:X.

14. *Self-control*.—1st, control of temper, silence when provoked. 2d, when anger is right. Mottoes.

15. *Confession and forgiveness*.—1st, apology for wrong to another, manly, noble. 2d, "denying a fault doubles it." 3d, forgiving injuries confessed. 4th, forgiving enemies. "It is better to suffer wrong than to do a wrong." 99:XXXVI.

16. *Evil speaking*.—1st, slander, gossip, spreading evil reports, "they say." 2d, "charity thinketh no evil;" faults of others. 3d, tattling or tale bearing. 118:XXXVI. 4th, flattering, giving undeserved praise.

17. *Profanity*.—1st, Profane swearing, foolish, vulgar, wicked; 2d, effect on character—"swear not at all;" 3d, slang, vulgar and impolite; 4th, obscene language.

18. *Bad Habits*.—1st, Habits that destroy health; 2d, habits that waste money; 3d, habits that destroy reputation, usefulness; 4th, habits that dishonor oneself and family; 5th, habits that are offensive to others; 6th, habits that take away self-respect and self-control. 104:VII.

19. *Good Manners*.—1st, In school; 2d, at home; 3d, on the streets; 4th, in company; 5th, in public places, meetings; 6th, "It always pays to be a gentleman."

20. *Industry*.—1st, Right use of time and opportunity; 2d, sin of idleness; 3d, labor a duty and a privilege; 4th, self-reliance and self-respect.

21. *Gambling*.—The temptation, forms and consequences.

22. *Temptation*.—Tempting another to do wrong; resisting temptation.

23. *Civil Duties*.—1st, Love of country—patriotism, 188: CXVIII., 182:CXXXIII.; 2d, respect and reverence for those in authority; 3d, obedience to law; 4th, fidelity to official trusts—bribery; 5th, nature and obligation of oaths—perjury; 6th, the ballot—buying and selling votes; 7th, the duty and honor of citizenship. *Syllabus*.—Dr. E. E. White.